

# **District Accommodation Plan (DCAP)**



Old Colony Regional Vocational Technical High School

**January 2023**

## Introduction

Massachusetts General Law, Chapter 71, Section 38Q1/2 requires, “A school district shall adopt and implement a District Curriculum Accommodation Plan (DCAP) to assist principles in ensuring that all efforts have been made to meet students’ needs in regular education. The plan shall be designed to assist a regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.

Old Colony Regional Vocational Technical High School’s DCAP was developed to provide guidelines for helping all students (including those with special learning needs) meet Massachusetts’s standards and demonstrate success on assessments. The purpose of this plan is to continually strengthen and improve the general education program for the benefit of all students.

### What is a District Curriculum Accommodation Plan?

DCAP stands for the “District Curriculum Accommodation Plan”. Districts are required by Massachusetts General Law to provide a guidance document for school staff to ensure that all students in general education classes are provided with the tools and strategies to be successful in the classroom. The DCAP describes accommodations, instructional supports, and interventions that are provided to students who are experiencing difficulties mastering content areas. The DCAP is able to assist teachers and specialists in providing differentiated learning experiences to ensure that students can make progress in their learning through the use of various teaching modalities.

The DCAP is intended to guide the principal, counselors, and teachers in ensuring that all possible efforts are made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist at Old Colony Regional Vocational Technical High School.

We understand and acknowledge that:

- Students have different rates and styles of learning.
- Students are diverse in their cognitive, physical, linguistic, social, and emotional development.
- Students differ in their ability to work and study independently.
- At various times, students experience different reactions and responses to curriculum and instructional task demands.
- Students require different amounts of supervision and instruction.

## The purpose and goal of the District Curriculum Accommodation Plan

- To assist general education teachers in analyzing, assessing, and accommodating diverse learners within the classroom
- To describe strategies and resources for the classroom teachers and specialists to use to address diverse learners
- To identify services, supports, accommodations and instructional delivery options within general education classes in order for students to access instruction and assessment
- To recommend and document instructional interventions available for learners
- To outline resources available to teaching staff in the areas of student support, teacher mentoring, curriculum differentiation, professional development and coaching
- To provide a list of accommodations as a resource to meet the needs of diverse learners

### *Mission Statement*

Old Colony Regional Vocational Technical High School believes that all students can learn and that learning is an ongoing, lifelong process for all. It is our mission to provide technical, academic, and social experiences so that our students can do the following: be college and career pathway ready; achieve competency in technical and academic standards; and develop work habits that foster independence, self-awareness, civic-mindedness, and commitment to personal growth.

## Responsibility of the School Principal

The principal promotes instructional practices responsive to student needs and ensures that adequate instructional support is available for students and teachers. Instructional support includes remedial instruction for students, consultative services for teachers, availability of reading instruction, appropriate services for linguistic minority students, and other services consistent with effective educational practices and the requirements of M.G.L. c.71B,2.

The principal consults with the Special Services Coordinator regarding accommodations and interventions for students. These meetings occur formally on a weekly basis, and often daily informally. Additionally, when an individual student is referred for an evaluation, documentation on the use of prior instructional support services for the student is provided as part of the evaluation information reviewed by the Team when determining eligibility. This would come primarily from the Student Support Team.

## Student Access to Supports, Interventions, and Accommodations

All staff must provide individual accommodations to any student on an as needed basis and specific to content or situation. This document includes curriculum accommodations for high school ages students. The DCAP makes suggestions for accommodating concerns in regards to academic progress as well as strategies and interventions that may assist those students with social and behavior issues. While the DCAP lists best practices and sample strategies, teachers and collaborating staff may select any accommodations that they feel are appropriate for an individual student. The DCAP in no way limits what teachers may implement to meet the needs of an individual student.

Old Colony has a Student Support Team who meets on a regular basis and provides general education teachers with the opportunity to work together to find various accommodations and interventions to meet the needs of all the students. There are also specialists who are able to provide expertise to the general education teachers as part of their common meetings. There are many and varied professionals employed for the purpose of assisting students who need extra support in the classroom. Careful assessment and remediation is planned with collaboration from the general education teacher. Parent communication and involvement is also important during this process to establish strategies that may also be used in the home before possible referral for special education results.

## Provisions Encouraging the Promote Instructional Practices Responsive to Student Needs

<p>Old Colony provides assistance to general education classroom teachers to help them analyze and accommodate various students' learning needs</p>	<ul style="list-style-type: none"> <li>• Professional development and classroom-based supports for teachers:</li> <li>• Department Supervisors, Mentor Advisors, and Mentors assist classroom teachers in problem-solving and analyzing instructional practice and student results</li> <li>• Building-based student support team convenes regularly to provide instructional and behavioral intervention suggestions to teachers</li> <li>• Library/Media Specialist and IT Coordinator provide resources for curriculum and instruction and collaborate with classroom teachers around instruction</li> <li>• Guidance staff and School Adjustment Counselor (SAC) provide individual and small group social skills and issue specific groups (new to school, social skills, coping skills, illness/death, learning styles, disability, etc.)</li> <li>• Department and faculty meetings</li> <li>• Mentor/mentee meetings</li> <li>• Common planning meetings</li> <li>• Curriculum mapping review</li> </ul>
<p>Old Colony support services that are available to students through general education, including services to address the needs of students whose behavior may interfere with learning</p>	<ul style="list-style-type: none"> <li>• MCAS support offered in ELA, math, and science</li> <li>• After-school teacher availability 2 days/week</li> <li>• Homework support and after-school help in the library/media center</li> <li>• National Honor Society tutors</li> <li>• Title I supported academic classes</li> <li>• Extracurricular clubs and activities</li> <li>• Coping Skills Group</li> <li>• Social Skills Group</li> </ul>
<p>Old Colony reviews local curriculum in relation to state learning standards</p>	<ul style="list-style-type: none"> <li>• Academic coordinator/data analyst and vocational coordinator assist the principal and teachers with curriculum mapping and instruction oversight, analysis of student achievement data, teacher assistance with curriculum modifications, and a review of curriculum in relation to state learning standards.</li> <li>• Each year's MCAS results are analyzed and compared to the previous year's results.</li> <li>• Curriculum is aligned to state standards; units are monitored and updated regularly.</li> <li>• Curriculum documents are available online to all staff.</li> <li>• Performance patterns in MCAS results are identified (strengths and weaknesses) and results are shared with teachers.</li> </ul>

	<ul style="list-style-type: none"> <li>• Short- and long-term plans for curriculum changes in each area for group and individual support are formulated based on results of the analysis.</li> </ul>
Old Colony provides additional staffing or consultation on academic and behavioral issues	<ul style="list-style-type: none"> <li>• OC has a fully staffed guidance department including guidance counselors and school adjustment counselor.</li> <li>• Guidance counselors are dedicated to students’ scheduling, social, emotional, and personal issues.</li> <li>• OC has a school nurse who is dedicated to the physical, social, emotional, and medial well-being of students.</li> <li>• The speech therapist and special education teachers are available to provide consultation, classroom observation of students, and informal screening for students.</li> <li>• The school adjustment counselor is a specialist in behavior observation, consultation, and program development and can provide support to classroom and specialist teachers as needed.</li> <li>• The principal, vocational, academic, and special services coordinators, along with the dean of students provide consultation to teachers around students struggling with academic, vocational, social, emotional, and behavioral issues.</li> <li>• OC has a trained team of teachers who can safely de-escalate student behavior and, if necessary, restrain a student.</li> <li>• All OC students participate in a guidance curriculum.</li> <li>• The librarian/media specialist consults with teachers regarding resources, support for enrichment, and research projects to assist students.</li> <li>• A school psychologist consultant provides consultation to staff, including the completion of Functional Behavior Assessments, when needed, to support a student.</li> </ul>

### Provisions Encouraging Teacher Mentoring/Collaboration, and Parent Involvement

Old Colony encourages teacher mentoring and collaboration	<ul style="list-style-type: none"> <li>• All new teachers at OC are provided a qualified mentor who has completed a mentor training program</li> <li>• New teachers attend an orientation day prior to the start of the year</li> <li>• New teachers attend after or before school mentor sessions through the year</li> <li>• On occasion, a teacher will be assigned a mentor/coach to focus on a specific area of improvement</li> <li>• Departments meet on a regular basis (dept. meetings, common planning, in-service groups)</li> </ul>
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“The law requires that no instructional support program nor any other intervention limits the right of a parent to refer a student for a special education evaluation. However, if a referral for a special education evaluation has been made and the district has asked for and received parental consent to evaluate, then evaluation information from any instructional support program should be made available to the special education Team to consider when determining if the student is eligible for special education.” (Extracted from, “Is Special Education the Right Service? A Technical Guide”, MA DOE, March 2001).

# Provisions Encouraging Communications with Parents and Opportunities for Parent Involvement in the School

<p>Old Colony encourages communication with parents and opportunities for parent involvement in the school</p>	<ul style="list-style-type: none"> <li>• SchoolBrains’ notification system is used to communicate with parents and provides them with password access to their child’s attendance, discipline, and grades</li> <li>• OC updates the website and uses social media such as Facebook, Twitter, etc.</li> <li>• Each student is provided with a Google school email address.</li> <li>• Any student who is in danger of failing for each trimester and/or for the year receives a letter in the mail which includes information on summer school.</li> <li>• Parent surveys provide input regarding parent satisfaction.</li> <li>• Parent-teacher conferences are held in October.</li> <li>• The Superintendent provides ongoing communication through social media and quarterly newsletters showcasing school/student success.</li> <li>• The principal’s monthly newsletter provides ongoing information to parents and a calendar of events.</li> <li>• Parent-Teacher Organization (PTO), Cougar’s Gridiron Club, Special Education Parent Advisory Council (SEPAC), Vocational Advisory Boards, and School Council provide opportunities for parents to volunteer.</li> <li>• Open House tours and career awareness sessions are provided to potential incoming students and their families.</li> <li>• Teacher websites and online classrooms provide course information and student assignment information for students and parents to access.</li> </ul>
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## English Language Learners

Old Colony uses a reading, writing, and speaking curriculum that includes fiction and non-fiction texts and a variety of multimedia that is age appropriate. The programs feature stories and topics that highlight multicultural populations and themes that Old Colony English Learners can connect with. They include English language instruction that includes spelling, vocabulary, and oral presentations. English learners learn how to use evidence to support a claim, compare and contrast ideas, justify their opinions and find main ideas in informational texts. Our goal is that English learners will be able to take these skills and apply them to complex English texts.

## Instructional Support Interventions

Instructional supports include accommodations to the classroom instruction, student responses, teaching strategies, teaching environment or materials. This list is representative of suggested strategies and is not inclusive of all strategies that may be successful with individual students.

Curriculum/Instruction/Assessment Strategies
<p><b>Presentation</b></p> <ul style="list-style-type: none"><li>• Preview important information and/or vocabulary words</li><li>• Provide directions in small, distinct steps (written/pictures/verbal)</li><li>• Break down classroom lessons into smaller segments</li><li>• Provide learning expectations and exemplars</li><li>• State behavioral objectives clearly</li><li>• Scaffold learning with: graphic organizers, chunking of material(s) into small components, encourage cooperative learning, facilitate small group instruction</li><li>• Utilize a variety of grouping arrangements: homogeneous, heterogeneous,</li><li>• Provide alternative assignments and assessments</li><li>• Sentence starters</li><li>• Fill-in-the-blank assignments, notes, assessments</li><li>• Develop student contracts or individual behavior, social, or academic improvement plans</li><li>• Provide multi-modal presentation of instruction and materials</li><li>• Repeat or re-teach concepts with a different approach</li><li>• Differentiate instruction and assignments</li><li>• Incorporate incentives and reward systems, including student graphing of own progress</li><li>• Instruct students in study skills, note-taking; model these skills during instruction</li><li>• Utilize technology and computer-assisted instruction</li><li>• Teach students to use graphic organizers</li><li>• Provide manipulatives</li><li>• Use checklists, teacher check-ins, calendars and project organizers to break down long-term assignments</li><li>• Break down tasks into manageable steps</li><li>• Utilize homework logs and journals for homework follow-up</li><li>• Provide and model use of reference tools, websites, and textbooks for homework support</li><li>• Provide and model use of study guides</li><li>• Pair visual with verbal directions/instructions</li><li>• Post critical classroom information daily (day, date, agenda, essential questions, objectives)</li><li>• Use visual/auditory aides</li><li>• Use bold/highlighted text to point out important concepts/main idea</li><li>• Reduce amount of copying from board</li><li>• Provide copy of notes</li><li>• Use models, demonstrations, hands-on activities, and checklists</li><li>• Use of Assistive Technology/Accessibility Tools: audio supports, text-to-speech, speech-to-text, word prediction, spell check, grammar check</li></ul>



- Encourage use of calculator
- Frequent check-ins for understanding

### **Setting**

- Separate setting for work or assessments, such as a quiet room with few distractions
- Provide preferential seating/flexible seating arrangements
- Arrange partner or small group instruction
- Use special lighting, acoustics, special accessibility tools such as screen or paper overlays
- Provide small group testing
- Provide preferential seating/flexible seating arrangements

### **Response**

- Provide cueing and “wait time” or “think time” to encourage participation
- Utilize alternative assessments: oral, multiple choice, computer-based, read aloud
- Allow extended time for those tests that determine a student’s knowledge and mastery of content
- Allow the use of word processing for assignments and assessments
- Allow verbal assessments
- Allow options for public speaking
- Spelling not graded

### **Timing/Schedule**

- Provide cueing and “wait time” or “think time” to encourage participation
- Allow extended time for those tests that determine a student’s knowledge and mastery of content
- Allow breaks whenever needed
- Allow to take tests over several days
- Separate test sections into a different order or by like items
- Limit test questions
- Allow retakes on tests and quizzes

### **Feedback**

- Frequent progress monitoring and feedback to student on progress
- Correct student’s errors immediately and provide constructive feedback
- Speak to student(s) privately without the audience of peers or other teachers
- Increase frequency of feedback
- Frequent check-ins
- Provide rubrics, exemplars, and examples

### **Communication**

- Frequent progress monitoring and feedback to student on progress
- Provide strategies to parents to support homework completion
- Promote daily use of agenda to record assignments
- Develop a system of communication between home and school
- Schedule periodic parent/teacher meetings

- Identify and network with resources staff (guidance counselors, school adjustment counselors, paraprofessionals, special education teachers, general education teachers, vocational teachers, coaches, nurse, administration)
- Maintain ongoing contact with counselor

### Attention/Organization/Executive Functioning Intervention Strategies

Executive functioning is the ability to analyze a task; plan; organize; develop timelines; adjust/shift steps; and complete the task in a timely manner.

#### **Presentation**

- Incorporate and model time management, study skills, and organizational skills into instruction
- Use of timers
- Incorporate note taking and test taking skills into instruction
- Incorporate and model planning for long term assignments
- Provide frequent checks and/or checklist for assignment comprehension, progress and completion
- Provide graphic organizers, reference sheets, study guides, etc.
- Incorporate instruction modeling the use of graphic organizers, reference sheets, study guides, etc.
- Break down long-term assignments with interim due dates and check-ins
- Develop instructional contracts
- Provide established daily routines
- Implement individual organization systems (binders, folders, materials)
- Post daily schedule and agenda
- Use of models and examples
- Use of exemplars
- Reduce amount of copying from board
- Provide copy of notes
- Provide fill-in-the-blank or sentence starters
- Use models, demonstrations, hands-on activities, and checklists
- Use of Assistive Technology/Accessibility Tools: audio supports, text-to-speech, speech-to-text, word prediction, spell check, grammar check
- Encourage use of calculator
- Frequent check-ins for understanding
- Allow use of attentional strategies (standing, fidget tools)
- Cues and redirection to task

#### **Setting**

- Allow for movement or sensory breaks
- Utilize flexible groups
- Allow verbal assessments
- Allow options for public speaking
- Spelling not graded

**Response**

- Encourage use of graphic organizers
- Use cooperative learning strategies
- Allow additional time and/or assistance for organization/packing at start and end of each day
- Allow for movement or sensory breaks
- Provide cuing to stay on-task

**Feedback**

- Provide periodic review of student notes, planner, etc.
- Provide cuing to stay on-task
- Establish visual/verbal cues between teacher and student to help with focus and attention
- Implement a frequent progress monitoring system with students
- Conferencing/feedback on assignments
- Communication
- Provide periodic review of student notes, planner, etc.
- Monitor individualized agenda/planner
- Provide directions and information in small units and in writing as well as verbal
- Provide cuing to stay on-task
- Establish visual/verbal cues between teacher and student to help with focus and attention
- Utilize transition cues
- Implement a frequent progress monitoring system with students
- Provide strategies to parents

## Social Emotional and Behavioral Intervention Strategies

**Presentation**

- Post classroom expectations in view of all students
- Adjust classroom management strategies
- Include movement breaks and energizers during instructional periods
- Maintain clear and consistent expectations with logical consequences
- Create and monitor student work production with contracts/agreements
- Provide positive and concrete reinforcements
- Offer choices when possible
- Frequent check-ins for understanding
- Allow use of attentional strategies (standing, fidget tools)
- Cues and redirection to task
- Access to guidance counselor and/or school adjustment counselor
- Provide positive reinforcement/feedback

**Setting**

- Arrange seating to prevent behavioral difficulties, support positive peer interactions
- Remove distractions

**Response**

- Avoid pressures of speed and accuracy
- Preview or cue student prior to transitions or cold calling within the classroom

- Allow verbal assessments
- Allow options for public speaking

**Timing/Schedule**

- Include movement breaks and energizers during instructional periods
- Allow breaks when needed
- Post daily and weekly schedules

**Feedback**

- Develop student contracts or individual behavior improvement plans
- Provide specific and timely feedback regarding behavior
- Identify and praise good choices
- Communication
- Develop student contracts or individual behavior improvement plans
- Consult with school adjustment counselor, guidance counselor(s), and special education staff
- Contact parents/facilitate parent support/strategies and communication
- Determine and make connections with student through their strengths and interests
- Utilize teachable moments coaching/problem solving support
- Utilize a subtle (nonverbal or verbal) communication system to support student's needs (on-task behaviors, managing anxiety, frustration tolerance, etc.)

## Personnel Resources Providing Consultation/Support/Intervention in the General Education Setting

Guidance Counselors	Liaison between home and school, parent consultation, teacher support, referrals, file manager.
Academic Coordinator and Grants/Data/Assessments Director	Reviews MCAS and other performance data, collects information for Educational Proficiency Plans (EPPs), and processes MCAS remedial program invitations to students and parents. Facilitates the curriculum alignment with the Common Core State Standards. Supervises the development, implementation, and data collection of the common assessments.
School Psychologist	Conducts Psycho educational, Behavioral, and Psychological (projective) Assessments and consults with the Special Services Coordinator, Principal, teachers and parents/students regarding results and programming.
School Adjustment Counselor	Provides support to teachers, parents, and students on behavioral or social issues. Conducts Social/Behavioral Skills Groups.
Vocational Coordinator	Facilitates the curriculum alignment with the Chapter 74 MA State Standards. Supervises the development, implementation, and data collection of the vocational common assessments. Train teachers in differentiated instruction and the integration of technology into the curriculum.
Technology Specialist	Supports staff and students with hardware and software.
Special Services Coordinator and Special Education Teachers	Assist teachers with curriculum modifications and implementation and curriculum resource acquisition. Assist the general and vocational education teachers in analyzing and accommodating the diverse learning styles of their students.
Principal and Assistant Principal	Supports teachers on social/behavioral issues, and behavioral interventions with students. Conducts faculty supervisions and evaluations.
Principal and Curriculum Coordinator	Oversee the alignment of the curriculum and the development and implementation of common assessments.
Assistant Principal	Implements the Code of Conduct. Works with students, parents, teachers, and counselors to guide students in social/behavioral issues. Assists guidance counselors with intervention when student(s) are struggling academically.
School Nurse	Consults with parents, students and staff. Provides direct service for individual students.
Rochester Police Chief	Police Department liaison who offers individual student or parent support and administrator consultation and referrals to outside organizations and assistance where appropriate. Conducts semi-annual K-9 searches and ALICE practice drills.

Student Support Team	Monitors all at-risk students who are referred by staff members, parents, and/or students. As part of the monitoring process, a tracking mechanism is utilized with an action plan and follow-up. Students can be referred to the peer-to-peer mentoring program who meet on a regular basis. Students can be assigned to the school adjustment counselor's schedule or participate in guidance counselor check-ins to discuss academic, vocational and/or behavioral issues.
Teacher Induction Program	New teachers or teachers new to the district must participate in the Mentoring Program. Each teacher is assigned a Mentor who meets with him/her on a regular basis to discuss various issues. The monthly meetings are held with a set agenda (i.e., General Duties and Responsibilities; Software training; Classroom Management and Discipline; IEP and 504 Accommodations and Progress Reports; Motivating Students; Professionalism; Curriculum Mapping and Unit Plans; Differentiated Instruction and Shared Best Classroom Practices; and Time Management).

## Reference Sheet for Possible Curriculum Accommodations

Instructional supports include accommodations to the classroom instruction, student responses, teaching strategies, teaching environment or materials. This list is representative of suggested strategies and is not inclusive of all strategies that may be successful with individual students.

<b>Physical</b>
<ul style="list-style-type: none"><li>• Arrange preferred seating</li><li>• Incorporate stress-release activities</li><li>• Use visual/auditory aids</li><li>• Experiment with use of space</li><li>• Remove distractions</li><li>• Consider a better student/teacher match</li></ul>
<b>Structural</b>
<ul style="list-style-type: none"><li>• Change instruction level</li><li>• Change instructor</li><li>• Use contract learning</li><li>• Develop alternate assignments</li></ul>
<b>Organizational</b>
<ul style="list-style-type: none"><li>• Experiment with a flexible schedule</li><li>• Rotate the student's schedule</li><li>• Reduce the student's schedule</li><li>• Invite parental assistance</li><li>• Frequent progress reports/updates</li></ul>
<b>Remedial</b>
<ul style="list-style-type: none"><li>• Before/After school support</li><li>• Schedule counselor meetings</li><li>• Parental communication</li><li>• Note taking assistance</li><li>• Arrange peer tutoring</li><li>• Refer to peer mentoring</li><li>• Utilize study groups</li></ul>
<b>Technology</b>
<ul style="list-style-type: none"><li>• Offer research assistance</li><li>• Take advantage of technology integration</li><li>• Use email communications</li><li>• Schedule online instruction</li><li>• Incorporate assistive software</li><li>• Parent online access to progress reports</li><li>• Provide calculator instruction</li><li>• Use Google Drive, Apps, Classroom, etc.</li></ul>

## Behavioral

- Create seating chart
- Utilize charts/graphs
- Provide a peer or adult mentor
- Refer parents to specialized clinicians
- Provide a reward system
- Plan parental informational programs
- Adjust classroom management
- Use simple corrective measures
- Provide ongoing positive reinforcement
- Refer to mediation
- Provide group and/or individual counseling

## Instructional/Assessment

- Give extended time on tests
- Encourage peer tutoring
- Allow oral testing
- Provide manipulatives
- Use alternate assessments
- Vary teaching strategies
- Identify student's learning style
- Assign peer or adult mentors
- Provide visual clues
- Include transition cues
- Provide effective study guides
- Create flashcards
- Break down tasks
- Shortened assignments
- Arrange small group instruction
- Provide individual help in classroom
- Reduce workload
- Offer study-skills strategies
- Make contracts with students
- Include tactile activities
- Utilize homework logs/agenda books
- Provide wait time
- Encourage use of graphic organizers
- Teach test-taking strategies
- Incorporate reading strategies