

**Essex North Shore  
Agricultural & Technical School**



**District Curriculum Accommodation Plan**

# District Curriculum Accommodation Plan (DCAP)

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**Mission:**

The mission of Essex North Shore Agricultural & Technical School is to **create** a culture of academic and technical excellence, **encourage** continuous intellectual growth, and **promote** professionalism, determination, and citizenship for all students, as they **develop** into architects, artisans, and authors of the 21st century community.

**Theory of Action:**

The mission will be accomplished through a 4-tiered approach, requiring both commitment and investment from all members of our community:

## Students will

- take ownership for their learning by being active participants in their own education
- be respectful and considerate citizens both in school and in the community
- encourage and support growth in themselves and others

## Staff will

- equip students with the skills necessary to have an array of college and/or career choices upon graduation
- model improvement of skills while implementing a rigorous, relevant, and rich curriculum
- encourage and support each other in order to create an environment where everyone feels safe to grow and take intellectual risks

## Caregivers will

- provide the at-home support necessary to be partners in education
- maintain clear and high expectations for student performance, in all areas, to foster the continual growth of each student
- guide their student towards continuous improvement

## General Advisory will

- review and evaluate curriculum and instruction in order to advise on course materials
- support career and technical education with the current industry trends
- make administrators and instructors aware of potential internships and co--op opportunities for students

## **What is a District Curriculum Accommodation Plan?**

Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to guide principals and teachers in ensuring that all possible efforts are made to meet student needs in general education classrooms at all academic levels and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in each school. The DCAP describes accommodations and instructional supports and strategies that are available in general education.

### **The DCAP and its place in the larger educational context**

*Massachusetts General Laws, Chapter 71, Section 38Q1/2*

“A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet the 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 programming, 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 has four main objectives:**

- To assist general education teachers in analyzing, assessing, and accommodating the needs of diverse learners
- To articulate support services and instructional delivery options available within general education settings
- To recommend instructional interventions for learners at their particular level of need
- To delineate resources available to partner with parents to support learning both within and outside of the school day

### **We believe that all students must learn. The following statements represent this belief system:**

- All teachers will provide a rigorous and relevant educational experience
- Students will learn in supportive environments immersed in a culture of trust
- Parents are essential to the learning process in a variety way
- Students learn at different rates and styles of learning
- Students are diverse in their cognitive, physical, linguistic, social and emotional development. Essex North Shore Agricultural and Technical School recognizes and celebrates the inherent dignity of each student.

**When a student struggles, educators work together to determine strategies that best meet the particular needs of the individual student.**

The following list is representative of suggested strategies, interventions or accommodations that may be successful with individual students or groups of students with similar needs. These practices center on classroom instruction, student responses/performance criteria, teaching environments, and/or materials. This is not an exhaustive list of all of the practices that may be beneficial for a particular student's needs.

**Personnel Providing Consultation and Support**

- **School Counselors, School Adjustment Counselors** – Liaison between home and school, parent consultation, teacher support, liaison for social/community agencies.
- **Behavior Interventionists** – Provides behavioral interventions with students, management strategy support for teachers
- **Directors & Supervisors** – Curriculum and instruction oversight, teacher assistance with curriculum modifications, curriculum resource acquisition and allocation.
- **School Psychologists** – Consultation and support to teachers, parents, and students on academic, behavioral or social issues; formal evaluations, staff training.
- **Technology Assistants** – Support to both staff and students with hardware and software options/training.
- **Assistant Principals/Principal** – Support to teachers on social/behavioral issues, behavioral interventions with students, scheduling accommodations, articulation and modeling of vision and principles, supervision and evaluation of staff, fostering of accommodation philosophy
- **School Nurses** – Consultation to parents, students and staff, direct service for individual students, health instruction
- **School Resource Officer** – Police Department liaison, individual student or parent support and consultation, referral where appropriate
- **ESL Educators** – Direct services for identified students
- **Wellness Educators** - Support staff that delivers health and wellness education

## **Instructional Support Practices to Vary Teaching Strategies**

- Provide cueing and “wait time” or “think time” to encourage participation
- Provide multi-modal presentation of instruction and materials
- Vary teaching strategies
- Repeat or re-teach concepts using differentiated instruction strategies
- Pre-teach vocabulary
- Display clear goals, objectives and agendas
- Repeat and/or clarify directions
- Model content area strategies
- Provide exemplars of desired outcomes
- Provide preferential seating/flexible seating arrangements and/or employ flexible or cluster groupings
- Frequent progress monitoring and feedback to student on progress
- Incorporate incentives and reward systems, including student graphing of progress
- Instruct students in study skills, note-taking; model these skills during instruction
- Offer a copy of teacher or peer notes, presentations, and/or notetaking templates
- Use checklists, teacher check-ins, calendars, and project organizers to break down long-term assignments
- Break down tasks into manageable steps
- Utilize peer buddy systems for study groups or homework check-ins
- Teach students to use graphic organizers
- Provide homework logs and journals for homework follow-up
- Utilize technology and computer assisted instruction
- Utilize manipulatives
- Give directions in small distinct steps (written/picture/verbal)
- Arrange for partner or small group instruction
- Develop student contracts or academic improvement plans
- Provide study guides
- Allow the use of word processing for assignments and assessments
- Provide scheduled or unscheduled movement or sensory breaks
- Cue student prior to transitions
- Provide visual and transition cues
- Schedule after or before school help sessions, extend learning opportunities for students
- Provide access to clips/videos for students to replay
- Allow access to assistive technology: Audiobooks;digital texts, and calculators
- Provide enlarged copies of handouts
- Use supplementary materials to support key concepts
- Provide individual support in the classroom (one on one conferences with students with specific feedback)

## **Assessment Support Practices\***

- Provide alternative setting
- Provide visual directions
- Frequent breaks
- Specified area or seating in the testing room
- Use rubrics and models/exemplars
- Assist with read aloud to student on assessments
- Preview language of test questions
- Administer assessments in short periods
- Change visual format of test
- Administer in large print format
- Multiple assessment types to determine proficiency
- Allow extended time as agreed upon by the teacher and student for students to finish assessments
- Extended opportunities to improve understanding and mastery of content (retakes/corrections)

*\*These interventions and/or accommodations may not apply to federal or state testing accommodations*

## **Social, Emotional, and Behavioral Intervention Strategies**

- Post classroom expectations in view of all students
- Teach behavioral expectations across settings and review/reteach following school vacations
- Establish clear routines
- Cue student for change of behavior and/or venue
- Arrange seating to prevent behavioral difficulties
- Develop student contracts or individual behavior improvement plans with motivating incentives
- Utilize charts and graphs to monitor expectations
- Use diverse classroom management strategies
- Include movement breaks and energizers during instructional periods
- Incorporate stress reduction activities
- Remove distractions
- Provide self-monitoring checklists, coaching, and strategies
- Parent communication and involvement
- Define clear and consistent expectations

- Use charts and graphs to monitor student progress toward expectations
- Provide for school counseling services
- Allow access to other professional personnel (e.g. behavior specialist, nurse)

### **Executive Function Support Practices**

- Establish clear routines – Every classroom/career area must have “Do Now”, learning objective, agenda, and homework posted
- Provide daily visual schedule and agenda (digital or paper)
- Use time management tools, e.g. daily planner, assignment sheet, calendar, timers
- Implement a frequent progress monitoring system with students
- Increase parent communication, share common strategies between school and home
- Choose and use graphic organizers with students\*
- Check often for understanding/review
- Have student repeat directions
- Keep an assignment notebook/sheets with accurate recording of assignments\*
- Use study sheets to organize material
- Create long-term assignment timelines
- Coordinate a homework buddy system
- Provide a copy of teacher or peer notes, presentations, and/or note-taking templates
- Post homework and assignments online
- Initiate 2-way communication with parent/guardian
- Utilize flexible grouping strategies

### **Resources for Teacher Professional Development**

There are a variety of teacher trainings throughout the school year and summer. Resources include:

- New Teacher Induction Program
- In-service Professional Development
- Massachusetts Partnership for Youth
- Research for Better Teaching Courses (Skillful Teacher)
- Salem State Collaborative
- Partnerships with higher education institutions
- Embedded professional development



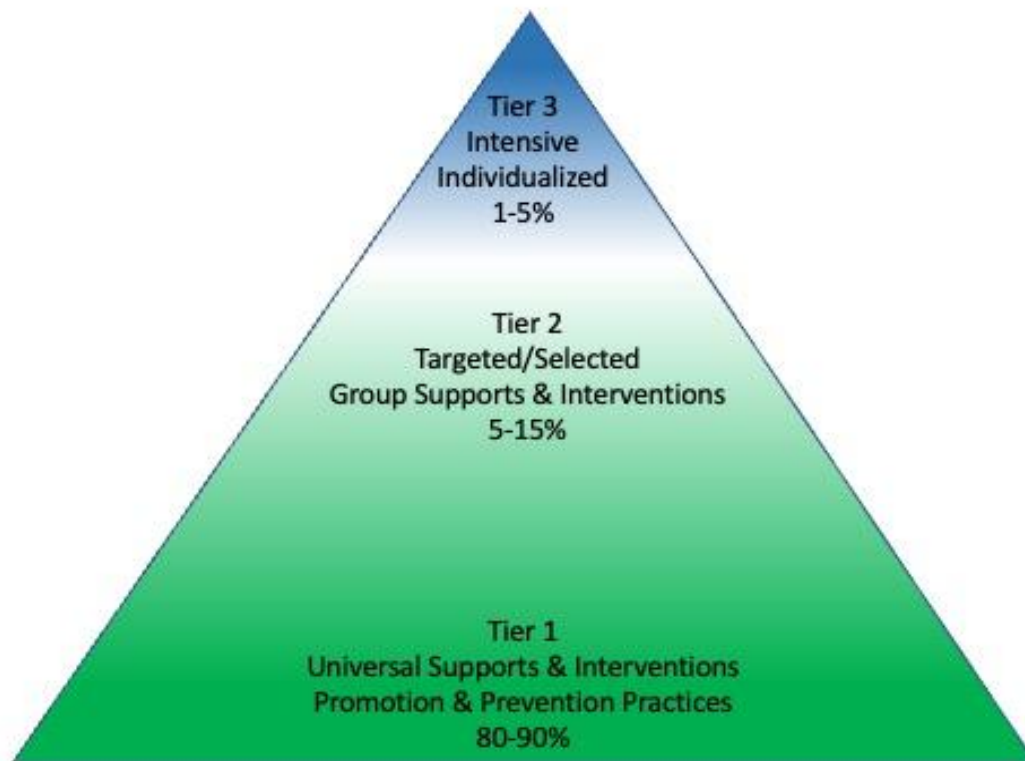
## **Instructional Support Teams**

Instructional support teams are building based groups of teachers and counselors who meet regularly to problem solve learning challenges for individual students. These teams recommend strategies, monitor interventions, and work collaboratively to identify appropriate building resources for children with learning, attendance, and/or social emotional challenges.

## **Program and Classroom Characteristics and Structures Supporting Curriculum Accommodation for Regular Education Students**

- Title I interventionists
- Tutoring Support
- Early College High School
- Academic summer enrichment programs for identified students
- Formative & Summative Assessments
- ESL support (including materials translated for parents/guardians)
- Co-curricular and contest activities related to academic areas
- Community service opportunities
- Retention or repeating of specific courses/units of study
- Scheduled before and/or after school help

## Multi-Tiered System of Supports (MTSS)



### Tier 1: Universal Supports and Interventions (80-90%)

- Promotes success for ALL students
  - Differentiated Instruction
  - DCAP Strategies

### Tier 2: Target/Selected/Group Supports and Interventions (5-15%)

- Focusing on at-risk students
  - MCAS Support/Remediation
  - Small group skills development

### Tier 3: Intensive/Individualized Supports and Interventions (1-5%)

- Focus on students experiencing significant challenge
  - Tutoring
  - Counseling

## Appendix

### Universal Accommodations

Instructional Support	Assessment Support	Executive Functioning Support	Social/ Emotional/ Behavioral Support
<ul style="list-style-type: none"> <li>➤ Wait time/Think time</li> <li>➤ Multimodal-presentations</li> <li>➤ Vary teaching strategies</li> <li>➤ Repeat or reteach differentiating strategies</li> <li>➤ Pre-teach vocabulary</li> <li>➤ Display clear goals</li> <li>➤ Agendas</li> <li>➤ Clarify directions</li> <li>➤ Model strategies</li> <li>➤ Exemplars</li> <li>➤ Flexible seating</li> <li>➤ Frequent feedback</li> <li>➤ Notes template</li> <li>➤ Scaffold Tasks</li> <li>➤ Peer buddy system</li> <li>➤ Graphic organizers</li> <li>➤ Utilize technology</li> <li>➤ Manipulatives</li> <li>➤ Verbal and nonverbal cues</li> <li>➤ Teach study/testing strategies</li> <li>➤ Provide study guides</li> <li>➤ Movement/sensory breaks</li> <li>➤ Cue student prior to transitions</li> <li>➤ Provide access to clips/videos for students to replay</li> <li>➤ Allow access to assistive technology:</li> <li>➤ Provide enlarged copies of handouts</li> <li>➤ Use supplementary materials to support key concepts</li> <li>➤ Provide individual support in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>➤ Visual directions</li> <li>➤ Frequent breaks</li> <li>➤ Specified area/seating in testing room</li> <li>➤ Rubrics</li> <li>➤ Read aloud</li> <li>➤ Preview test language</li> <li>➤ Word bank</li> <li>➤ Assess in short periods</li> <li>➤ Change visual format of test</li> <li>➤ Administer in large print format</li> <li>➤ Multiple methods of assessment</li> <li>➤ Extended time</li> <li>➤ Retake/corrections for all class levels</li> </ul>	<ul style="list-style-type: none"> <li>➤ Establish clear routines</li> <li>➤ Provide daily visual agenda</li> <li>➤ Time management tools (planner)</li> <li>➤ Frequent progress monitoring</li> <li>➤ Increase parent communication</li> <li>➤ Graphic organizers</li> <li>➤ Frequent check-ins</li> <li>➤ Study guides</li> <li>➤ Long-term assignment timelines</li> <li>➤ Homework buddy system</li> <li>➤ Teacher notes</li> <li>➤ Note-taking template</li> <li>➤ Post homework and assignments online</li> <li>➤ Step-by-step instructions</li> <li>➤ Pacing of approximate time a task should take</li> <li>➤ Learning objective in student friendly language</li> </ul>	<ul style="list-style-type: none"> <li>➤ Clear and consistent expectations</li> <li>➤ Post classroom expectations in view of all students</li> <li>➤ Teach behavioral expectations</li> <li>➤ Review/reteach expectations</li> <li>➤ Establish routines</li> <li>➤ Positive explicit feedback</li> <li>➤ Chart/graph student progress toward expectations</li> <li>➤ Cue student for change of behavior and/or venue</li> <li>➤ Arrange seating to prevent behavioral difficulties</li> <li>➤ Diverse classroom management strategies</li> <li>➤ Include movement breaks and energizers during instructional periods</li> <li>➤ Quiet fidget tools</li> <li>➤ Incorporate stress reduction activities</li> <li>➤ Remove distractions</li> <li>➤ Two-way parent communication and involvement</li> <li>➤ Encourage parent involvement</li> <li>➤ Access to school counseling services</li> <li>➤ Allow access to other professional personnel (e.g. behavior specialist, nurse)</li> </ul>