

Upper Cape Cod Regional Technical High School District Curriculum Accommodation Plan DCAP

Introduction

Massachusetts General Laws, Ch 71, Section 38Q ½, require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). The purpose of the DCAP is to assist principals and teachers in ensuring that every effort has been made to meet the diverse learning styles of students in the general education classroom. To this end, the DCAP serves as a guide to accommodations and analyzing student learning needs. In accordance with the stateure, the DCAP also includes support for students whose behavior interferes with learning and for those who require reading instruction. It also supports teacher mentoring and collaboration and parental involvement.

Mission Statement

The mission of Upper Cape Cod Regional Technical School is to foster a lifelong commitment to learning, community, personal responsibility and career growth within a diverse student population of 21st century learners through the integration of academic and technical proficiency, while preparing students to be effective members of a global society.

Vision Statement

Our vision is that Upper Cape Cod Regional Technical School graduates will be personal and professional role models in the workplace, post-secondary schools, and in their communities.

The Superintendent of Schools has the overall responsibility for implementation of this policy and he/she shall report once a year to the School Committee on steps taken and progress made in the development of an Affirmative Action Plan implementing this policy.

Philosophy

The Upper Cape Cod Regional Technical School is committed to the development of self-reliant, responsible, lifelong learners capable of successfully competing in a rapidly changing technological world. Administration, faculty, and staff seek to educate the whole student by preparing graduates who know how to think, lead healthy lives, behave ethically, and assume the responsibility of citizenship in the pluralistic society in which we live and work.

We are committed to developing students who enter the workforce prepared for change, with employability skills that can be transferred and adapted as technology advances. We must equip students to be able to find answers to questions that have not yet been asked. We adhere to the philosophy of intensive occupationally specific instruction integrated with strong academic preparation. These high standards will enable students to realize their lifelong employment and educational goals.

We recognize our responsibility to the communities we serve by providing quality equal opportunity post-secondary programs to educate and retrain workers in preparation for the challenges of the 21st century. Upper Cape Cod Regional Technical School addresses the ancillary needs of our communities by providing services and facilities to business, labor, public service, and recreational organizations.

Success in fulfilling our goals is contingent on a sufficient and qualified multicultural staff and on policies that foster professional development and a positive work environment. We believe open communication and participation with all segments of the school and the community will create an atmosphere of mutual respect and cooperation necessary for successful teaching and learning.

Programmatic Supports/Services Available to All Students in the General Education Setting:

- Leveled classes in grades 9-12
- Ability to adjust course levels as needed
- Broad vocational exploratory program targeting areas of high interest
- Comprehensive vocational curriculum within chosen field emphasizing experiential learning and authentic assessment
- Individual reading instruction and remediation
- Small group writing instruction and remediation
- Inclusion classes in all academic content areas
- MCAS preparatory workshops
- After school support in all content areas
- Peer mentoring program
- Weekly tracking sheets to facilitate progress monitoring and parent/teacher communication
- Use of learning styles/preferences inventory to inform differentiated teaching practices
- Use of diagnostic assessment tools as needed
- Use of websites/weblogs to post class assignments and homework
- Use of web based server for students to access and work on assignments at home or at school
- Integration of technology into instruction (SMART Boards, Chromebook, Speech to Text, Text to Speech)
- Access to computer labs for computer assisted instruction and learning
- Peer groups for psychosocial support
- Use of Principal REview Team to discuss student needs and develop instructional intervention plan

Support Personnel Available to all Student in the General Educational Setting

- Principal, Assistant Principal, Curriculum Coordinator, Special Education Director
- School Counselors
- School Psychologist
- School Nurse
- Media Specialist/Librarian

Curriculum Accommodations Recommended in the General Education Setting

Instructional Interventions:

- Use auditory and visual cues/materials when presenting information
- Preview and review of material
- Critical Classroom information presented orally and in writing
- Preview of important information and/or vocabulary words in a reading, prior to an assignment
- Break down directions and lessons into smaller segments
- Provide learning expectations/models/exemplars
- Provide multimodal presentation of materials/lessons
- State behavioral objective clearly
- Provide clear criteria for all assignments
- Check for understanding frequently and encourage students to rephrase expectations to ensure understanding
- Provide wait time/time to process information
- Use visual/auditory aides to preview assignments
- Keep page format simple
- Use bold/highlighted text for important content
- Use tiered activities to allow choice of difficulty with same learning objectives
- Emphasize quality over quantity
- Provide word banks
- Access to audio materials
- Use adjustable font, color, background etc...
- Provide skeleton notes/outlines
- Provide copies of class notes, study guides, supplementary materials
- Opportunities to earn extra credit
- Reduce amount of copying
- Utilize available technology/computer assisted instruction
- Scaffold learning- use graphic organizers/chunking information/cooperative learning/small group
- Connect new material to previously learned material for reinforcement
- Connect material to students' experience to ensure relevance

Classroom Interventions

- Schedule regular education teacher extra-help sessions
- Use of technology for all written work
- Break long-term assignments into multiple parts with individual due dates

- Utilize technology that supports student engagement, organization, and learning style
- Provide handouts and assessments with minimal clutter
- Erase unnecessary writing on the board
- Use color whenever possible to catch attention
- Allow student to type, record, or answer orally or expand information orally in lieu of writing
- Preferential seating
- Movement opportunities
- Minimize distractions
- Provide time and support for organizational activities

Testing Accommodations:

- Provide additional time
- Test in alternative setting
- Provide grading rubrics
- Option for alternative assessment
- Allow student to expand orally on written assessments
- Opportunities for test retakes after meeting with the teacher

Study/Organizational Interventions:

- Use of graphic organizers
- Embed time management, study skills, and organizational skills into instruction
- Embed note taking and test taking skills into instruction
- Provide models/outlines/checklists for breaking down and planning for long term assignments
- Establish a daily routine
- Provide course syllabus/overview
- Post daily/weekly schedule
- Prompt use of an agenda
- Provide clear written due dates for long term assignments
- Encourage students generate study questions after discussions/lessons
- Assist students in identifying priority or level of importance of tasks
- Teach awareness of “signal words” ie “a key feature” “a major event” etc... in oral and written instruction to help guide studying

Behavioral Intervention Strategies:

- Utilize graphs/charts to monitor expectations
- Develop and maintain consistent classroom expectations
- Post daily/weekly schedule
- Provide positive reinforcement
- Provide specific and timely behavioral 1:1 feedback
- Avoid power struggles and criticism
- Speak privately to student
- Allow breaks when needed
- Provide clear and consistent expectations and logical consequences
- Adjust class management strategies
- Preferential seating
- Utilize cooperative learning skills when appropriate
- Provide weekly progress reporting system
- Avoid pressure of accuracy and speed
- Allow for flexibility in peer groupings and seating
- Utilize behavior contracts, charts, tracking sheets
- Provide a mentor (peer or adult)
- Minimize distractions
- Provide opportunities to meet with counselor
- Uncourage self monitoring

Cueing:

- Do not call on student unless student's hand is up or pre-warned
- Provide cueing to remain on task
- Establish visual cues to assist with focus/attention
- Use transition cues

Homework:

- Adjust/reduce homework assignments
- Develop alternative assignments
- Exempt from homework when appropriate

Feedback:

- Correct errors immediately and provide specific feedback
- Increase frequency of feedback
- Provide rubrics

- Provide frequent progress reports

Communication:

- Develop a system of communication between home and school
- Schedule parent/teacher meetings
- Identify and network with support staff
- Contact parent/guardian
- Arrange progress report cycle
- Schedule counselor meeting
- Maintain contact with counselor
- Peer tutoring

Technology:

- Use of calculator
- Encourage electronic submission of assignments
- Use of appropriate software
- Access to audio books
- Access to Speech to Text
- Access to Text to Speech

Accommodations Recommended in the Vocational Shop/Classroom Setting

Instructional Interventions:

- Use auditory and visual cues when presenting information
- Critical classroom information presented orally and in writing
- Previewing of important information and/pr vocabulary in reading prior to assignment
- Break down classroom lessons into smaller segments
- Provide learning expectations/student exemplars
- Provide multi modal presentation of materials/lessons
- State behavior objectives clearly
- Provide clear criteria or all assignments
- Check for understanding frequently
- Provide wait time/time to process information
- Use visual;/auditory aids
- Preview assignments
- Keep page format simple
- Use bold/highlighted text
- Reduce amount of copying from board and text
- Utilize technology.computer assisted instruction
- Scaffold learning, use graphic organizers, chunking materials, cooperative learning, small group learning

Shop Interventions:

- Schedule regular teacher extra help days
- Use of computer for all written work
- Break long term assignments into multiple parts with intermediate due dates
- Utilize technology (computers, smart boards, calculators, etc...) that supports student engagement, organization, and learning style
- Provide handouts and tests that are easy to read/minimize extraneous information
- Erase unnecessary writing on the board
- Use color when possible to catch attention
- Let student type, record, or give oral responses in lieu of writing
- Preferential seating
- Incorporate movement breaks
- Flexible use of physical space
- Minimize distractions
- Additional time for organizational purpose

Testing Accommodations:

- Allow for additional time
- Modify test format
- Testing in an alternative setting
- Develop and offer alternative assessments
- Allow students to expand orally on written responses
- Allow retakes on tests after meeting with the instructor

Organizational Interventions:

- Encourage use of graphic organizers to stimulate writing and organize productions
- Incorporate time management, study skills, and organizational skills into instruction
- Incorporate note taking and test taking skills into instruction
- Use a schedule or planner to teach planning for long term assignments
- Provide periodic review of notes, planner, etc
- Provide established daily routine
- Provide clear written due dates for long term assignments

Behavioral Intervention Strategies:

- Utilize graphs and charts to minute expectations
- Develop and maintain consistent classroom expectations
- Post daily/weekly schedule
- Provide positive reinforcement
- Provide specific behavioral feedback
- Provide timely feedback regarding behavior
- Avoid power struggles and criticism
- Speak to student privately when possible
- Allow movement breaks
- Provide clear and consistent expectations and logical consequences
- Adjust class management strategies
- Preferential seating
- Utilize cooperative learning skills
- Implement a weekly progress reporting system
- Avoid pressures of speed and accuracy

Cueing:

- Do not call on student unless hand is raised or pre-warned
- Provide cueing to return or remain on task
- Establish visual cues to assist with focus/attention
- Provide cues for transition

Feedback:

- Correct students' errors immediately and provide constructive feedback
- Increase frequency of feedback
- Provide rubrics
- Provide frequent progress reports

Communication:

- Develop system of communication between school and home
- Schedule periodic parent teacher conferences
- Identify and network with school resources ie counselor, nurse, resource officer, etc
- Contact parents/caregivers
- Arrange progress report cycle
- Maintain contact with and schedule counselor meeting
- Arrange for peer tutoring

Accommodations for ELL Students in Academic and Vocational Setting*

- Use auditory and visual cues when presenting information
- Critical classroom information presented orally and in writing
- Previewing of important information and/or vocabulary words in a reading, prior to an assignment
- Break down classroom lessons into smaller segments
- Provide study guides, notes, and outlines
- Present and repeat instructions multi-modally
- State behavioral objective clearly
- Provide clear criteria for all assignments
- Check frequently for understanding
- Provide wait time
- Use visual/auditory aids
- Preview assignments
- Keep materials free from extraneous information
- Use emboldened text
- Divide page into clearly marked sections to reduce distractions
- Use high impact, game like materials ie Jeopardy
- Use of bilingual dictionary
- Use of anticipated figures to tap into the ELL's background knowledge
- Underline key facts on study guides and outlines
- Use various types of visuals to display the same information
- Content and language objective should be stated and written so student knows what they are going to do and what language will be used to do it