



GREATER FALL RIVER VOCATIONAL SCHOOL DISTRICT

Diman Regional Vocational Technical High School

DISTRICT CURRICULUM ACCOMMODATION PLAN

Through our District Curriculum Accommodation Plan (DCAP), the Greater Fall River Vocational School District is committed to providing instructional practices that are responsive to our diverse student population and to ensure that instructional support is available for students and teachers in regular education and technical areas. 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 development and evaluation of the DCAP.

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 Greater Fall River Vocational School District’s DCAP has five main objectives:

- 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.
- To provide ongoing review and alignment of local curriculum in relation to state learning standards.

OBJECTIVE 1: To provide assistance to regular education teachers in analyzing and accommodating students' diverse learning needs

STRATEGIES IN PLACE	FUTURE STRATEGIES	PERSONNEL RESOURCES
<ul style="list-style-type: none"> • Results of annual Stanford 10 testing of incoming Grade 9 students available to teachers • Stanford Diagnostic Reading and Math blue level testing is available upon teacher recommendation • Diagnostic Reading Test administered to all grade 9 students in Trimester I • PLATO diagnostic Math assessment of Grade 9 students with results available to teachers • Analysis of MCAS tests with results available to teachers • Academic Support Programs <ul style="list-style-type: none"> ○ EXTENDS ○ RISE ○ MCAS Prep ○ MCAS Remediation ○ Credit Recovery • ELL Resource Personnel • Student Assistance Team (SAT) available through referral • Intervention Services Manual for Students at Risk • State-of-the art technology available 	<ul style="list-style-type: none"> • Provide professional development opportunities on identifying and accommodating diverse learners • Provide training on strategies for ELL students in content and trade areas • Provide summer technology workshops • Keep teachers informed of webinars available for independent viewing 	<ul style="list-style-type: none"> • Principal • Director of Guidance • Academic Coordinator • Vocational Coordinator • Special Education Director • Guidance Counselors • Autism Consultant • Ancillary Special Education Therapists • Library Teacher • Nurse • ELL Personnel • MCAS Tutors • Before and After School Teachers • PLATO consultant • Certified Teachers

OBJECTIVE 2: To provide support services that effectively manage student behavior

STRATEGIES IN PLACE	FUTURE STRATEGIES	PERSONNEL RESOURCES
<ul style="list-style-type: none"> • School Resource Officer with extended hours • Consultations with outside agencies • Court and DSS referrals • Guidance Department intervention • Recognition of student accomplishments <ul style="list-style-type: none"> ○ OVS banquet ○ SkillsUSA ○ Academic /Attendance Awards Ceremony ○ Publication of Honor Rolls • Use of Progressive Discipline <ul style="list-style-type: none"> ○ Detention ○ Saturday School ○ In-school Suspension ○ Suspension • Crisis Management Policy Manual posted in every classroom and shop • 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 • School-wide Emergency Phone Number (7777) • Student Assistance Team (SAT) • Social Skills Group • Bengal Challenge Summer Academy for incoming grade 9 students • Participation in MIAA sanctioned sports 	<ul style="list-style-type: none"> • Provide students, staff, and parents with Anti-Bullying Presentations • Involve students in Anti-Bullying campaigns • Develop a Health and Wellness Program for students and staff 	<ul style="list-style-type: none"> • Principal • Academic Coordinator • Vocational Coordinator • Dean of Students • Director of Guidance • Special Education Director • Vocational Department Heads • Guidance Counselors • Ancillary Special Education Consultants • School Resource Officer • Inside Security Personnel • Faculty • Coaches • Athletic Trainer

OBJECTIVE 3: To encourage teacher mentoring and collaboration

STRATEGIES IN PLACE	FUTURE STRATEGIES	PERSONNEL RESOURCES
<ul style="list-style-type: none"> • New Teacher Orientation Program prior to school opening • Training Programs for Mentors and Collegial Coaches • Selection of teachers to serve in an official capacity as mentors • 2 Year Diman Mentor Program • Collegial Coaching Program • Mandatory Department meetings • Bi-Annual Advisory Board meetings • Junior Integration Project teams • MAVA Cohort and Licensure programs • Professional Development days in school calendar • Opportunities for participation on new and existing committees • Diman Summer Technology Training 	<ul style="list-style-type: none"> • Continued trainings for mentors and collegial coaching • Common planning time within departments and disciplines 	<ul style="list-style-type: none"> • Principal • Diman Mentor Program Coordinator • Collegial Coaching Steering Committee • Professional Development Coordinator • Dept. Heads • Lead Teachers • MAVA Cohort Liaison • Advisory Board members • Professional Development presenters • Certified teachers • Academic Coordinator • Vocational Coordinator • Special Projects Coordinator • Mentors • Collegial Coaches • Educational Consultant

OBJECTIVE 4: To foster parental and community involvement.

STRATEGIES IN PLACE	FUTURE STRATEGIES	PERSONNEL RESOURCES
<ul style="list-style-type: none"> • Two Annual Parent-Teacher conference nights • Parent Advisory Council (PAC) • Posting of information on the Diman website for parents • iParent access to Rankbook through Diman website • Mid-term Progress Reports issued to all students and mailed to parents • Individual parent conferences arranged at parent or teacher request • Applicant Information Night • New Student Night • Trade Fair / Open House • Community Service Projects by trade areas • Diman Housebuilding Program • Public dining – <i>Room 251</i> (restaurant) • Key Club projects • Presentations to parents on financial aid and other topics of interest • Automated phone and email notification system (Connect Ed) • Relationship with local media outlets • Diman Job Fair 	<ul style="list-style-type: none"> • Diman Educational Television – <i>Diman in the Rough</i> • Parent workshops and trainings on various topics • Development of teacher, club, and organization web pages – <i>School Fusion</i> 	<ul style="list-style-type: none"> • Principal • Title I Parent Liaison • Dept. Heads • Lead Teachers • Professional Development presenters • Certified teachers • Guidance counselors • Academic Coordinator • Vocational Coordinator • Co-op Coordinator • Web Master • PAC officers • Clerical staff

OBJECTIVE 5: To provide ongoing review and alignment of local curriculum in relation to Massachusetts Curriculum Frameworks

STRATEGIES IN PLACE	FUTURE STRATEGIES	PERSONNEL RESOURCES
<ul style="list-style-type: none"> • Annual review by department members to align curriculum / technical programs • Formation of committees to update and revise all academic curricula • Department meetings to discuss instructional strategies • Submission of weekly lesson plans to lead teachers/department heads • Advisory Board review by technical area for appropriate alignment to the curriculum frameworks and current trends in the workplace • Dissemination and review of MCAS results in each academic area 	<ul style="list-style-type: none"> • Increase participation of Advisory Board members in the review process • Ongoing review of MCAS data to assess current student strengths and weaknesses in relationship to curriculum instruction 	<ul style="list-style-type: none"> • Principal • Data Analyst • Lead Teachers • Department Heads • Vocational Coordinator • Academic Coordinator • Advisory Board Members • Faculty

ADDENDUM

- **HELPFUL EDUCATIONAL INTERVENTIONS FOR STUDENTS WITH ATTENTION DEFICIT DISORDER**
- **Examples of ACCOMMODATIONS for ANY student**

HELPFUL EDUCATIONAL INTERVENTIONS FOR STUDENTS**WITH ATTENTION DEFICIT DISORDER**

NOTE: You may copy and use this sheet for particular students OR refer to it for particular situations as a reference guide.

Student: _____ **Grade:** _____

Directions: Check modifications/adaptations that would benefit the student.

ISSUE: INATTENTION

- Develop cues: touch shoulder, eye contact, secret signal.
- Simplify or repeat complex directions. Avoid multiple commands. _____ can only have 2 commands at 1 time, only one sheet at a time.
- Provide both oral and written directions, use a highlight marker to identify key words, phrases, sentences.
- Ask student to repeat directions.
- Break assignments into smaller chunks when needed.
- Provide small, frequent social and material rewards. (i.e., points)
- Shorten assignments/tests to enable student to demonstrate process (understand the concept) rather than product (such as completion of 50 problems)
- _____'s work must be checked frequently for on task behavior, and to make sure _____ comprehends all directions .
- Provide tutoring by peers or teacher.
- Alternate high and low interest activities.
- Allow _____ to proofread own work and allow to make corrections, but only before teacher does the checking.
- Use of markers to highlight directions or operation signs in math

ISSUE: POOR FINE MOTOR COORDINATION

- Provide instruction in use of computer/word processor .
- Permit classmates to share notes by photocopying or use of NCR paper .
- Use objective (i.e., true/false, multiple choice) or one-on-one oral test.
- Allow to print assignments as much as possible, with as little repetitive copying as possible.

ISSUE: BEHAVIOR MANAGEMENT

- Post rules prominently in class.
- Provide clear classroom and school wide rules, enforce consistently.
- Use behavior charts/modified cost response system (point, token) for behavior management.
- Ignore daydreaming or off task behavior which does not disrupt others, provide positive attention when student returns to work.

ISSUE: DISTRACTIBILITY

- Seat near teacher with back to class, away from windows or doors
- Tests taken in area free of distraction.
- Classroom set up with separate desks arranged in rows.
- Surround with good role models.

ISSUE : HYPERACTIVITY

- Allow opportunities to move around. (Bathroom, drink, etc.) –
- Participation in physical activities.
- Allow student to run errands, wash blackboards, organize materials.
- Permit coloring or drawing after completion of work.

ISSUE: DISORGANIZATION

- Provide structure and consistent, predictable schedule.
- Post schedule in classroom and/or taped to notebook
- Teach organizational/study skills.
- Write assignments on board.
- Use of daily assignment/progress report.
- Use of color-coded folders/notebooks & attached pouch for pencils.
- Arrange for extra set of text books at home.
- Allot time at the end of class/day to record assignments, dates due, assemble books required materials, etc.
- Check book bag everyday for necessary items for homework.
- Teach use of calendar to plan long term assignments.
- Permit student to seek assistance from others (peer buddy).
- One teacher designated as monitor coordinator among all teachers.

ISSUE: POOR SELF ESTEEM

- Build on strengths and talents; create opportunities for success
- Provide frequent praise and consistent rewards for success.
- Provide social skills training.
- Encourage individual vs. Team sports (i.e. karate, biking, swimming, bowling, wrestling).
- Provide sensitivity training for the rest of class.
- Recognize problems resulting from incompetence vs. problems resulting from non-compliance.
- Shape, through positive reinforcement, all attempts made by _____ to organize and study

ISSUE: POOR MEMORY

- Provide both oral and written directions, only two at a time.
- Ask student to repeat directions (at discretion of the teacher so _____ isn't embarrassed)
- Teach and monitor use of assignment book, monthly calendar.

ISSUE: TRANSITIONS (From class to class, grade to grade, school to school, and adulthood)

- Plan supervision during transition between classes, lunchroom, assemblies, etc. ..~
- Prepare students for changes in routine, field trips, etc.
- Provide staffing of teachers, school nurse for coming school year.

ISSUE: COMMUNICATION WITH PARENTS

- Use AGENDA book for daily assignments/progress reports
- Designate one teacher as home/school liaison
- Meet, call, or write parents weekly for brief progress report.

ISSUE: STAFF UNFAMILIAR WITH ADD/ADHD

- Provide fact sheets and teacher guides.
- Provide staff in-service.
- Consult with staff familiar with ADD instructional strategies

ISSUE: ADMINISTRATION/COUNSELOR INITIATIVES

- Provide in-service behavior management ADHD training for staff.
- Provide consistent rules and expectations.
- Develop school wide behavior management program.
- Provide preferential teacher management program.
- Adjust class scheduling (difficult classes in morning).
- Arrange parent/teacher meeting at beginning of each school year.
- Establish uniform assignment and test heading school wide.
- Post public address announcements in prominent location.
- Provide public recognition for student accomplishments.
- _____ should be rewarded for accomplishments that may have different criteria than a student without ADD.

Examples of ACCOMMODATIONS for ANY Student

The following are examples of accommodations that may be used with **ANY student** to aid in that student's success in any classroom or trade area where appropriate.

PHYSICAL ARRANGEMENT OF ROOM:

- allow the student to choose, with teacher help, a positive role model for a particular class/project, cooperative learning group
 - preferential seating near the instructional area
 - preferential seating near the teacher
 - additional accommodations you have found helpful
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ASSIGNMENT AND WORKSHEETS:

- breaking assignments into smaller segments (when needed)
 - provide word banks
 - make sure homework assignments are written on the board
 - simplifying complex directions (more than two part directions)
 - provide class expectations and directions in written form (several times throughout the trimester)
 - be clear and concise on what is required for each assignment
 - allow assignments to be typewritten or done on the computer
 - reduce quantity of items required when appropriate
 - additional accommodations you have found helpful
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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 sheets for tests
 - make use of oral testing (when appropriate)
 - modify testing situation (when appropriate)
 - allow extra time to complete tests and/or quizzes
 - additional accommodations you have found helpful
-

ORGANIZATION;

- with long-term projects, calendar/worksheet with scheduled checklist for duration of the project
 - allow student 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 the class work
 - make classroom rules and consequences clear and keep “gray” areas to a minimum
 - allow for short breaks between assignments
 - correct the student’s work in colored pens on tests, quizzes and homework (helping student see errors)
 - allow student to stretch and move about room, with minimal distraction to class (when appropriate)
 - provide peer assistance with organizational skills
 - additional accommodations you have found helpful
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LESSON PRESENTATION:

- pairing student with peer to check work (being careful to be discreet)
 - writing key points on the board
 - arranging Peer tutoring
 - providing visual aids
 - making sure directions are understood
 - breaking longer presentations into shorter segments
 - provide outlines for project, abstract assignments, 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 appropriate)
 - additional accommodations you have found helpful
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SPECIAL CONSIDERATIONS:

- extra help sessions with teacher
 - strong recommendation to attend before and after school homework help programs
 - keep parents informed / open communication
 - additional accommodations you have found helpful
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Additional accommodations and information on intervention strategies can be found in your **Intervention Services Manual for Students-At-Risk**.