Shawsheen Valley Regional Vocational Technical High School

Academic Excellence

Vocational Excellence

Community Support

Shawsheen Student Success

Reach your full potential

Be prepared for adult life

Learn a strong work ethic

District Curriculum Accommodation Plan - A resource guide for supporting all students

Contents

MISSION
At Shawsheen Valley Technical High School, it is our mission to provide a positive learning experience in a safe educational environment that encourages all students to reach their full potential, emphasizes the value of a strong work ethic, and prepares them for adult life in a competitive world.

INTRODUCTION
Massachusetts General Laws, Chapter 71, Section 38Q ½ requires the adoption and implementation of a district curriculum accommodation plan (DCAP).
M.G.L. c. 71 § 38Q ½: *A school district shall adopt and implement a Curriculum Accommodation Plan to assist principals in ensuring that all efforts have been made to meet students' needs in general education. The plan shall be designed to assist the general classroom teacher in analyzing and accommodating diverse learning styles of all children in the general classroom and in providing appropriate services and supports within the general 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.*

WHAT WE BELIEVE
Shawsheen teachers strive to provide their students with a quality education that sets high expectations and balances those expectations with the flexibility to meet students where they are individually. This includes the following best practices.

Effective teaching starts with careful, intentional curriculum planning:

- We set clear goals for what we want students to know and be able to do—each year, unit, and lesson.
- We build scaffolded steps into our curriculum to help students reach those goals, connecting new material to previously learned material for reinforcement.
- We choose thoughtful, engaging work for students, as they practice the skills to meet their goals.
- We connect material to students' experiences to allow them to internalize the content.
- We incorporate reading opportunities into our curriculum across content areas.
- We create diverse methods of assessment to determine whether students have achieved the goals.

Effective instruction of that curriculum includes the following strategies:

- We provide a course syllabus or overview and daily or weekly objectives/agendas.
- We model the skills we are teaching using "think-aloud" and brainstorming.
- We encourage students to rephrase directions and restate instructions.
- We utilize cuing and allow wait-time for student responses.
- We provide grading rubrics and/or criteria, exemplars, and samples of work as instructional tools.
- We preview and review material.
- We provide positive reinforcement.
- We provide face-to-face feedback and timely responses on students' submitted work to help them understand which goals they are meeting and which areas still need growth.
- We develop and maintain consistent classroom expectations and routines.
- We encourage student self-monitoring and schedule meetings with counselors, parents, and students when appropriate.

SCHOOL-WIDE CURRICULUM ACCOMMODATIONS

It is also best practice to recognize that there are times when, due to temporary circumstances, such as difficulty with specific content area or skill, or extenuating personal circumstances, individual students who are significantly struggling may need further accommodations. At Shawsheen we believe in having the compassion and flexibility to provide that student with accommodations on an as-needed basis, as is the intention behind M.G.L. c. 71 § 38Q ½ and the purpose of establishing this **District Curriculum Accommodation Plan (DCAP).**

The following list of accommodations is a toolbox of techniques that teachers should choose from to implement with any student struggling to access the curriculum or make progress.

INSTRUCTIONAL ACCOMMODATIONS	ASSESSMENT ACCOMMODATIONS
• Encourage student to rephrase directions to promote understanding • Provide frequent targeted checks for understanding • Break assignments and/or directions into smaller steps or tasks • Emphasize the essential elements of a text/task to be learned • Supplement printed text and images with audio/oral description • Pair visual, auditory, & written instructions • Provide exemplars • Provide access to online and/or printed reference tools • Review strategies for organizing course materials • Prompt students to record homework assignments • Provide calculators for instruction • Allow preferential seating • Provide opportunities for additional review and practice outside of class time • Provide frequent conferences with student to monitor progress	• Allow extended time on tests • Provide graphic organizers, visual concept maps, templates, or reference sheets to structure work and support process • Provide interim deadlines for long term assignments • Identify priority of assigned tasks • Use tiered levels of difficulty within the same activity or learning goal, emphasizing quality over quantity • Provide partially filled in outlines to scaffold content • Provide word banks • Provide alternative options to demonstrate skills • Allow student to expand orally on written responses • Give explicit prompts to recheck and evaluate work; provide self-editing checklists • Allow student to access paper copies of electronic assignments • Allow student to submit work on paper • Allow student to submit and access electronic versions of hard copy assignments • Use adjustable font size, color, and background color for electronic assignments

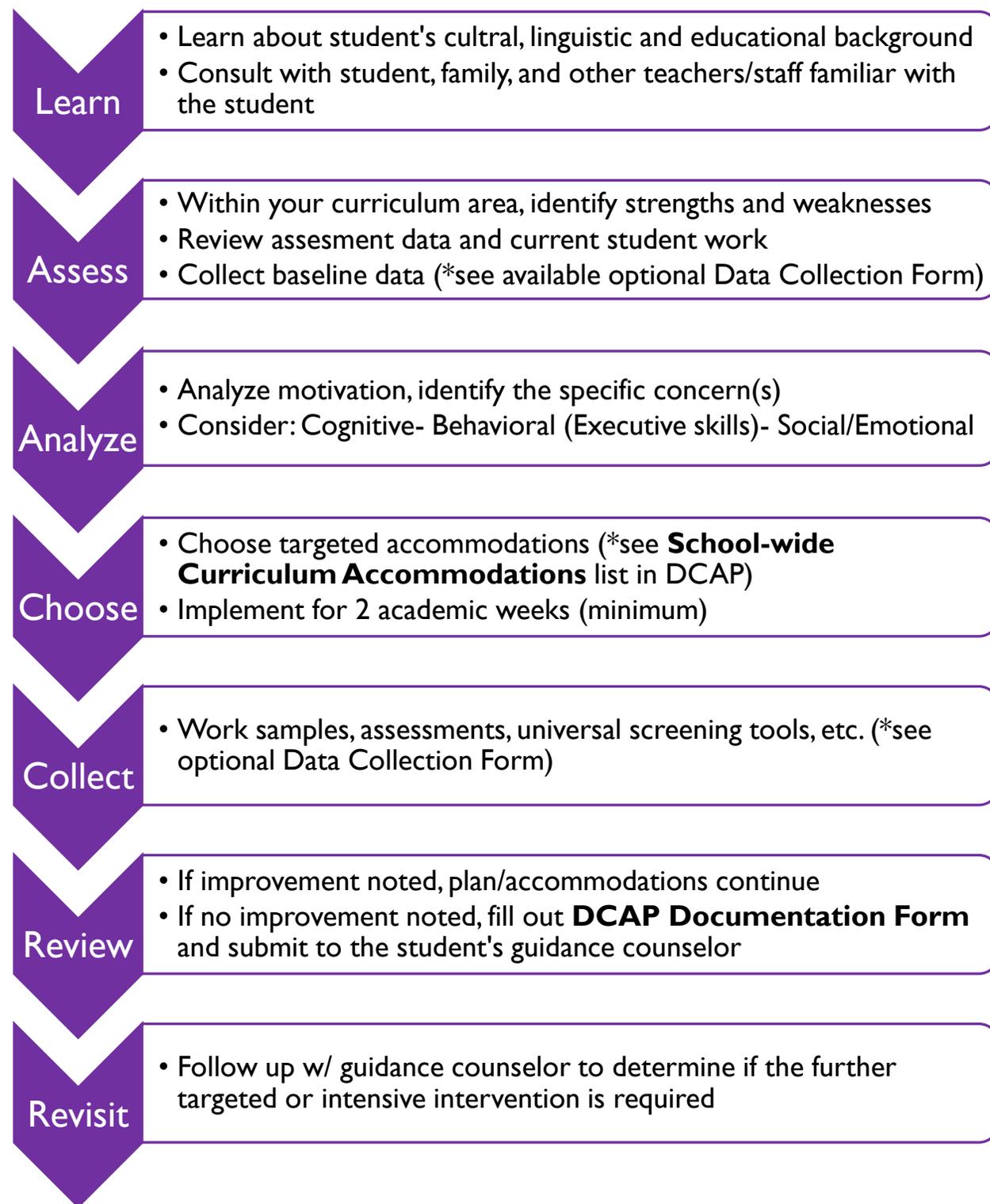| SOCIAL EMOTIONAL & BEHAVIORAL ACCOMMODATIONS |
|---|
| • Explicitly teach expected behaviors, routines, and procedures of the classroom
• Communicate changes in routine ahead of time when possible and warn students about transitions
• Cue students prior to calling on them in class and/or add wait time
• Provide incentives (individual or class-wide)
• Incorporate breaks
• Allow preferential seating/be creative with seating options
• Frequently move around the learning space (teacher)
• Withhold attention or responses to minor attention-seeking behavior
• Speak privately to the student, without an audience of peers, about inappropriate behavior
• Establish an individualized cue with student for adjusting behavior or getting back on task
• Use physical proximity and nonverbal cues to help student refocus
• Check on progress in the first few minutes of work
• Increase communication with parents
• Allow access to guidance and/or school adjustment counselor as needed |

EL AND FLEP STUDENTS

Additionally, we believe that in order to fully support our EL students as they continue to acquire the English language, and to allow them to show their full capabilities and mastery of skills without the hindrance of any language barrier, further individualized accommodations are required. They are as follows:

EL AND FLEP ACCOMMODATIONS
- Allow student access to a multilingual glossary or dictionary for instruction and/or assessment   - Pair student with a native speaker who already shows skill or content competence   - Gain student's attention before expressing key points   - Provide visuals (written and/or images) to supplement verbal directions   - Give directions one step at a time   - Ask student to repeat back directions   - Paraphrase information and keep statements short, to the point   - Avoid use of abstract language such as metaphors, idioms, puns   - Cue student by calling their name before asking questions   - Provide opportunity for student to listen to other students' responses before being called on   - Familiarize student with new vocabulary before beginning the lesson   - Stress high frequency vocabulary   - Ensure the readability level of the assigned text is appropriate for the student's language level   - Use visual aids such as charts, graphics, and graphs   - Use manipulative, hands-on activities when possible   - Provide graphic organizers, visual concept maps, templates, or reference sheets   - Provide partially completed outlines and/or sentence starters   - Provide word banks   - Provide choices for student responses, rather than open-ended questions   - Provide alternative options for assessment, such as oral rather than written responses   - Allow extended time for assessments and assignments   - Allow use of Immersive Reader with translator, especially for directions/instructions

Tier 1 Intervention Flow Chart

You have a struggling general education student. What do you do?

Learn
- Learn about student's cultral, linguistic and educational background
- Consult with student, family, and other teachers/staff familiar with the student

Assess
- Within your curriculum area, identify strengths and weaknesses
- Review assesment data and current student work
- Collect baseline data (*see available optional Data Collection Form)

Analyze
- Analyze motivation, identify the specific concern(s)
- Consider: Cognitive- Behavioral (Executive skills)- Social/Emotional

Choose
- Choose targeted accommodations (*see **School-wide Curriculum Accommodations** list in DCAP)
- Implement for 2 academic weeks (minimum)

Collect
- Work samples, assessments, universal screening tools, etc. (*see optional Data Collection Form)

Review
- If improvement noted, plan/accommodations continue
- If no improvement noted, fill out **DCAP Documentation Form** and submit to the student's guidance counselor

Revisit
- Follow up w/ guidance counselor to determine if the further targeted or intensive intervention is required

RESPONSE TO INTERVENTION (RTI)

ALL students have the right to receive additional, individualized support if they are exhibiting a learning or behavioral challenge. There are three levels of support, called the Tiers of Intervention. The student's response to the intervention(s) determines whether or not they move to the next tier.

TIER 1 INTERVENTION

The accommodations outlined in this DCAP are Tier 1 interventions. Tier 1 interventions are used universally for all students. See the **Tier 1 Intervention Flow Chart** for how to respond to a struggling student.

If the Tier 1 interventions do not resolve the presenting problem, the next step is for the staff member to notify the student's guidance counselor about the concerns. The staff member should provide the guidance counselor with a copy of the **DCAP Documentation Form**, which outlines the accommodations that were already implemented with or without success.

Upon receipt of the form, the guidance counselor will meet with the student to assess the issue. If necessary, the guidance counselor will contact the parents/guardians, as well as consult with other staff members to gather additional information and insight to identify what might be causing the presenting problem.

Once all the information is collected, if appropriate, the guidance counselor will address the concerns at the SST level and the SST team will discuss strategies to help the student progress.

It may be concluded that the student needs Tier 2 or Tier 3 interventions. The guidance counselor serves as a conduit to a greater conversation and will keep open lines of communication with the student's team, as well as be expected to keep the team apprised of all final decisions regarding the potential for Tier 2 and/or Tier 3 interventions.

TIER 2 INTERVENTION

This tier includes targeted interventions for students who are not making progress with Tier 1 intervention and may be recommended by SST. This level does not usually include special education services. If there is little to no improvement, the team will reconvene to reevaluate the interventions that were utilized, and a new plan will be developed to support the student. Ultimately, the goal is to provide supportive measures to ensure an effective outcome for all students.

TIER 3 INTERVENTION

At this level, students receive individualized, intensive interventions, including special education services, that target the students' skills and behavioral deficits. Students receiving Tier 3 intervention will usually have an IEP or 504. Students who do not have an IEP or 504 but did not make progress with Tier 2 intervention(s) will likely be referred for comprehensive evaluation and considered for eligibility for special education services.

DCAP DOCUMENTATION FORM/SST REFERRAL

Please complete this form for any general education student who struggles to make progress AFTER you have provided additional accommodation(s) from the DCAP. Select ALL accommodations that you have provided to the student. Email a copy of this form to the student's Guidance Counselor.

STUDENT NAME	
GRADE AND SHOP	
TEACHER OF RECORD	
GUIDANCE COUNSELOR	
DATE	
Learning or Behavior Concern(s):	

Duration of Accommodation(s) Provided:
☐1-2 Weeks   ☐ 1 Full Term   ☐ 2 or More Terms

INSTRUCTIONAL ACCOMMODATIONS	PROVIDED
• Encourage student to rephrase directions to promote understanding	☐ Yes ☐ No
• Provide frequent targeted checks for understanding	☐Yes ☐No
• Break assignments and/or directions into smaller steps or tasks	☐Yes ☐No
• Emphasize the essential elements of a text/task to be learned	☐Yes ☐No
• Supplement printed text and images with audio/oral description	☐Yes ☐No
• Pair visual, auditory, & written instructions	☐Yes ☐No
• Provide exemplars	☐Yes ☐No
• Provide access to online and/or printed reference tools	☐Yes ☐No
• Review strategies for organizing course materials	☐Yes ☐No
• Prompt students to record homework assignments	☐Yes ☐No
• *Provide calculators for instruction	☐Yes ☐No
• Provide opportunities for additional review and practice outside of class time	☐Yes ☐No
• Provide frequent conferences with student to monitor progress	☐Yes ☐No
• Provide direct reading support strategies	☐Yes ☐No

ASSESSMENT ACCOMMODATIONS	PROVIDED
• Allow extended time on tests	☐Yes ☐No
• *Provide graphic organizers, visual concept maps, templates, or reference sheets to structure work and support process	☐Yes ☐No
• Provide interim deadlines for long term assignments	☐Yes ☐No
• Identify priority of assigned tasks	☐Yes ☐No
• Use tiered levels of difficulty within the same activity or learning goal	☐Yes ☐No
• *Provide partially filled in outlines to scaffold content	☐Yes ☐No
• Provide word banks	☐Yes ☐No
• Provide alternative options to demonstrate skills	☐Yes ☐No
• *Allow student to expand orally on written responses	☐Yes ☐No
• Give explicit prompts to recheck and evaluate work; provide self-editing checklists	☐Yes ☐No
• *Allow student to access paper copies of electronic assignments	☐Yes ☐No
• *Allow student to submit work on paper	☐Yes ☐No
• Allow student to submit and access electronic versions of hard copy assignments	☐Yes ☐No
• Use adjustable font size, color, and background color for electronic assignments	☐Yes ☐No

SOCIAL EMOTIONAL AND BEHAVIORAL ACCOMMODATIONS	PROVIDED
• Explicitly teach expected behaviors, routines, and procedures of the classroom	☐Yes ☐No
• Communicate changes in routine ahead of time when possible & warn students about transitions	☐Yes ☐No
• Cue students prior to calling on them in class and/or add wait time	☐Yes ☐No
• Provide incentives (individual or class-wide)	☐Yes ☐No
• Incorporate breaks	☐Yes ☐No
• Allow preferential seating/be creative with seating options	☐Yes ☐No
• Frequently move around the learning space (teacher)	☐Yes ☐No
• Withhold attention or responses to minor attention-seeking behavior	☐Yes ☐No
• Speak privately to the student, without an audience of peers, about inappropriate behavior	☐Yes ☐No
• Establish an individualized cue with student for adjusting behavior or getting back on task	☐Yes ☐No
• Use physical proximity and nonverbal cues to help student refocus	☐Yes ☐No
• Check on progress in the first few minutes of work	☐Yes ☐No
• Increase communication with parents	☐Yes ☐No
• Allow access to guidance and/or school counselor as needed	☐Yes ☐No

ADDITIONAL COMMENTS/FEEDBACK:

Revised 9.6.23.

Data Collection Form

Student Name:	Teacher/Class/Period(s):	Date:	Concern Area: Academic Behavior Social/Emotional
Teacher's Concern	**Antecedent** **What happened be*fore* the concern?**	**Result/Student Response**	**Desired Goal**