NASHOBA VALLEY TECHNICAL HIGH SCHOOL
DISTRICT ACCOMMODATION PLAN (DCAP)

I. District Accommodation Plan – Overview
    Massachusetts General Laws, Chapter 71, Section 38Q1/2 requires the adoption and
    implementation of a District Curriculum Accommodation Plan (DCAP). The statute also
    encourages teacher collaboration and parent involvement. Another statute, Chapter 71, Section
    59C (Parent Councils), was amended to include involvement of the Parent Councils in the
    development, evaluation and continuing revision of the DCAP. The responsibilities articulated in
    statute include the requirement that the DCAP address direct and systematic instruction in reading
    and provision of services to address the needs of students whose behavior may interfere with
    learning. The DCAP additionally includes provisions encouraging teacher mentoring and
    collaboration and parental involvement. This District Curriculum Accommodation Plan (DCAP)
    emphasizes the way in which the capacity of general education can be maximized to ensure that
    the students receive the appropriate education.

    This plan is intended to guide school leaders and teachers in ensuring that all possible efforts are
    made to meet student needs in general education classrooms. To that end, the district's DCAP—
    ❖ Outlines the accommodations and instructional supports that are available in general
      education, and
    ❖ Defines the processes used for determining and monitoring the effectiveness of
      interventions for struggling learners.

II. Core Beliefs
    The Nashoba Valley Technical High School (NVTHS) DCAP is grounded in the following core
    beliefs:
    ❖ Students have different rates and styles of learning.
    ❖ Students are diverse in their cognitive, physical, linguistic, social, and emotional
      development.
    ❖ Students differ in their current skill level 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.

    Teachers in this district are continuously monitoring student progress looking for opportunities to
    make accommodations to facilitate learning and to foster understanding. The district is committed
    to the concept of early intervention and to addressing learning issues in a timely fashion based on
    a team approach. The district's goal in this regard is to meet the need of every child.

III. A Continuum of Support Services
    General education is the door to learning through which all students are expected to enter;
    Nashoba Valley Technical High School takes as their primary goal to make the general education
    environment the appropriate placement for all students. Adaptations to teaching and learning
    styles and classroom climates can and should be designed and implemented before making an
    assumption that a student's lack of progress can only be ameliorated by special education.
    Appropriate instructional support intervention strategies must be implemented, documented, and
    analyzed for all students. . Working together, all educators provide professional support to each
    other to address student learning. Nashoba Valley Technical High provides a rich curriculum,
    which utilizes instructional practices and varied programs of services geared to individual needs.
    To help meet the needs of diverse learners in the general education environment, the NVTHS
    Curriculum Accommodation Plan provides for the following:

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❖ A clear definition of best practices in the general education classroom for elementary, middle and high school classrooms
❖ A clear list of resources that are available to all students when their needs call for them
❖ A specific process for determining the needs of students that is consistent across elementary, middle, and high school levels
❖ The use of standardized and local, formative and benchmark data as one measure of student learning and indicator of student needs
❖ Multiple instructional support strategies for each level
❖ Strategies to address challenges related to coming to school ready to learn

IV. <u>Best Practices</u>
Instructional support practices aimed at assisting all learners to achieve the learning standards contained in the Massachusetts Curriculum Frameworks include (but are not limited to):

Curriculum and Materials	• having available a wide variety of curricular and instructional materials including technology and taped/large print books • developmentally appropriate, culturally and linguistically sensitive materials • providing the student with choices in assigned reading materials
Classroom and Climate	using contracts, e.g., student/teacher, behavioral providing a clear set of routines for class activities • allowing additional time for the completion of tasks, when appropriate • providing strategic seating or other room design adaptations • arranging physical space/materials to minimize disruptive movement • create a positive environment that promotes student effort as the key to achievement
Instruction and Learning	• clear learning objectives • active and varied learning activities across subject areas • providing both oral and visual directions for assignments, along with visual, auditory, and tactile prompts • using a variety of teaching approaches, including teacher-directed instruction and practice, group discussion, problem solving, cooperative learning, and research projects • using techniques to support the cognitive context for learning, brain based methods that support all learners including: making the learning expectations clear, daily agendas, activators, summarizers, "Do Nows," making connections to prior learning, making connections to real life, connecting the homework to the work done in class • using a variety of formal and informal assessment procedures • providing immediate and specific feedback about student performance • providing positive reinforcement and clear formative feedback of desired student behaviors • co-teaching and team teaching

	• homework assignments that further student learning and reinforce it

V. Data Gathering in General Education
Critical to the process of offering effective instructional support is the gathering of information about the learning environment, instructional practices and the individual student. Data collection prior to making adaptations to the general education program might include analysis of performance on local benchmarking assessments, classroom curriculum tasks and materials, examples of oral and written directions for tasks, observation of classroom activities, performance on the Massachusetts Comprehensive Assessment System (MCAS) and consultation with teachers and other professionals. Data about the student prior to making adaptations include: information about the student's cultural and linguistic background, areas of competence, areas of need, guidance files, examples of classroom written work, and ongoing communication with student and family members.

VI. The Instructional Support Intervention Process
A strong instructional support intervention system enables school practitioners to identify which aspects of the student's educational environment must be changed to ensure learning in general education. In order to ensure that student needs are being met in the general education classrooms, NVTHS delivers instruction through flexible tiers that provide students with increasing level of support that match their specific needs. The instructional support system should consist of ongoing systemic efforts to accommodate all students' learning needs within the general education classroom. The goal is to meet students' needs by adjusting and differentiating the district's curriculum. Below is an explanation of the support tiers:

TIER 1: Tier 1 represents the core curriculum and instruction provided to all students. All students receive differentiated instruction, routine intervention, and other supports within the general education classroom instruction. The majority of students (usually around 80%) will meet with success at this level. Please see Appendix A for a list of strategies which will be utilized by teachers as accommodations with the classroom.

IMPLEMENTATION

Teachers work collaboratively to ensure that various instructional methods are employed in the general education setting to meet the learning needs of a student population with diverse learning styles.

Clear learning goals focused on content standards, language objectives and grade-level expectations.

Academic and behavioral expectations that are clearly taught and consistently reinforced through positive interactions.

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Use of assessment information to modify learning goals, tasks and instruction.

Regular, explicit, and timely feedback to students.

Integration of technology to support and enhance learning.

Typical in-class teacher driven interventions include: asking clarifying questions, following up immediately with missing homework to ascertain reason (1. Indifference 2. Lack of skill) and remediate, and developing interdependent working relationship based on trust.

Cluster chairs hold meetings to ensure that communication is thorough and complete regarding the mission of a professional learning community and the focus on the individual learner and to foster shared materials.

Additional Supports for Tier 1

Universal Screening Assessments – NVTHS administers regular assessments of/for student learning, including a placement test for all students entering Nashoba Tech. These assessments are used to inform instruction and also to serve as one indicator of which students may be struggling to learn despite exposure to a high quality, differentiated core curriculum.

Professional Development – A variety of professional development experiences are offered to support teachers with building the capacity to deliver quality core instruction through research based teaching strategies. Faculty meetings and professional development days are built into the yearly schedule, along with designated departmental meeting time. Additionally, a full complement of optional professional development is offered to teachers over the summer. Professional development offerings are selected based on a needs assessment completed by all staff each spring.

Mentoring – At NVTHS, first and second year teachers are provided with a structured induction program. First year teachers are assigned a mentor with whom they meet regularly to navigate the complexities of the first year of teaching. First year teachers also attend a series Teacher Seminars that address topics such as behavior management, supporting ELLs in the classroom, responsibilities related to students with disabilities and IEPs, etc. Second-year teachers are afforded fifty hours of additional induction support. Mentors are trained and network with mentees regularly throughout the course of the year.

At Risk and Academic At Risk Group – Administrators, Guidance Counselors, the School Psychologist and the SRO Officer meet weekly to identify and discuss students who are "at risk", socially, emotionally, academically, or due to behavior issues. Information is shared and resources are developed to assist these students.

After School Help – All teachers are after school until 3:30 on Tuesdays and Thursdays, and a late bus is provided for student transportation. Students can elect to use this service on their own, be requested to stay by a teacher or a parent, or a teacher can contact a parent to ensure students stay after school for help.

Title I Program – Students in grades 9 and 10 who are not meet grade level expectations in reading and math, based on multiple measures of identification, may be placed into the Title I

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program. Students in the program take specially designed courses to improve their reading or math skills with the goal of bringing them to grade level and beyond.

Technology – NVTHS is a 1:1 school with Google Chromebooks. Each teacher has established Google classrooms where assignments and other information can be posted and shared. Additionally, teachers maintain a webpage to post information.

TIER 2: Supports are designed to provide supplemental, focused teaching and learning opportunities for targeted students (approximately 15-20% of the population) who are not making progress toward or demonstrating achievement of academic and behavioral objectives given Tier 1 practices, differentiation, and/or accommodations. Tier 2 interventions enhance, support, and provide access to the core curriculum and are provided in addition to core instruction.

IMPLEMENTATION

A system/protocols for reviewing students who are not responding to Tier 1 curriculum, instruction, and behavioral supports including diagnostic assessments. A teacher refers a student when they are not meeting with success in the Tier I level of general education instruction.

Referred students participate in small-group Directed Study. Directed study consists of highly focused supplemental teaching and learning opportunities of a predetermined duration.

The directed studies teacher will meet with the students during the Directed Study period to address the identified needs and remediate them while documenting the interventions in a spreadsheet.

Frequent monitoring of student progress is conducted using assessments linked to the curriculum to determine the need for continued intervention, additional intervention, or a change of intervention. Those learners who are not successful will be referred to a Tier 3 intervention.

Additional Supports for Tier **2**
Small Group Instruction & Conferring – NVTHS uses the workshop model to guide lesson planning and the delivery of instruction. As such, daily lessons afford teachers and support specialists the opportunity to provide Tier 2 supports through small group instruction or during one-on-one conferring with the individual students. These Tier 2 supports are considered a "double dose" of instruction because they are above and beyond core instruction.

TIER 3: Targeted students (approximately 5-10% of the population) receive individualized instruction via a pull-out model. Progress is monitored.

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IMPLEMENTATION

Teachers, who are working with the Tier 2 students in small groups, will identify those specific students who require more individualized instruction in order to meet success.

Tier 3 includes specialized supports including Special Education services. Tier 3, while very important, is not the focus of the DCAP. The purpose of the DCAP, rather is to frame the district's approach to providing quality instruction and approaches to differentiating and adjusting the curriculum to student needs within Tiers 1 and 2.

The Special Education Director will notify the guidance counselor and the Coordinator of Guidance and Admissions that the student has been moved to a Tier 3 intervention.

Please note that the law requires that no instructional support program or any other intervention limit 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 asked for and received parent consent to evaluate, the evaluation information from the instructional support program should be made available to the special education team to consider when determining if the student is eligible for special education or accommodations under Section 504 – keeping in mind that there are different eligibility criteria for these two processes.

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APPENDIX A

Routinely Used Instructional and Behavioral Strategies

Design Lessons for Clarity
- ❑ Share lesson goals with students each day.
- ❑ Check for student progress in relation to lesson goals during or at the end of lesson/unit.
- ❑ Provide a daily agenda to students.
- ❑ Plan lessons with student performance and enduring understandings as objectives.
- ❑ Identify essential questions students should be able to answer at the end of the lesson or unit.
- ❑ Identify key vocabulary and repeat that vocabulary often during a lesson.
- ❑ Provide students with regular opportunities to engage actively in instruction.
- ❑ Check for understanding frequently.
- ❑ Incorporate opportunities for student movement into lessons when appropriate.
- ❑ Incorporate "Wait time" into lessons.
- ❑ Preview new concepts.

Address Assessment Issues
- ❑ Clarify directions or questions.
- ❑ Provide visual and auditory directions.
- ❑ Evaluate student understanding using multiple formats.
- ❑ Teach and practice test-taking strategies when deemed appropriate by the teacher.
- ❑ Grant short breaks during testing and lessons (when the integrity of the lesson or test is not in jeopardy).
- ❑ Distraction-free area
- ❑ Extended time
- ❑ Word banks
- ❑ Read aloud of test
- ❑ Word processor
- ❑ Calculator
- ❑ Frequent breaks
- ❑ Reference sheets
- ❑ Guide markers

Build a Context for Material
- ❑ Make content relevant to students.
- ❑ Make available examples of finished products.
- ❑ Use a familiar context when introducing concepts.
- ❑ Have student identify key information and main ideas.
- ❑ Relate lesson parts to the whole.

Model Strategies
- ❑ Use schematics and/or graphic organizers to highlight relationships.
- ❑ Provide study tools and/or teach students to make study tools when deemed appropriate by teacher.

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Provide Added Supports
- ❑ Teach note-taking strategies when deemed appropriate by teacher.
- ❑ Provide a word bank with key vocabulary words and visuals when deemed appropriate by teacher.
- ❑ Provide varied opportunities for student practice.
- ❑ Provide uncluttered workspaces. Allow scrap paper with lines and ample room, especially on tests, for uncluttered computation.
- ❑ Provide timely feedback (when not constrained by external factors).
- ❑ Allow checklists for multi-step tasks.
- ❑ Provide opportunities for student revision when deemed appropriate by teacher.
- ❑ Provide technological accommodations when possible.

Establish Routines that Support Learning
- ❑ Provide preferential seating for students who appear distracted.
- ❑ Develop a system of non-verbal cues for class attention.
- ❑ Use consistent and familiar routines.
- ❑ Provide students with opportunities to problem solve individually or in small teams and share their thinking out loud with others.
- ❑ Communicate regularly with special education personnel.
- ❑ Explicitly tie the lesson to main idea of previous lesson and/or to the overall unit.

Identify Objectives and Learning Goals
- ❑ Post clearly in the classroom
- ❑ Post in lesson plan and on teacher website
- ❑ Post agenda clearly in the classroom
- ❑ Clarify expectations and remain consistent

Repeat and Simplify Directions
- ❑ Keep oral directions clear & simple
- ❑ Give examples
- ❑ Ask child to repeat back directions when possible
- ❑ Make eye contact
- ❑ Demonstrate

Provide Directions in Written Form
- ❑ On board
- ❑ On worksheet
- ❑ Copied in assignment book by student and initialed by teacher
- ❑ On teacher website
- ❑ Through Google classroom
- ❑ Allow students to take a picture of notes or assignment with cell phones
- ❑ Allow students to enter homework assignments and due dates into cell phone calendars

Individualize Homework Assignments
- ❑ Reduce volume of work

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- ❑ Break long-term assignments into manageable tasks
- ❑ Allow specified extended time without penalty for lateness
- ❑ Offer alternative assignments
- ❑ Provide extra set of texts at home
- ❑ After school help
- ❑ Directed Study
- ❑ Google Classroom
- ❑ Teacher Website
- ❑ 1:1 Chromebooks

Use Technological Learning-Aides

- ❑ Tape recorders
- ❑ Record lectures and assignments
- ❑ Computers
- ❑ Multi-sensory manipulatives
- ❑ 1 :1 Chrome books
- ❑ Book Share
- ❑ VGO
- ❑ FM System for students with auditory problems
- ❑ Reading pens
- ❑ Teacher website
- ❑ Google Classroom and Google Docs
- ❑ Word prediction software

Provide Structured Environment

- ❑ Post schedules on board
- ❑ Post classroom rules
- ❑ Preferential seating (near teacher, between well-focused students, away from distractions)
- ❑ Organize workspace
- ❑ Use color codes

Provide Private Work Space

- ❑ Quiet area for study
- ❑ Extra seat or table
- ❑ Standing work station
- ❑ "Time out" spot

Provide Learning Centers:

- ❑ Reading corner
- ❑ Listening center
- ❑ Hands-on area

Teacher Teaming/ Support

- ❑ Structured and informal interdepartmental collaboration is exceptionally high with sharing of strategies, curricular materials.

- ❑ On-going professional development regularly addresses issues that support student learning, such as backward planning, uses of student centered technology, and strategies for Differentiated Instruction.
- ❑ Teachers use the monthly Wednesday collaboration time to discuss best practices, curriculum and assessment, and student needs.

Behavior
- ❑ Positive verbal or written feedback
    - o Reward systems and incentives
    - o Give tasks that can be completed
    - o Private signals
    - o Role play situations
    - o Weekly individual time
    - o Conference opportunities
    - o Be consistent with rewards, consequences, and with posted rules
    - o Promote Leadership & Accountability
    - o Assign jobs that can be performed well
    - o "Student of the week/month"
    - o Provide responsibilities
- ❑ Specific Goals & Reinforce w/Incentives:
    - o state tangible goals and timetable
    - o reward system
    - o incentives chart for work and behavior
    - o student contracts
- ❑ Communicate w/Parents, Teachers, etc:
    - o Letters
    - o Meetings
    - o Phone calls
    - o Use school staff for support
    - o The district's database, ASPEN, provides access for parents and students so that they may track student performance.
    - o Teachers are required to update grades via ASPEN on a regular basis.

Strategies for Additional Areas of Support

Social/Emotional Support
- ❑ Use of Naviance by the Guidance department helps students better understand individual learning styles.
- ❑ Students are allowed to visit guidance for check in with guidance counselors and time out as needed.
- ❑ The School Psychologist meets with a case load of students, and students can be refereed for evaluation and counseling
- ❑ Various support groups address specific student needs, and include LBGQT, Non-Traditional, Upper-class mentors (KOM), Lunch table groupings, Pregnant and Parenting Teens
- ❑ At Risk team identifies, discuss, and develops support plans for struggling students.
- ❑ Signs of Suicide (SOS) curriculum has been implemented by the Student Services department.

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- A.L.I.C.E. training has been implemented for all staff and students to better prepare for possible emergencies.
- Speakers and field trips address various social/emotional issues.

Physical Accommodations
- Provide Accessible Environment
- Elevator to second floor
- Accessible lab and classroom spaces
- Computers in many classrooms
- 1:1 Chromebooks
- Nurse
- Wheelchair available as needed
- VGO Robot to establish presence in classroom when unable to be physically present

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