



District Curriculum Accommodation Plan (DCAP)

One of the goals of the Blue Hills Regional Technical School is to provide each student with the opportunity to reach his/her highest academic potential. To this end, the Blue Hills' administration and faculty have developed a variety of methods to make the academic and technical curricula accessible to our students. The statute also encourages teacher collaboration and parent involvement.

The student body of Blue Hills encompasses a wide range of learning styles and ability levels. The school has an approximate enrollment of 910 students with 25-30% of these students being identified as requiring special education services. All students are required to pass the Massachusetts Comprehensive Assessment System testing in order to receive a high school diploma and Blue Hills' mission is to have every student earn a diploma. Students are offered many supportive services within the general curricula. Changes in Massachusetts Special Education Law require districts to implement Curriculum Accommodation Plans (CAP) to help ensure all efforts have been made to meet students' needs in *regular education*.

The principal, with the assistance of the administrator of special education, coordinates the delivery and supervision of special education services within Blue Hills Regional Technical School.

District Accommodation Plan, Chapter 71, Section 38Q1/2 (DCAP)

“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.”

School Council and District Accommodation Plan, Ch. 71 Section C 59C Amended Language

The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of all students attending the school, shall make recommendations to the principal for the development,

implementation and assessment of the Curriculum Accommodation Plan required pursuant to Section 38Q1/2, shall assist in the review of the annual school budget and in the formulation of a School Improvement Plan.

The Blue Hills Regional Technical School’s District Curriculum Accommodation Plan (DCAP) has five main objectives:

- To provide ongoing review and alignment of local curriculum in relation to the learning standards
- To provide assistance to regular education teachers in analyzing and accommodating students’ diverse learning needs
- To provide support services that effectively manage student behavior
- To encourage teacher mentoring and collaboration
- To foster parental and community involvement

Objective 1: To provide ongoing review and alignment of local curriculum in relation to the learning standards

Strategies in Place	Personnel Resources
<ul style="list-style-type: none"> • Annual review by departments to align curriculum /technical programs • Formation of PLC’s via academic support grants during the summer to update and revise all academic curricula • Department meetings to discuss instructional strategies • Academic curriculum maps updates and course syllabi with emphasis on deep understanding for all students at all levels • Advisory board review by technical area for appropriate alignment to the curriculum frameworks and current trends in the workplace • Dissemination and review of the MCAS results in each academic area • Team Classes • Writing Across the Curriculum • Embedded Academics in CTE programs 	<ul style="list-style-type: none"> • Assistant Superintendent/Principal • Data Coordinator • Lead Department Teachers • Vocational Director • Academic Director • Advisory Board Members • Faculty • Technical Literacy Specialist • ELL Facilitator

Objective 2: To provide assistance to regular education teachers in analyzing and accommodating students' diverse learning needs

Strategies in Place	Personnel Resources
<ul style="list-style-type: none"> • Results of annual Scholastic Reading Inventory and Scholastic Math Inventory of incoming Grade 9 students available to teachers • Local math placement test • Analysis of MCAS to provide assistance to regular education teachers in analyzing and accommodating students' diverse learning needs • MCAS tests with results available to teachers • Academic Support Programs <ul style="list-style-type: none"> ○ MCAS prep ○ MCAS Remediation ○ Credit Recovery • ELL Support and accommodations • Title I • Peer Tutoring • Vocational Resource Support • Assistive technology • Communication with parents • Joint Administration-Faculty Committee • Classroom after school help two times per week 	<ul style="list-style-type: none"> • Assistant Superintendent /Principal • Director of Guidance • Data Coordinator • Academic Director • Vocational Director • Student Services Director • Guidance Counselors • Librarian • ELL personnel • Adjustment Counselors • School Psychologist • Nurse • MCAS Tutors after school • Highly Qualified Teachers • Vocational Resource Specialists

Objective 3: To provide support services that effectively manage student behavior.

Strategies in Place	Personnel Resources
<ul style="list-style-type: none"> • School Resource Officer • Consultations with outside agencies • Court and DCF Referrals • Guidance Department Intervention • Recognition of Accomplishments <ul style="list-style-type: none"> ○ Skills USA ○ Honor Roll Certificates ○ Publication of Honor Rolls • Use of Progressive Discipline <ul style="list-style-type: none"> ○ Teacher Detention ○ Office Detention ○ Saturday Suspension ○ Suspension • Safety/Crisis Emergency Procedures Manual posted in every classroom and CTE program • Provide new teachers with opportunities to discuss discipline issues and solutions with veteran teachers and administrators • Anti-Bullying Policy adopted and implemented • At-Risk Counselor • Student Review Team (SRT) • Participation in MIAA sanctioned sports • Zero Tolerance Policy • School Council • NHS Peer Tutoring • Joint Administration-Faculty Committee 	<ul style="list-style-type: none"> • Assistant Superintendent /Principal • Dean of Students • School Resource Officer • Security Booth • Director of Guidance • Data Coordinator • Academic Director • Vocational Director • Student Services Director • Guidance Counselors • Librarian • ELL personnel • Nurse • MCAS Tutors before and after school • Faculty • Coaches • Athletic Director • Athletic Trainer • Adjustment Counselor • School Psychologist

Objective 4: To encourage teacher mentoring and collaboration

Strategies in Place	Personnel Resources
<ul style="list-style-type: none"> • New Teacher Orientation Program in August • Training Programs for Mentors • Two-year BHR Mentor Program • Mandatory Department Meetings • Bi-Annual Advisory Board Meetings • MAVA Cohort and Licensure Program • Professional Development days in School Calendar • Opportunities for participation on new and existing committees • Joint Administration-Faculty Committee 	<ul style="list-style-type: none"> • Assistant Superintendent/Principal • Mentor Coordinator • Lead Teachers • Advisory Board Members • Highly Qualified Instructors • Academic Director • Vocational Director • Mentors • Educational Consultants

Objective 5: To foster parental and community involvement

Strategies in Place	Personnel Resources
<ul style="list-style-type: none"> • School Council • One Annual Parent-Teacher Conference • Parent Advisory Council (PAC) • Posting of information on Blue Hills Web site for parents • X2 Aspen to rank book through Blue Hills website • Mid-term Progress Reports and Report Cards available electronically • Individual parent conferences arranged at parent or teacher request • Freshmen Parent Night • Open House • BHR Building Program • Live CTE Programs <ul style="list-style-type: none"> ○ Chateau deBleu (public restaurant) ○ Auto Body ○ Auto Repair ○ Cosmetology • Financial Aid Night • Automated phone and email notification system (Connect Ed) • Publicists • Job Fair • Reverse Career Fair 	<ul style="list-style-type: none"> • Superintendent/Principal • Dean of Students • Title I Council • Lead Teachers • Highly Qualified Instructors • Academic Director • Vocational Director • Co-op Coordinator • Guidance Counselors • Educational Consultants • Publicist/Web Master • Clerical Staff • Boosters Club

Example Accommodations for Any Student

Physical Arrangement of Room:

- Allow the student to choose, with teacher help, a positive role model for a particular class/project, a cooperative learning group
- Preferential seating near the instructional area
- Preferential seating near the teacher
- Additional accommodations you have found helpful

Assignments and Worksheets

- Break assignments into smaller chunks (when needed)
- Provide word banks
- Make sure homework assignments are written on the board and/or posted online
- Simplify complex directions (more than two part directions)
- Provide class expectations and directions in written form (several times throughout the school year)
- Be clear and concise on what is required for each assignment
- Allow assignments to be done on the computer, tablet, iPad, Chromebook, etc.
- Workload accommodations
- Other

Test Taking

- More precise questions (clarify what is being asked)
- Give more accurate multiple choice questions (less “maybe” answers)
- Being thorough on review for test; exactly what the test will be about
- Give out specific study guides for tests
- Make use of oral testing (when appropriate)
- Modify testing situation (when appropriate)
- Allow extra time to complete tests/quizzes
- Alternative assessments

Organization

- With long-term projects, calendar/worksheet with scheduled checklists for duration of the project
- Allow students to have an extra set of books at home (when appropriate)

- Progress reports sent home at intervals to be determined by student, parents, and teacher
- Make sure the student is keeping up with classwork
- Make classroom rules and consequences clear and keep “gray” areas to a minimum
- Allow for short breaks between assignments
- Correct student’s work in colored pens on tests, quizzes, and homework (helping student to see errors)
- Allow students to stretch and move about room with minimal distraction to class when appropriate
- Provide peer assistance with organizational skills
- Post schedule on board and in student agenda book
- Study skills strategies
- Other

Lesson Presentation

- Pairing student with peer to check work (being careful to be discreet)
- Writing key points on the board
- Arranging peer tutoring with NHS students
- Provide visual aids
- Make sure directions are understood; use of highlighters to mark directions
- Break long presentations into shorter segments
- Provide outlines for project, abstract assignments and tests
- Have class review key points orally
- Teach through multi-sensory modes (when possible)
- Using computer-assisted instruction (when possible)
- Go over key points for tests and quizzes
- Provide copy of notes when applicable
- Differentiated instruction
- Small group instruction
- Other

Special Considerations

- Extra help sessions with teacher
- 1:1 support and instruction
- Recommend homework club after school
- National Honor Society Peer Tutoring via Guidance and NHS advisor
- Keep parents informed
- Counseling
- Use agenda book for daily assignments/homework
- other