

DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP) 2025

*Greater New Bedford Regional Vocational
Technical High School*

April 2025



**Greater New Bedford Regional
Vocational Technical High School**

Preparation – Passion – Perseverance

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CORE VALUES



MISSION

Our mission at **Greater New Bedford Regional Vocational Technical High School** is to provide education that is rigorous, relevant, and meaningful to each student in a safe and supportive environment, resulting in academic, career and technical excellence. This experience encourages lifelong learning, fosters mutual respect, and instills social responsibility, respect for diversity, and responsible citizenship.



OVERVIEW OF DCAP

The **District Curriculum Accommodation Plan (DCAP)** ensures that students at all levels receive necessary support in the general education setting. It assists educators in meeting students' diverse needs and helps clarify differences between general education accommodations and those requiring an Individualized Education Program (IEP) or 504 Plan.

Purpose of DCAP

- Support general education teachers¹ in accommodating diverse learners.
- Outline instructional interventions available within general education.
- Provide resources to staff, students, and families.
- Serve as a reference for accommodations that promote access to learning.

Legal Reference

Massachusetts General Laws, Chapter 71, Section 38Q1/2 requires that each school district adopt and implement a DCAP to ensure that all efforts are made to meet students' needs in the general education setting. The full law can be accessed here: [Massachusetts General Laws, Chapter 71, Section 38Q1/2](#).



¹ The term general education teacher includes CVTE teachers.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Greater New Bedford Vocational Technical High School follows an MTSS framework, providing increasing levels of support based on student needs. MTSS consists of core principles that represent recommended practices (Mellard, 2003). These principles represent systems that must be in place to ensure effective implementation of MTSS systems and establish a framework to guide and define the practice.

1. Evidence-based interventions/instruction

The critical element of MTSS systems is the delivery of scientific, research-based interventions with fidelity in all educational settings. This means that the curriculum and instructional approaches must have a high probability of success for the majority of students. Since instructional practices vary in efficacy, ensuring that the practices and curriculum have demonstrated validity is an important consideration in the selection of interventions. Schools should implement interventions, monitor the effectiveness, and modify implementation based on the results.

2. Monitor classroom performance

General education teachers play a vital role in designing and providing high quality instruction. Furthermore, they are in the best position to assess students' performance and progress against grade level standards in the general education curriculum. This principle emphasizes the importance of general education teachers in monitoring student progress.

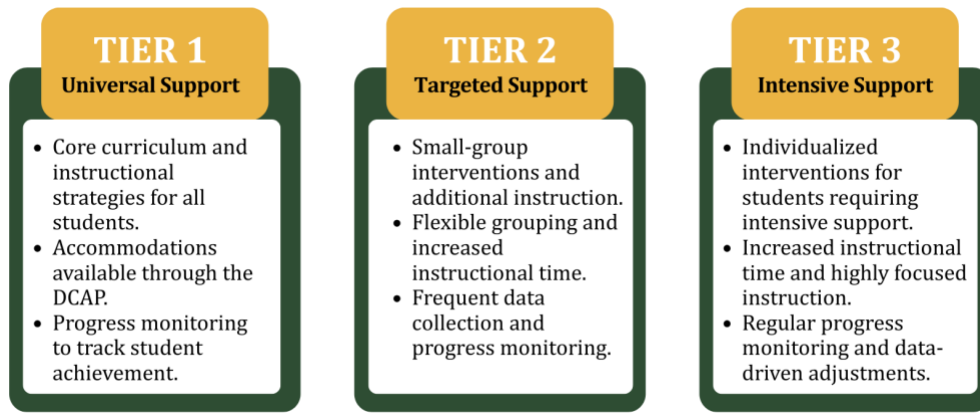
3. Conduct universal screening/benchmarking

School staff conduct universal screening in all core academic areas. Screening data on all students can provide an indication of an individual student's performance and progress compared to the peer group's performance and progress. These data form the basis for an initial examination of individual and group patterns on specific academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) as well as behavior skills (e.g., attendance, cooperation, tardiness, truancy, suspensions, and/or disciplinary actions). Universal screening is the least intensive level of assessment completed within the MTSS framework and helps educators and parents identify students early who might be at risk. Since screening data may not be as reliable as other assessments, it is important to use multiple sources of evidence in reaching inferences regarding students at risk.

4. Use a multi-tiered model of service delivery

An MTSS approach incorporates a multi-tiered model of service delivery in which each tier represents an increasingly intense level of services that corresponds with increasing levels of

learner needs. In the MTSS framework, all students receive instruction in the core curriculum, supplemented by strategic and intensive interventions when needed. Therefore, all students, including those with disabilities, may be found in Tier I (with the exception of profoundly disabled students). Important features, such as (1) universal screening, (2) progress monitoring, (3) fidelity of implementation and (4) problem solving occur within each tier.



5. Monitor progress frequently

In order to determine if the intervention is working for a student, the Problem-Solving Team (PST) must establish and implement progress monitoring. Progress monitoring is the use of assessments that can be conducted frequently and are sensitive to small changes in student behavior. Data collected through progress monitoring will inform the SST whether changes in the instruction or goals are needed. Informed decisions about students' needs require frequent data collection to provide reliable measures of progress. Various curriculum-based measurements are useful tools for monitoring students' progress.

6. Implement with fidelity

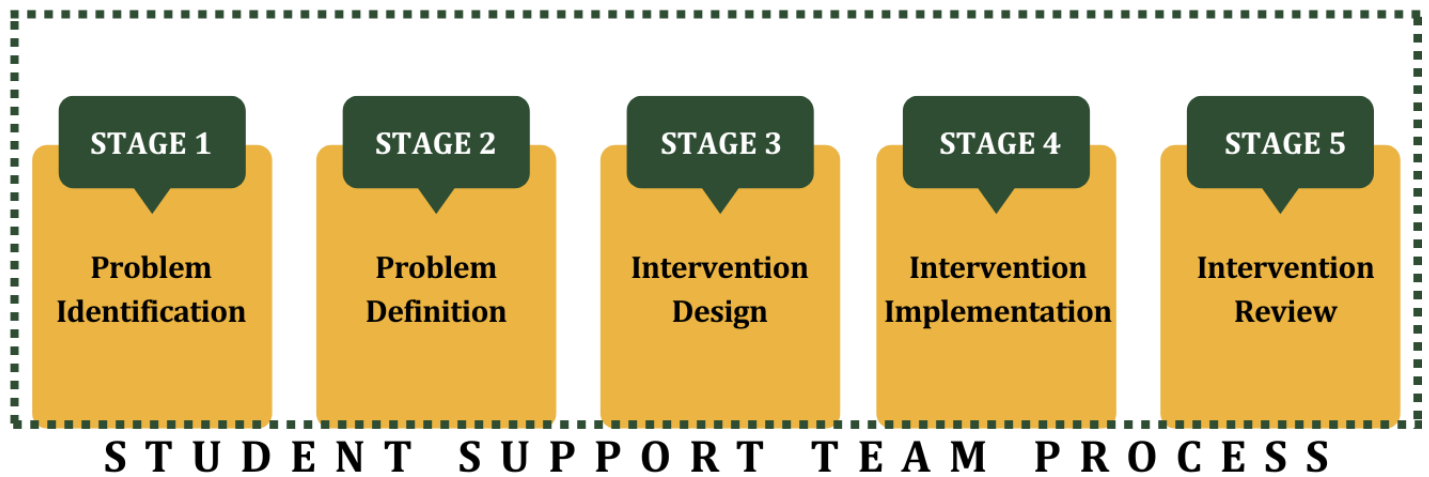
Fidelity refers to the implementation of instruction and interventions as designed, intended, and planned. Fidelity is achieved through sufficient time allocation, adequate intervention intensity, qualified and trained staff, and sufficient materials and resources. Fidelity is vital in universal screening, instructional delivery and progress monitoring. Successful MTSS systems must consistently maintain high levels of fidelity in the implementation of both interventions and progress monitoring. This means that the intervention plans are applied consistently and accurately. It is the responsibility of an administrator at each school to ensure fidelity by monitoring the delivery of instruction (e.g., pacing guides, fidelity checklists, Principal's Walk Through, etc.).

STUDENT SUPPORT TEAM (SST)

A collaborative problem-solving and decision-making team of professionals, the Student Success Team (SST) is the mainstay of the intervention/enrichment structures found throughout the tiered system of intervention. The SST is a fluid group of professionals who meet regularly throughout the year to execute the problem-solving model in response to the changing academic/social-emotional needs of students.

Any member of the school community can initiate the SST process. Once a referral is made, the problem-solving process begins.

SST Problem Solving Process



Stage 1: Problem Identification

Initiating teacher submits the initial SST's Initial Request for Assistance form that identifies the student, the student's area(s) of difficulty and the best time to meet with the SST Chair.

SST Chair meets with initiating teacher, parent, or student to identify the primary area of concern.

- If a significant problem is not identified, the process is discontinued.
- If a significant problem is identified, the SST Chair:
 - Ensures that all appropriate and relevant Tier 1 interventions specified in the DCAP have been executed with the necessary fidelity and intensity to ensure student learning.

Stage 2: Problem Definition

The referring individual, with a completed SST Student Information Form, meets with the SST, collects baseline data for a period not to exceed two weeks. The data collection mechanisms and methodologies focus on observing and analyzing the primary area of concern and potential variables impacting performance and development.

The basic tools used in the problem definition stage include, but are not limited to:

1. Academic performance indicators
2. Behavioral observations and records
3. Specialist screenings

Stage 3: Intervention Design

The identified SST team meets to review baseline data and further define the primary area of concern.

- If a significant problem is not defined, the process is discontinued.
- If a significant problem is defined, the SST chair and team use the DCAP, as well as other resources, to identify appropriate interventions and develop an individual accommodation plan, along with student learning goals. These goals must be SMART (Specific, Measurable, Attainable, Relevant and Time-Bound)

Stage 4: Intervention Implementation

The interventions prescribed within the individual accommodation plan are executed for at least period of four (4) to six (6) weeks. During the intervention phase two elements are critical in increasing the probability of student learning and growth

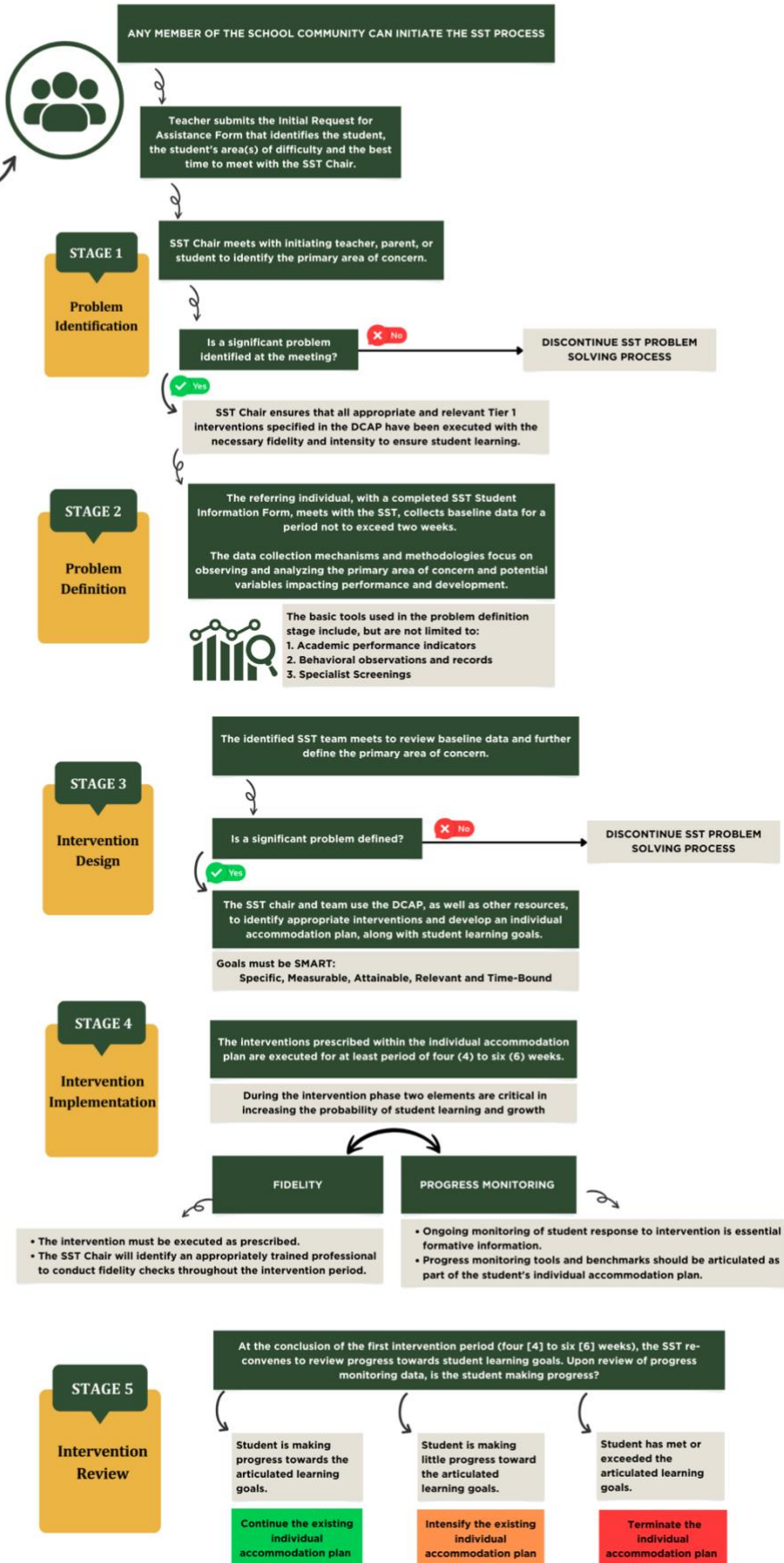
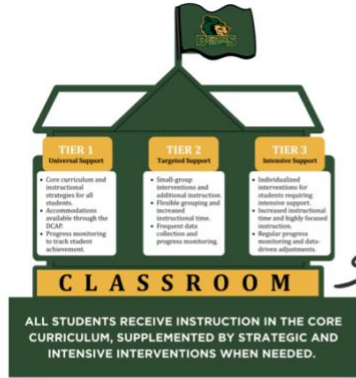
1. Fidelity:
 - a. The intervention must be executed as prescribed. The SST Chair will identify an appropriately trained professional to conduct fidelity checks throughout the intervention period.
2. Progress monitoring:
 - a. Ongoing monitoring of student response to intervention is essential formative information. Progress monitoring tools and benchmarks should be articulated as part of the student's individual accommodation plan.

Step 5: Intervention Review

At the conclusion of the first intervention period (four [4] to six [6] weeks), the SST re-convenes to review progress towards student learning goals. Upon review of progress monitoring data, the SST Chair will recommend:

- Continuation of the existing individual accommodation plan
 - *Student is making progress towards the articulated learning goals.*
- Intensification of the existing individual accommodation plan
 - *Student is making little progress toward the articulated learning goals.*
- Termination of the individual accommodation plan
 - *Student has met or exceeded the articulated learning goals.*

SST PROBLEM SOLVING PROCESS



INSTRUCTIONAL ACCOMMODATIONS



Instructional accommodations are designed to help students access and engage with academic content in ways that match their learning needs. These strategies support comprehension, retention, and application of knowledge across all subject areas.

ENGAGEMENT



- Offer choices of activities
- Make it relevant
- Foster collaboration

REPRESENTATION “PRESENTATION”



- Use multiple media
- Highlight key information
- Clarify vocabulary

ACTION & EXPRESSION “RESPONSE”



- Provide options for response
- Offer templates and tools
- Encourage self-assessment



- Provide explicit instruction using scaffolding techniques - [Scaffolding in Education](#) (San Diego)
- Incorporate Universal Design for Learning (UDL) principles - [UDL Guidelines](#) (CAST)
- Offer hands-on and experiential learning opportunities
- Integrate student choice in assignments, topics, or formats
- Use multi-sensory approaches (e.g., visual, auditory, kinesthetic learning)
- Provide movement breaks and brain breaks to sustain focus
- Implement goal-setting and self-monitoring strategies to increase student ownership
- Offer real-world connections to make learning meaningful
- Use positive reinforcement and clear expectations to encourage participation
- Integrate technology tools and gamified learning to enhance engagement
- Use motivational incentives, rewards, and vocational tie-ins
- Set attainable goals with incentives
- Frequent, private, non-confrontational check-ins
- Develop positive rapport and a growth mindset
- Establish & maintain frequent, respectful, and collaborative two-way communication with families and guardians
- Nonverbal prompts and discreet check-ins

- Utilize graphic organizers to support comprehension - [Free Graphic Organizer Templates](#) (Reading A-Z)
- Use chunking strategies to break down complex tasks into smaller steps
- Provide digital learning resources and online simulations
- Offer guided reading and repeated readings for fluency development
- Incorporate visual supports (e.g., diagrams, charts, videos, anchor charts)
- Provide sentence starters and structured writing templates — [Writing Strategies](#) (Reading Rockets)
- Use captioned videos and text-to-speech software for auditory processing needs
- Allow pre-teaching of key vocabulary and concepts
- Present directions both orally and in writing
- Provide audiobooks or read-aloud accommodations for struggling readers
- Use color-coded materials and highlight key information
- Offer explicit instruction in comprehension strategies
- Establish clear, consistent daily routines and expectations
- Provide predictable routines, visual schedules, and step-by-step instructions
- Use assigned seating to manage peer interactions and distractions (also related to behavior management)
- Provide checklists for task completion

- Allow alternative assessment formats (oral responses, video projects, hands-on demonstrations)
- Provide multiple means of expression (typed, spoken, drawn, recorded)
- Offer flexible seating and alternative workspaces
- Allow verbal responses instead of written for students with fine motor or processing challenges
- Use speech-to-text technology for written assignments
- Offer extended time on tests and assignments
- Provide guided notes and fill-in-the-blank templates for written tasks
- Allow use of manipulatives, calculators, or reference sheets during assessments
- Offer one-on-one or small group testing environments
- Permit breaks during testing or long assignments
- Use checklists and visual schedules to support task completion
- Encourage self-reflection and feedback loops to improve student performance
- Flexible seating and workspaces

SOCIAL-EMOTIONAL/BEHAVIORAL ACCOMMODATIONS



Social-emotional accommodations support students in developing self-awareness, emotional regulation, and positive relationships. These strategies foster a sense of safety, belonging, and engagement in the learning environment.



Accommodations related to how students participate, stay motivated, and access support during learning

Structure & Expectations

- Provide structured breaks and movement opportunities ([Brain Breaks](#) – Understood.org)
- Offer daily check-ins with a trusted adult
- Clear, consistent daily routines and expectations for learning and behavior
- Predictable routines, visual schedules, and step-by-step instructions
- Assigned seating (proactive management of peer interactions/distractions)
- Checklists for task completion

Positive Reinforcement & Motivation

- Positive praise and recognition for expected behavior, effort, and work
- Motivational incentives, rewards, and vocational tie-ins
- Set attainable goals with incentives

Active Learning & Choice

- Active learning through hands-on activities and peer collaboration
- Choice and relevance: Offer assignment options tied to student interests
- Arranged seating to foster peer collaboration
- Integrate technology tools and gamified learning to enhance engagement
- Offer real-world connections to make learning meaningful

Social-Emotional Support

- Offer quiet spaces for emotional regulation and self-reflection
- Daily check-ins with a trusted adult
- Restorative practices for conflict resolution
- Growth mindset techniques
- Mentorship and peer-support programs

Communication & Rapport

- Develop positive rapport with students (growth mindset)
- Home/school communication and parent support/strategies
- Nonverbal prompts and discreet check-ins to redirect or encourage prosocial behavior and choices



Accommodations related to how content and expectations are delivered to students

- Use emotion charts and self-regulation checklists
- Incorporate mindfulness and relaxation strategies ([Mindfulness in Schools](#) - Mindful Schools)
- Use restorative practices for conflict resolution ([Restorative Practices](#) - The Restorative Lab)
- Encourage growth mindset techniques ([Growth Mindset Activities](#) -Understood.org)
- Task chunking and scaffolding (manageable steps)
- Predictable routines, visual schedules, and step-by-step instructions (also part of engagement structure)
- Flexible seating/designated workspaces (reduced noise/visual distraction)
- Preferential seating close to the focal point of instruction
- Incorporate wait time to process information
- Use visual supports (emotion charts, checklists) to guide regulation and understanding
- Hearing protection/noise reduction (for auditory sensitivity)



Accommodations related to how students demonstrate learning and manage demands

Individualized Response & Supports

- Frequent, private, non-confrontational check-ins to assess understanding and identify barriers
- Structured breaks and movement opportunities (brain breaks, movement for focus and regulation)
- Teach self-regulation strategies and encourage use of checklists
- Offer quiet spaces for emotional regulation and self-reflection
- Limit repetitive questioning; encourage independence through supported problem-solving

Autonomy & Alternative Demonstrations

- Allow flexible deadlines for students experiencing anxiety
- Increased autonomy: Choice in how, when, or where work is completed
- Alternative learning demonstrations (verbal, visual, or hands-on)

FOCUS AND ATTENTION AND EXECUTIVE FUNCTIONING ACCOMMODATIONS



Executive functioning accommodations help students with planning, organization, time management, and self-regulation. These strategies enable students to develop independence and improve task completion.



Engagement



How students are motivated, supported, and involved in the learning process

Organization & Planning

- Visual schedules and agendas: Post daily agendas and objectives
- Checklists and logs: Use checklists for task completion and progress tracking
- Color-coding systems: Color-code materials for organization
- Analog organizational tools: Binder with labeled sections, color-coded contents (all notes sheets are yellow, all homework is green, etc.)
- Digital organization tools such as common Google Drive Folder naming and organizing, utilizing Google Calendar, utilizing "reminders" features, Google Keep, etc.
- Templates and guided outlines: Provide templates and guided outlines for writing
- Graphic organizers: Use graphic organizers for planning and organization
- Outlines and rubrics: Provide outlines and rubrics for assignments
- Chunking: Break tasks into manageable steps with timelines
- Scaffolded notes and visuals: Provide scaffolded notes with visuals, step-by-step approaches, and reference sheets
- Structured environment: Establish clear routines and expectations

Time Management & Task Completion

- Assign peer mentors for accountability and support
- Encourage self-advocacy and goal-setting practices
- Verbal and non-verbal reminders: Provide reminders for task completion
- Teacher check-ins and reminders: Frequent check-ins for comprehension, task initiation, and work habits
- Teacher-guided prompts/cuing: Assist with task initiation
- Redirection to task: Promptly redirect students back to their tasks
- Limit multitasking: Minimize distractions and encourage focused work

Self-Regulation & Metacognition

- Teach self-monitoring and reflection: Encourage reflection on performance
- Teach metacognition: Develop self-awareness and planning skills
- Recognizing internal states: Help students identify and manage distractions and frustrations
- Teach positive self-talk strategies
- "Think aloud" strategies: Encourage verbalizing task steps
- Emotional regulation: Teach breathing techniques, mindfulness, and emotion identification
- Self-reinforcement: Encourage self-rewards and positive affirmations

Social & Emotional Supports

- Assign peer mentors for accountability and support
- Explicit social skills reminders: greet your partner, wait until your partner is done speaking before responding, etc.
- Encourage self-advocacy and goal setting
- Use positive reinforcement for desired behaviors
- Build positive relationships with students
- Implement a positive behavior support plan
- Use logical consequences for behavior
- Facilitate peer mediation for conflict resolution
- Post classroom expectations
- Develop student contracts or behavior plans.
- Modify classroom management strategies.
- Facilitate parent communication and support
- Consult with guidance counselors, psychologists, etc.



Instructional Supports

- Use visual schedules and posted agendas
- Break tasks into manageable steps
- Use color-coded materials for organization
- Provide templates and guided outlines for writing assignments

- Provide frequent feedback on learning
- Set meaningful, attainable goals with students
- Provide access to exemplary student work
- Differentiate assignments to meet student access level
- Provide clear and concise instructions
- Utilize visual aids to support instruction

Environmental & Physical Supports

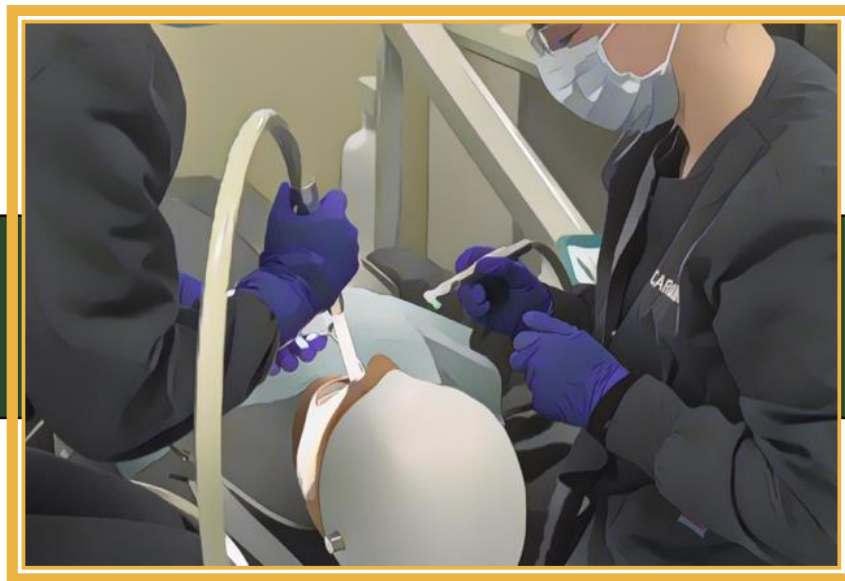
- Remove distractions and create a productive workspace
- Strategically arrange seating to prevent difficulties
- Movement breaks and energizers: Incorporate breaks and movement opportunities
- Include stress-reduction techniques

Response



How students demonstrate their understanding and learning

- Provide checklists for task completion ([Checklists](#) – StoryboardThat)
- Allow extended time for assignments and tests
- Encourage verbal, visual, or hands-on responses when appropriate
- Offer flexible deadlines for students experiencing anxiety
- Help initiate tasks and ensure understanding
- Support planning and response
- Encourage self-monitoring and revision
- Allow tools to support demonstration of knowledge



VOCATIONAL ACCOMMODATIONS



Vocational accommodations ensure that students receive the necessary supports to succeed in hands-on, career-focused learning environments. These strategies enhance job readiness and technical skill development.

Engagement



How students are supported, motivated, and involved in the learning process

Multi-Sensory & Visual Learning

- Embed multi-sensory instructional strategies within lessons
- Provide diverse visual representations: videos, diagrams, drawings, floor plans, graphic organizers, and picture cues
- Highlight key concepts, vocabulary, and sequential steps

Active & Experiential Learning

- Facilitate hands-on learning activities and active engagement
- Use role-playing scenarios for customer service and teamwork skills
- Provide manipulatives and access to trade-specific tools, hardware, fasteners, products, and online programming
- Offer real-world learning experiences through job shadowing

Collaborative & Social Skills Development

- Implement collaborative learning and partner activities
- Use role-playing scenarios for customer service and teamwork skills
- Develop self-advocacy and workplace communication skills. ([Self-Advocacy Resources](#) - Wrightslaw)
- Offer peer coaching and mentoring opportunities

Presentation



How information and instruction are delivered to the student

Multi-Sensory & Visual Learning (presentation elements)

- Utilize scaffolded notes, outlines, reference sheets, and study guides

Assistive Technology & Tools

- Offer online text applications, audiobooks, and text-to-speech/speech-to-text tools
- Provide access to digital measuring tools: tape measures with conversions, construction/culinary calculators, laser measuring tools, digital calipers, and digital scales

- Incorporate assistive technology and adaptive equipment specific to the trade (i.e., ergonomic grips/modifications to tool grips; adjustable height bench, etc.)

Task Analysis & Structured Support

- Offer task analysis and step-by-step job training ([Task Analysis in Vocational Training](#) - NIH)
- Use visual schedules and job aids for multi-step tasks



How students demonstrate learning and mastery of skills

Differentiated Assessment & Demonstration of Competency

- Utilize multiple means of assessment: project-based learning, oral/visual presentations, drawings, and varied response styles
- Provide alternative ways to demonstrate competency in technical skills



GLOSSARY OF KEY TERMS

Accommodation:

A support or service provided to help a student access the general curriculum without changing the instructional content or performance expectations.

DCAP (District Curriculum Accommodation Plan):

A Massachusetts-mandated document that outlines strategies to support all learners in the general education environment before considering referrals to special education.

Fidelity of Implementation:

The degree to which teachers and staff deliver instruction and interventions as they were intended and designed.

Intervention:

A targeted strategy or support to improve student performance in a specific area of need.

MTSS (Multi-Tiered System of Supports):

A framework that uses data-driven problem-solving and evidence-based interventions across three tiers to meet students' academic and behavioral needs.

PBIS (Positive Behavioral Interventions and Supports):

A proactive approach to behavior management that reinforces positive behavior and improves school climate.

Progress Monitoring:

Ongoing assessment to evaluate student progress toward learning goals and the effectiveness of instruction or interventions.

Response to Intervention (RTI):

A practice within MTSS focusing on early identification and support for students with learning and behavior needs.

Scaffolding:

Instructional supports that are gradually removed as students gain independence with a skill.

Self-Advocacy:

The ability for students to understand and communicate their own learning needs and seek support when needed.

SST (Student Support Team):

A multidisciplinary team that collaborates to identify student needs and design targeted interventions within the general education setting.

Universal Design for Learning (UDL):

An educational approach that offers flexible ways for students to access material, engage with content, and demonstrate learning.



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Mertens Educational Consulting (MEC) is a leading provider of professional development services catering to educators and administrators across the state of Massachusetts. With a dedicated focus on special education, inclusion, and coaching support, MEC is committed to enhancing the skills, knowledge, and effectiveness of education professionals.

