

Northern Berkshire Vocational Regional School District

McCann Technical School



District Curriculum Accommodation Plan

2026-27

MISSION

The mission of McCann Technical School is to graduate technically skilled, academically prepared, and socially responsible individuals ready to meet the demands of the 21st century.

VISION

McCann Technical School is committed to being the leader of quality technical education and academic achievement in the Commonwealth of Massachusetts.

EDUCATIONAL PHILOSOPHY

The school community will create a learning environment that motivates and actively engages all students in mastering rigorous academic and technical curricula. Our educational philosophy is sustained by faculty, staff, and administrators dedicated to a student-centered focus through continuous improvement. Student growth and development are promoted by instilling the following core values in our students:

Respect- for self, others, and the learning environment promotes a positive learning experience for all students.

Effort- is demonstrated through an applied work ethic that includes punctuality, improvement, and a determination to succeed.

Accountability- develops personal responsibility for both behavior and learning.

Communication- facilitates collaboration, promotes self-advocacy, and develops positive relationships.

Honor- requires students to act with integrity, honesty, positivity, and empathy for others.

GOALS

- To increase the percentage of students performing at the proficient and advanced levels.
- To increase the utilization of data to improve student performance.
- To engage students through dynamic and technologically integrated teaching strategies.
- To implement a rigorous and relevant curriculum that is aligned to the academic and technical Massachusetts Curriculum Frameworks and Common Core standards.
- To align technical programs to national standards and accreditation requirements, allowing students to obtain relevant licensure/certifications.
- Utilizing SkillsUSA as a platform, develop career-ready students with the skills and professionalism to succeed in the workplace.
- To develop recruiting strategies to expand community awareness.

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INTRODUCTION

The purpose of the District Curriculum Accommodation Plan (DCAP) is to ensure that every effort has been made to meet the needs of all students within regular education classes and ensure their access to the regular education curriculum. This document represents a systemic plan that is adopted by the Northern Berkshire Vocational Regional School District to increase McCann's capacity to meet the individual needs of diverse learners. The DCAP is an inclusive document designed to benefit all students, and is not intended solely or specifically for students receiving special education services. School administrators, the school council, and the Special Education Parent Advisory Council are involved in developing and implementing the DCAP, and will be involved in its periodic review and revision.

The district curriculum accommodation plan has been developed to provide guidelines for helping all McCann students, including those with special needs and special talents, meet the Massachusetts standards as outlined in the Curriculum Frameworks, and demonstrate school success. Its primary purpose is to serve as a resource for classroom teachers. The plan is designed to assist classroom teachers in analyzing and accommodating the needs of diverse learners and to provide differentiated instruction strategies. The DCAP is aligned with the annual priorities identified in the School Improvement Plan and also encourages teacher mentoring, collaboration, and parental involvement.

All school districts are required by state and federal regulations to develop and implement a DCAP and a process for referring students suspected of having a disability, which is known as "Child Find."

- [Individuals with Disabilities Education Act \(IDEA\). Part B. Subpart B. Sec. 300.11 - Child find](#)
 - "The State must have in effect policies and procedures to ensure that—
 - All children with disabilities residing in the State, including children with disabilities who are homeless children or are wards of the State, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated; and
 - A practical method is developed and implemented to determine which children are currently receiving needed special education and related services."
- [Massachusetts General Laws. Chapter 71. Section 38Q1/2: Curriculum accommodation plan](#)
 - "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 regular education. The plan shall be designed to assist the 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."

The DCAP is a great resource to identify techniques/accommodations that can be provided to all students in the general education classroom. No two students are the same; McCann Technical School accommodates and differentiates instruction and curriculum to meet students where they are. It is expected that across content areas and grade-levels, students will need various levels of support. Needing accommodations does not mean a student is at-risk in their learning; all individuals vary in their needs based on content, age, development, social/emotional wellbeing, external factors, and more. The DCAP can be a reference and resource to school staff, as well as a resource for families to see the wide range of support their students can receive within the general education setting. It clarifies the difference between regular accommodations that can be provided to students and those more significant accommodations and modifications that require an Individualized Education Plan (IEP) or 504 Accommodation Plan.

DCAP OBJECTIVES

- Encourage teachers to establish classroom, instructional, and assessment practices that are effective in reaching a broad range of student needs.
 - Assist teachers in analyzing and accommodating the diverse needs of their students.
 - Outline resources available to teaching staff, students, and families, in the areas of student support, teacher mentoring, curriculum differentiation, professional development, coaching, and effectively managing student behavior and social-emotional challenges.
 - Provide a list of accommodations as a resource to meet the needs of a variety of learners.
 - Provide support services that effectively manage student behavior and social-emotional challenges.
 - Advocate for teacher mentoring, collaboration, and continued professional development.
 - Support family communication and involvement in the educational experience.
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DCAP PROCESS AND PROCEDURES

When a student is struggling in a class or technical area, teachers should first refer to the District Curriculum Accommodation Plan (DCAP) for interventions to support the student, as well as notify the family that additional support is required for their student. This contact can occur in an email format or via phone conversation. In the event that a student family contact does not respond to an email, the teacher should place a phone call to the family. The teacher should also communicate with the student's school counselor who can help determine whether or not this is an isolated or larger student issue.

If the student responds well to the interventions provided from the DCAP, the teacher should continue utilizing those supports with the student in the regular education program.

After trying interventions from the DCAP, if the student continues to exhibit challenges to meet district standards for academics, vocational, behavior, attendance, etc., the teacher should make a referral to the Student Success Team. The Student Success Team (SST) consists of a diverse group of school representatives and meets on a bi-weekly basis to discuss student concerns related to academic and vocational challenges, unusual or worrisome behavior, poor attendance, social-emotional or safety concerns, or any other aspects of the students that currently present as needing assistance. The chart below outlines the SST intervention process.

The use of tiered interventions, screening tools, or accommodations from the DCAP may not be used to delay or deny a full and individualized evaluation of a student suspected of having a disability. An evaluation of a student may be conducted at the same time as a student receives tiered interventions and supports.

SST REFERRAL FORM

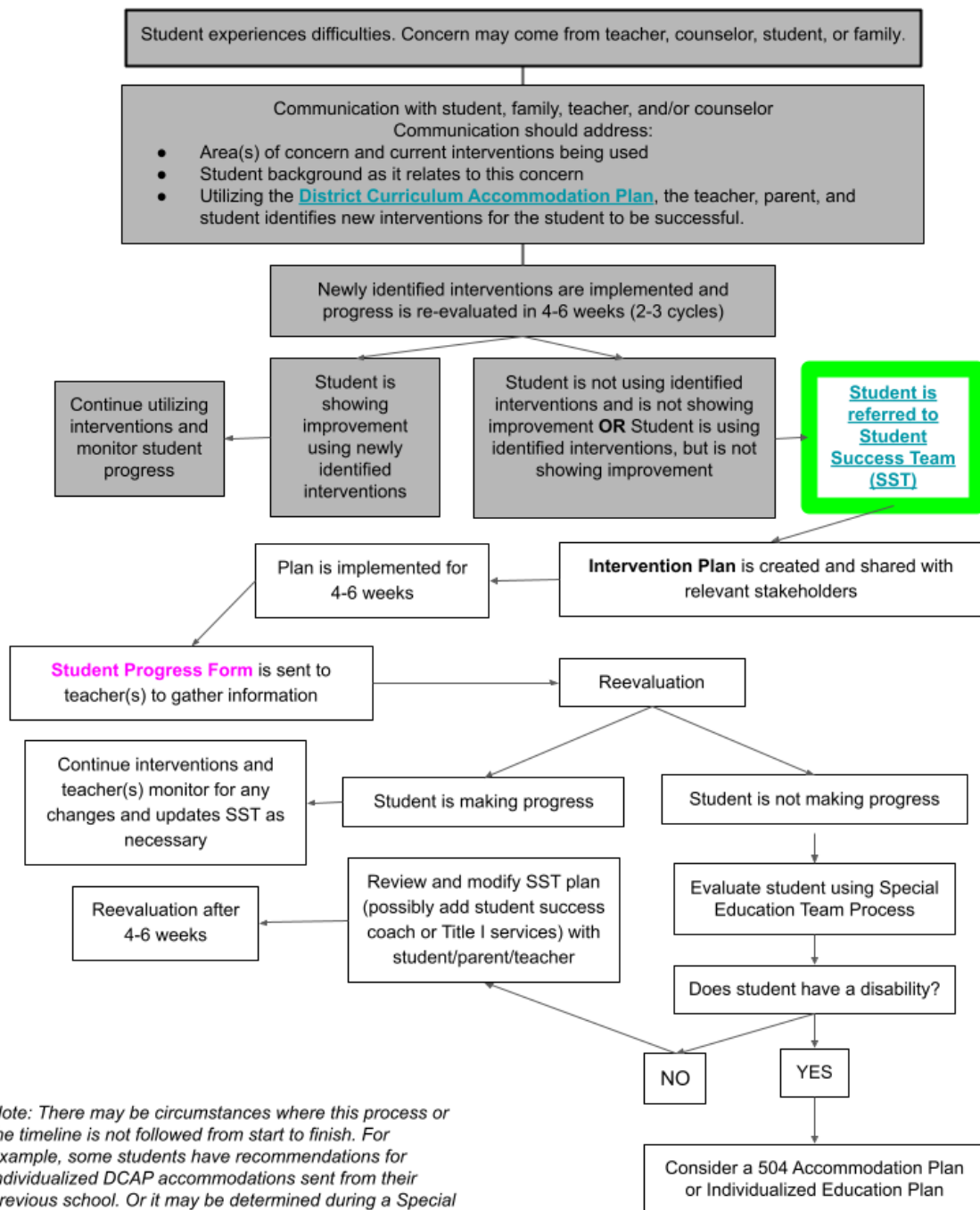
** [CLICK HERE](#) to view or print a copy of the SST flow chart including links to the SST Referral Form and Intervention Plan.

**[CLICK HERE](#) for a direct link to the SST Referral Form.

SST FLOW CHART

Student Success Team Intervention Flow Chart

McCann Tech faculty provide interventions for students who are experiencing difficulties. The following guideline is recommended when a more structured intervention is necessary.



Note: There may be circumstances where this process or the timeline is not followed from start to finish. For example, some students have recommendations for individualized DCAP accommodations sent from their previous school. Or it may be determined during a Special Education or 504 meeting that individualized accommodations are appropriate for a student.

CLASSROOM PRACTICES

The range of instructional strategies and techniques that teachers employ to assist their students to learn are considered classroom practices. These include, but are not limited to, the use of the following: time, space or physical environment, groupings, classroom organization, behavior management with an emphasis on proactive and preventive techniques, content curriculum, materials/equipment, modalities/use of multiple intelligences, and technology.

With the needs of diverse students in mind, educators need to consider the following:

- An environment that provides consistency, structure, and clear expectations.
- An environment that provides opportunities for meaningful participation of all students in instructional and social activities, at a variety of challenging levels.
- An environment that promotes student self-management and independence, as well as healthy interdependence.
- An environment that facilitates social and cultural learning and allows students to take risks.
- An environment that provides constructive feedback and recognition for effort as well as accomplishment.

INSTRUCTIONAL PRACTICES

Effective instructional practices are integral to achieving desired student outcomes. Developing engaging lessons, while meeting the needs of each learner, requires teachers to utilize strong instructional practices. Creating relevant learning experiences for the students will naturally lead students to success in the classroom.

Instructional practices that have been proven to be effective for students with a broad range of needs include:

- Teaching and learning methods and materials that match the learning needs and styles of the students.
- Promotion of critical thinking skills, at a variety of levels (i.e., Blooms Taxonomy).
- Methods that promote active learning, including project-based learning, experiential learning, community-based instruction, and learning involving student choice.
- Promotion of life skills, social interaction skills, multicultural education, and skills in self-advocacy throughout the curriculum.
- The use of flexible grouping.
- Flexibility of instruction, in terms of pacing, scheduling, and time-usage, based on the needs of individual students.
- Use of a range of assessment tools and strategies, including authentic assessment as well as standardized methods.
- Opportunities for students to apply and transfer learning to a variety of situations, both familiar and novel.
- Communication and collaboration with other teachers, students, families, and outside resources to enhance instruction.

ASSESSMENT PRACTICES

Assessment must allow for each student to adequately demonstrate the essential knowledge and skills that he/she has acquired. In assessing the learning of diverse learners, teachers need to provide a range of ways for students to demonstrate knowledge and skills.

Teachers can incorporate the following assessment practices into their classrooms to allow students with diverse needs to showcase their gained knowledge:

- Written tests, using a range of styles (multiple choice, matching, essays, etc.)
- Oral tests
- Observations
- Portfolio assessments of daily work
- Demonstrations and/or projects
- Self and peer evaluations
- Cooperative group assessments
- Outside evaluators – community experts, employers, specialist groups, etc.

When planning assessments, teachers should consider the students' unique needs in the following ways:

- What are the essential skills or content for each student?
- Is the assessment designed to determine what the student knows as opposed to what he/she does not know?
- Is background/ prior knowledge an issue? In what way does this help/hinder?
- Does the assessment elicit a variety of thinking and application skills?
- Do certain students need technology to fairly demonstrate what they know?
- Do certain students need extended time, breaks, small groups or different environments, assessments divided into smaller segments, help such as word banks or graphic organizers?

Evaluation criteria should also be considered when teachers are designing assessments, and they should set the criteria prior to the assessment, keeping the following in mind:

- What are realistic expectations and goals for certain students, or groups of students?
- Are the expectations and criteria clear and explicit? Does every student understand the expectations and criteria as it applies to him/her? Would the student(s) be helped by the use of a rubric?
- How will the assessment be graded or how will feedback be given? Is the goal mastery? Will there be an opportunity for remediation/ retesting? How will the results of the assessment be shared with the students?

ACCOMMODATIONS

WHAT ARE ACCOMMODATIONS?

To ensure the success of all students in an inclusive classroom, it is necessary for teachers to provide accommodations to ensure equitable access to the curriculum. Building relationships with students, as well as understanding each student and their unique learning styles and needs, will allow teachers to effectively provide accommodations to support students reaching success in their classrooms.

Students who have challenging behaviors and that struggle with their emotions can benefit from basic classroom routines and procedures. Teachers should strive to be proactive and preventive, which can often stop a problem before it occurs. Positive interactions and the ability to redirect student behavior and attention helps to

de-escalate troubling behavior. Employing consistent classroom management techniques is also essential for teachers to best support students with behavioral and social emotional challenges.

Accommodations are strategies to assist students in accessing the curriculum more effectively. Accommodations are provided within the general education classroom and may be available to any/all students. Accommodations are made to provide a student with equal access to learning along with an equal opportunity to be able to show what he/she knows or can do. Accommodations typically fall under four key categories:

- **Setting** (location) – Examples include: small group, preferential seating, quiet location, etc.
- **Presentation** (how the teacher shares information) – Examples include: visuals provided for verbal information, preview/repeat, provide models, etc.
- **Timing** (any consideration of time within the learning) – Examples include: time of day, length of time, extended time for assignments, “chunking” into smaller parts, planning for time with student, etc.
- **Response** (how the student responds back to show understanding) – Examples include: graphic organizers, alternative writing utensils, access to technology, limit number of repeat question types, etc.

Accommodations do **NOT** change the instructional level or content, delivery of instruction, or performance criteria. These changes are called modifications or “specially designed instruction” and are only appropriate for students on an IEP receiving special education services.

SAMPLE ACCOMMODATIONS

The list of accommodations found in each school’s DCAP can be thought of as best educational practices.

The lists below include accommodations that can be used by teachers with all students to support achievement and success.

**[CLICK HERE](#) to view or print a copy of the sample accommodations listed below.

Assessment Accommodations
Format: ☐ Fill In the Blanks ☐ Graphic Organizers ☐ Word bank ☐ Short answer (rather than multiple choice, fill in the blanks, matching, etc.) ☐ Fewer answer choices ☐ Reduced Number of items/problems ☐ Open book/notebook/use of resource materials ☐ Simplified directions ☐ Verbal directions ☐ Chunking (directions/format/time) ☐ Simplified vocabulary ☐ Alternative assessment ☐ Allow oral elaboration ☐ Provide multimodal presentation of materials ☐ Develop and offer alternate assessments (projects, presentations, demonstrations, etc.)

Administration:

- ☐ Clarify directions
- ☐ Test in alternative location
- ☐ Permit frequent breaks
- ☐ Extended time
- ☐ Monitor progress (track how many questions are answered per given amount of time)
- ☐ Provide incremental testing
- ☐ Modify pacing
- ☐ Provide extended wait time
- ☐ Provide examples
- ☐ Provide rubrics
- ☐ Use of editing checklists, peer edits, conferences, modeling
- ☐ Provide opportunities for student revision of work after providing specific feedback for improvements
- ☐ Give credit for accuracy (score according to number correct over number attempted for slower working students; focus on quality vs. quantity)

Reference Tools:

- ☐ Calculator
- ☐ Formulas
- ☐ Reference Sheet
- ☐ Word banks
- ☐ Study Guides
- ☐ Dictionaries/Vocabulary Lists
- ☐ Graphic Organizers

Alter Visual Presentation:

- ☐ Write directly on test
- ☐ Use additional white space
- ☐ Bold or underline key words
- ☐ Highlight or color code material
- ☐ Provide larger print
- ☐ Provide lines on test
- ☐ Provide alternate paper color
- ☐ Provide test on technology (or provide test on paper if in digital format)

Assistive Technology:

- ☐ Use of computer for written work
- ☐ Calculator
- ☐ Audio Books/text to speech

- ☐ Speech to text
- ☐ Sound amplification system

INSTRUCTIONAL ACCOMMODATIONS

Pacing:

- ☐ Extended time (determined by teacher prior to it being assigned)
- ☐ Chunk information (smaller chunks than rest of the class)
- ☐ Provide wait time/time to process information
- ☐ Set limits (e.g. "I need x,y,z to be completed before you move on to the next)
- ☐ Allow breaks - including breaks for movement (concrete and specific; e.g. 2 minute head down break)
- ☐ Utilize transition cues

Additional Instruction:

- ☐ Before or after school help
- ☐ Extra review/practice
- ☐ Pre-teach vocabulary, prerequisite concepts
- ☐ Provide small group, targeted instruction
- ☐ Peer teachers/group work
- ☐ Repeat or re-teach concepts and information with a different approach

Emphasize Main Ideas:

- ☐ Highlight
- ☐ Repeat
- ☐ Bold

Presentation:

- ☐ Vary lesson activities
- ☐ Connect to prior knowledge
- ☐ Use auditory and visual cues and aids when presenting information
- ☐ Use multi-sensory input
- ☐ Preview the lesson
- ☐ Provide wait time
- ☐ Story webs
- ☐ Outline tools
- ☐ Concept mapping tools
- ☐ Chunk information
- ☐ Provide multimodal presentation of materials (manipulatives, visuals, auditory presentation, etc.)

- ☐ Record and post zoom lessons & notes on Google Classroom
- ☐ Present critical classroom information orally and in writing
- ☐ Frequent checks for understanding (formative assessments)
- ☐ Make use of multiple intelligence/learning style approaches by utilizing differentiated instruction techniques
- ☐ Cooperative learning/small group strategies
- ☐ Break assignments into smaller, more manageable parts, with intermediate due dates

Alter Visual Presentation:

- ☐ Display fewer items per page
- ☐ Include visuals
- ☐ Vary format
- ☐ Bold or underline key words
- ☐ Highlight or color code material
- ☐ Provide larger print
- ☐ Provide lines or boxes on test
- ☐ Provide alternate paper color

Assistive Technology:

- ☐ Computer for written work
- ☐ Calculator
- ☐ Audio Books/Text to speech
- ☐ Speech to text
- ☐ Spell check, grammar check
- ☐ Electronic translation tools
- ☐ Links to multilingual glossaries on web
- ☐ Sound amplification system

Modeling:

- ☐ Provide exemplars
- ☐ Provide examples/non-examples
- ☐ Demonstrate processes
- ☐ Provide sentence starters or word banks
- ☐ Use cues and prompts to draw attention to critical concepts

Resources:

- ☐ Checklists
- ☐ Guided notes/copies of notes/skeleton notes
- ☐ Rubrics
- ☐ Graphic Organizers/Templates

- ☐ Extra textbook
- ☐ Study Guides

Monitor:

- ☐ Cue student
- ☐ Check progress
- ☐ Check for understanding
- ☐ Have students repeat back directions to show understanding
- ☐ Preferential Seating

BEHAVIORAL/SOCIAL EMOTIONAL ACCOMMODATIONS

Classroom Management:

- ☐ Clearly defined expectations
- ☐ Create class routines and stick by them
- ☐ Allow for breaks (including breaks for movement)
- ☐ Create classroom norms with students
- ☐ Develop redirecting cues (tap desk, eye contact, or signal word/phrase, etc.)
- ☐ Quick, business-like statements of corrected behavior
- ☐ Alert/Predict what is coming...transitions of all kinds
- ☐ Vary level of novelty/risk
- ☐ Create accepting/supportive classroom
- ☐ Post daily schedules, calendars to increase predictability of day
- ☐ Use of timers
- ☐ Assign classroom responsibilities and “jobs” for increased feelings of belonging and achievement
- ☐ Provide prompts on how/when to ask for help
- ☐ Create expectations for group work
- ☐ Practice mindfulness meditation/guided meditation/Progressive muscle relaxation
- ☐ Have all students participate in a set of norms/expectations; create an anchor chart and have all students sign it
- ☐ Review expectations daily
- ☐ Regular communication home
- ☐ Preferential seating, at point of least distraction, or point of best access to learning environment
- ☐ Recognize student successes and accomplishments
- ☐ Provide positive reinforcement and praise
- ☐ Provide positive, active supervision
- ☐ Avoid pressures of speed and accuracy
- ☐ Avoid power struggles and criticism of student

- ☐ Build on strengths and create opportunities for success
- ☐ Speak to student privately when possible

Behavior Modifications:

- ☐ Individualized plans
- ☐ Participation in check in/check out
- ☐ Contracts
- ☐ Checklists
- ☐ Incentives
- ☐ Prompts (e.g.: “What 3 tools can you use?”)
- ☐ Provide feedback
- ☐ Embed “stop and think”
- ☐ Variation in pace of work, breaks, length of work sessions
- ☐ Allow for headphones, listening to quiet music during work
- ☐ Allow for fidgets, doodling
- ☐ Special seating options (standing desk, rocking chair, bean bag)

Rules and Expectations:

- ☐ Clear and concise consequences, rewards and incentives for those who use appropriate language
- ☐ Verbal/written reminders of class rules and consequences
- ☐ Avoid power struggles
- ☐ Cool down zones
- ☐ Ignore attention seeking behaviors
- ☐ Find time to clearly state the expectations of the classroom to the student prior to the group setting
- ☐ Provide clear and concise verbal directives twice, provide written directive, rewards and incentives
- ☐ Give 3 directives to the student to demonstrate expected behavior, with wait time in between each one; if non-compliance continues, then consequence is given
- ☐ Consistent behavior chart
- ☐ Rules and expectations explained
- ☐ Give visual Schedule
- ☐ Communication with home
- ☐ Proximity to student, verbal redirection, seat change, positive behavior incentives, consistent consequences

Depression/Motivation:

- ☐ Communicate with home
- ☐ Consistent routine
- ☐ Behavior plan/chart

- ☐ Refer to guidance use of incentives for work completion
- ☐ Schedule of reward/break times throughout the day when pre-determined expected behaviors are shown or tasks are completed

Additional Services:

- ☐ Access to School Counselor
- ☐ Access to other support staff
- ☐ Referral to outside agency (discussed with student services staff)
- ☐ Participation in targeted, small groups
- ☐ Modify student's schedule
- ☐ Limit workload when necessary (length and quantity)

Transitions:

- ☐ Predict and pre-alert multiple times
- ☐ Clear directions

ACADEMIC PERFORMANCE ACCOMMODATIONS

Writing:

- ☐ Reduce amount of copying from the board or amount needing to be written
- ☐ Allow cursive or printing or typing when available
- ☐ Review good note taking; have anchor charts and models around the room
- ☐ Give the students a reason to use notes (e.g. allow them to use teacher approved notes on some assessment)
- ☐ Consistently use a grade level approved graphic organizer
- ☐ Annotating texts (Chunking)
- ☐ Provide supports such as a binder
- ☐ Provide different paper
- ☐ Provide practice
- ☐ Use of graphic organizers, modeling
- ☐ Use of editing checklists, peer edits, conferencing, modeling of sentencing
- ☐ Repetition, copying from a teacher source then fading prompts
- ☐ Teacher scribe
- ☐ Allow to expand orally on written answers
- ☐ Speech to text

Spelling:

- ☐ Teach clue words to look for
- ☐ Break apart complex words
- ☐ Post and review spelling rules

- ☐ Use of dictionary/computer tool
- ☐ Utilize spelling games/activities to promote memory and automaticity
- ☐ Example Games: spelling puzzle; trace-copy-recall; sight word memory game; stairsteps; window writing or using shaving cream
- ☐ Review of sound/symbol relationships and syllable types, review strategies for breaking apart longer words
- ☐ Word walls, sand writing, shaving cream writing, wheel of fortune game, repetition, draw and write, talk to text feature on iPad

Mathematical Calculations:

- ☐ Provide either multiplication chart or reference sheet
- ☐ Create flash cards
- ☐ Create school wide or classroom wide competitions or events that promote fact fluency
- ☐ Provide reference sheet
- ☐ Targeted interventions during differentiated instruction
- ☐ Send home reference sheet for parents

Reading/Vocabulary:

- ☐ Utilize a variety of text types/genres/styles/etc.
- ☐ Create flash cards
- ☐ Create school wide or classroom wide competitions or events that promote reading fluency
- ☐ Provide reference sheet
- ☐ Targeted interventions during differentiated instruction
- ☐ Send home reference sheet for parents
- ☐ Text to speech and audiobooks

ORGANIZATION-EXECUTIVE FUNCTIONING ACCOMMODATIONS

Monitor and Model Management of Materials:

- ☐ Binder
- ☐ Backpacks
- ☐ Actual or Virtual folders with shortcuts
- ☐ Locker
- ☐ Provide all materials in digital form for access at any time
- ☐ Provide extra set of books at home
- ☐ Provide a space for materials to be stored
- ☐ Provide class time for organization of materials

Time Management Tools:

- ☐ Break down assignments
- ☐ Have student set reminders on devices
- ☐ Provide incremental due dates and Parent communication log
- ☐ Provide checklists and project planning templates
- ☐ Help prioritization of work
- ☐ Help establish calendars with deadlines with reminders enabled

OTHER:

- ☐ Use of graphic organizers
- ☐ Use of outlines
- ☐ Provide templates
- ☐ Provide copies of notes
- ☐ Use of daily organizational checklist
- ☐ Implement a frequent progress monitoring system with students (checking grades/missing assignments in Google Classroom, Aspen-X2 and OTUS student portals)
- ☐ Develop a timely communication system between school and home (Aspen-X2 and OTUS parent portals, emails, Google Classroom, website, or blog, Remind web-app, etc.)

LINGUISTIC ACCOMMODATIONS

****These accommodations may help to support English Learners (ELs) and other students that have language based needs.****

Instructional Practices:

- ☐ Explicitly state instructional objective
- ☐ Explain task using student-friendly language
- ☐ Use predictable, clear, and consistent instructions
- ☐ Connect new content to prior knowledge
- ☐ Scaffold instruction
- ☐ Model skills/strategies
- ☐ Provide multiple opportunities to respond
- ☐ Model correct language
- ☐ Provide immediate feedback
- ☐ Monitor student work
- ☐ Provide individual turns
- ☐ Differentiate materials
- ☐ Differentiate tasks
- ☐ Use systematic instruction

Classroom Level Accommodations:

- ☐ Label classroom objects/stations with words and pictures
- ☐ Provide a print-rich environment
- ☐ Create bilingual word walls
- ☐ Design a classroom library/resource center with clearly marked items in English

Teacher Level Accommodations:

- ☐ Use consistent signals
- ☐ Maintain high expectations
- ☐ Use routines and norms
- ☐ Model and explain (repeat)
- ☐ Reduce student confusion
- ☐ Teach explicitly
- ☐ Check for understanding
- ☐ Provide immediate positive feedback
- ☐ Provide constructive, corrective feedback
- ☐ Control for task difficulty
- ☐ Use real life experiences in planning lessons
- ☐ Relate new information to students' lives and cultural backgrounds
- ☐ Adapt text to the level of the reader
- ☐ Activate or build background knowledge
- ☐ Use flexible grouping
- ☐ I Do, We Do, You Do activities
- ☐ Think-Pair-Share Variations
- ☐ Graphic organizers and are other visual supports
- ☐ Bilingual dictionaries

Language Scaffolds:

- ☐ Use clear consistent language
- ☐ Use simple, clear instructions
- ☐ Make language comprehensible
- ☐ Be a good language model
- ☐ Paraphrase student's incorrect responses
- ☐ Modify speech, complexity, syntax
- ☐ Modify intonation of speech
- ☐ Provide ample opportunities to use and practice language
- ☐ Ask supplemental questions to address approximations (almost answers)
- ☐ Ask clarifying questions to ensure understanding
- ☐ Provide structured dialogue opportunities
- ☐ Include social and academic language in each lesson

- ☐ Provide rich language interaction
- ☐ Mix groups of English proficient and non-proficient students
- ☐ Scaffold materials and questions based on English language proficiency levels
- ☐ Allow language processing time
- ☐ Allow all students to respond
- ☐ Visual Scaffolds: pictures, drawings, diagrams, charts, graphs, tables, symbols, illustrations, color code text, videos, demonstrations
- ☐ Use realia - real-life objects

TEACHER MENTORING, COLLABORATION, PROFESSIONAL CONSULTATION, AND CONTINUED PROFESSIONAL DEVELOPMENT

McCann Technical School strongly advocates for experienced teachers to mentor their colleagues that are new to the field, collaboration amongst staff in all aspects of the teaching profession, and for continued professional development throughout an educator's career. Instilling a school culture in which professional staff are encouraged to regularly share resources, ideas, and experiences will lead to continued improvement of teaching practice and also model a collaborative community for students in each classroom. Consulting and communicating frequently with various resource staff (school counselors, special education liaisons, school nurse, administrators) is essential for classroom teachers to support student progress in their classrooms.

This strong focus on collaboration also supports student based intervention practices that are responsive to the diverse learning needs of all students. The list below includes examples of professional consultation that occurs between educators at McCann to create an inclusive and affecting learning environment for all students:

- Student Success Team (SST):
 - SST meets regularly to assist teachers in identifying and addressing the needs of students who may be struggling academically or vocationally. This collaborative approach helps teachers implement appropriate interventions and support strategies.
- Data-Driven Instruction:
 - Academic and vocational departments regularly analyze assessment data to identify trends and monitor student progress. This data informs instructional decisions and ensures that students are receiving the support they need to succeed. McCann's curriculum coordinator and the administrative team provides educators support in this process and shares strategies for implementing instructional adjustments based on data-driven insights.
- Sharing of Student Information:
 - Regular sharing and updates of essential student information (including, but not limited to, IEPs, 504 Plans, ELL supports, intervention plans facilitated by SST, and health related limitations) are conducted in compliance with FERPA regulations. This ensures all teachers and support staff have the necessary information to meet student needs.
 - School counselors: serve as the liaisons between home and school; provide family consultation, teacher support, and complete referrals for outside agency supports, or for further supports within the school setting
 - Contracting School Psychologist: conducts psychoeducational, behavioral and psychological assessments; consults with director of student services, principal, teachers, school counselors, and families regarding results and programming
 - Technology Director: supports staff and students with hardware and software

- Director of Student Services and English as a Second Language (ESL) coordinator/instructor: supports teachers with implementation of Sheltered Content Instruction (SCI), and the appropriate accommodations and scaffolds to meet the unique needs of English learners (ELs); ESL coordinator serves as the liaison between ELs and their families
- Director of Student Services and Special Education Teachers: assist teachers with curriculum modifications, implementation, and curriculum resource acquisition; assist general and vocational education teachers in analyzing and accommodating the diverse needs of students
- Principal and Assistant Principal: works with students, families, teachers, and school counselors to guide students in social/behavioral issues; implements social/behavioral interventions to support student needs appropriately
- School Nurse: consults with families, students, and staff on medically-based issues; provides direct service for individual students

The list below includes examples of how McCann Technical School helps to support teachers with mentoring, collaboration, and professional development:

- New teacher orientation and mentoring program
- Four annual in-service/professional development days included in school calendar
- Early dismissals for collaboration on curriculum review, lesson planning, and assessment data analysis, by department
- Bi-annual Vocational Advisory Board meetings
- Opportunities for course reimbursement
- Staff attendance at seminars, workshops, and conferences
- Staff presentations on best practices
- Staff led after school professional development series based on various topics (technology, data analysis, special education, etc.)

SUPPORTING FAMILY COMMUNICATION AND ENGAGEMENT

All faculty and staff at McCann Technical School are encouraged to create, support, and enhance family and community engagement through partnerships with families, businesses, organizations, agencies, and members of the regional communities of the Northern Berkshire Vocational Regional School District. By providing easy access to school information, student progress, and scheduled events, McCann Technical School offers a welcoming and supportive environment for our students' families.

McCann Technical School provides communication with families and opportunities for family involvement in the school in the following ways:

- Aspen-X2 and OTUS Family portals (password access to student's attendance, discipline, upcoming assignments, and grades)
- Frequent updates to school website
- Teacher websites and online classrooms provide course specific information
- All-call system to inform families of various school events
- End of quarter letters from school counselors to inform families of a failing course grade and to invite student to participate in on-time remediation program
- Parent-teacher conferences held in November
- Showcase to Success (open house community event)
- Athletic Booster Club, Special Education Parent Advisory Council (SEPAC), Vocational Advisory Boards, School Council, and various community service events provide opportunities for family members to volunteer
- Annually reviewed Student/Parent Handbook

SPECIAL EDUCATION EVALUATION REFERRAL

Special education (TEAM) evaluations will determine whether or not a specific disability, as defined in federal and state special education statutes, exists and whether that disability is interfering with the student's ability to make effective progress. If the TEAM evaluation determines there is a disability, that disability is the cause of the student's lack of effective progress, and the student requires specialized instruction, then the TEAM will develop an Individual Educational Plan (IEP).

In the event the TEAM determines the student does not have a disability under special education regulations, the following options result: The student continues in the regular education program, and the SST Action Plan is reviewed and modified by the SST Team.

The student may qualify for accommodations under Section 504 of the National Rehabilitation Act. A 504 Team is convened to determine eligibility. If the Team determines disability under 504 exists, then a specific 504 Plan with appropriate accommodations will be developed. If the 504 Team does not determine a disability under the provisions of Section 504, the SST Team and teachers will continue to modify and review the Student Success Team Action Plan.

CONCLUSION

The Northern Berkshire Vocational Regional School District is committed to meeting the educational needs of diverse learners through a curriculum that is aligned with the standards presented in the Massachusetts Curriculum Frameworks. The intent of this District Curriculum Accommodation Plan is to continually strengthen and improve the educational program at McCann Technical School by increasing its effectiveness and accessibility to all students. This is achieved through shared decision-making, on-going professional development, support services in regular education settings, direct and systematic instruction to all students in both academic and vocational disciplines, teacher mentoring, collaboration, and family involvement in the McCann community. This DCAP includes an overview of suggestions and guidelines for teachers to incorporate into their practice. Materials and resources with greater depth, as well as suggestions and recommendations, are readily available from the office of student services, as well as from the school counseling and special education departments.