

MASS ACADEMY OF MATH AND SCIENCE
DISTRICT CURRICULUM ACCOMODATION PLAN

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.

Mass General Laws, Chapter 71, Section 59C

The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of the students attending the school, 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, as provided below.

What does a DCAP ensure?

Changes in the Massachusetts Special Education Laws require school districts to implement Curriculum Accommodation Plans (CAPs) to help ensure all efforts have been made to meet students' needs in general education.

The plan should encompass efforts as follows:

- Analysis of diverse learning styles within the general classroom;
- Accommodations to meet needs of the diverse learning styles within a general education class;
- Provision of appropriate services and supports within the general education classroom;
- Services to address the needs of children whose behavior may interfere with learning;
- Encouragement of parental involvement in their children's education;
- Encouragement of teacher mentoring and collaboration;
- Assistance to general education staff through professional development and collaboration.

Mass Academy is a highly selective, accelerated two year program designed to prepare students for University study as seniors in high school. Juniors follow the same curriculum, with sections grouped by language selection and level (Advanced Spanish, Intermediate Spanish, Advanced French, and Intermediate French). Instruction is also differentiated in Physics (Calculus/non-Calculus), Computer Science (students may pursue independent advanced projects), and Math Modeling (students may pursue an advanced track term 3 or 4).

Reporting

Juniors and parents are provided narrative reports after their first term of study, focused on habits of mind, as well as a parent conference with the entire team of teachers present, to discuss progress. A quarterly progress report is provided (B term with letter grades, C term with grades and comments, and D term the final grades) for the remaining terms. Class expectations are clearly articulated through the use of rubrics (on projects/long term assignments), and the small class sizes create an environment conducive to feedback and collaboration.

Student Success Plans

Students who need any remedial instruction develop a [student success plan](#) with SMART goals (this may also be developed after term 2 or 3), or have the option to return to their sending school. Any student (junior or senior) may develop a student success plan to help maintain focus and develop SMART goals to focus on areas that need improvement.

Mentoring / Advisory

There is a high level of mentoring both in junior and senior year. Each day a thirty-minute advisory allows juniors access to teachers for additional help, as well as after school hours from 2:45-4:30 PM.

Academy faculty members serve as resources for students needing information and personal advice. The faculty understands the difficulties that students face, respects their privacy, welcomes their perspective, and provides overall support. Homeroom advisors are responsible for distributing and collecting information and forms, clarifying Academy policies and procedures, helping students adjust to their new environment, and serving as general resources and personal connections for students. Juniors also work with a faculty member who serves as their STEM I advisor to guide them through the STEM I process. Students meet regularly with their STEM I advisor throughout Terms A, B, and C. Any student who is on a Student Success Plan (see above) will also have a faculty advisor monitoring that student's progress.

Each senior is assigned an advisor, and the faculty member (including the Director) holds weekly advising meetings with the senior to discuss academic progress at WPI, senior project (SISP), community service and any other topic relevant to student success. Senior [advising forms](#) are used to track progress.

Progress Reporting

Each term, requests are sent to WPI professors to comment on senior progress, and parents are sent a mid-year report on university progress. Seniors also have access to term grades on the WPI grade portal, Workday.

Parental involvement

The philosophy of Mass Academy is to develop independent learners who can self-advocate; therefore, communication flows from teachers to students to parents, unless there is a need for intervention. Junior parents receive grade reports once per term, and senior parents receive a mid-year report including WPI grades, as well as updates on the SISP, attendance, and community service hours.

Student support meetings

Weekly faculty meetings that address student concerns are held with the entire faculty, including the counselor and the director. A significant portion of each weekly agenda is dedicated to discussing student concerns.

MASH/Writing Center/Office Hours

Seniors have access to WPI support services including MASH (Math and Science Help), the Writing Center, and individual office hours provided by professors.

MASH review sessions are offered for math, science, and computer science courses that are critical for student success. The MASH program has helped WPI students make the transition between high school learning patterns and the necessary habits and skills needed for college work.

In MASH sessions, you will meet with other students who are taking the same course. You can discuss any difficulties you are having understanding the material or a specific problem, talk about the class, compare notes, discuss assignments and lectures, as well as ask questions and improve your study skills. A tutor who has taken the course before and understands what you are experiencing guides each session.

During the first week of the term, tutors will introduce themselves to the class and announce when and where the MASH sessions will be held. You are encouraged to attend as many sessions during the term as you wish. Each session will be different as new material will have been covered and new questions posed. Bring your class material (texts, notes, and assignments) and your questions.

Tutoring sessions, unlike MASH sessions, allow students to work one-on-one, or in a small group, with a tutor rather than in a group. Tutors are able to offer assistance in a wide range of courses, and do not concentrate on just one course. For a list of courses that are offered for tutoring, please visit the Academic Resources Center Canvas page. Individual tutoring is offered Mondays-Thursdays from 10am-9pm. If you cannot find an appointment in TutorTrac or would like to request tutoring for a class not currently offered, students may fill out the [Tutoring Inquiry Form](#).

The mission of the **Writing Center** is to work interactively with WPI students to improve written, oral, and visual communication. Our trained writing tutors provide individual and group peer tutoring on a range of projects including course papers, presentations, dissertations, and job-related documents. We hope to provide an approachable peer resource for students seeking assistance with their communication projects. Our trained writing tutors are available to help WPI students with their writing six days a week in one-hour appointments. Any WPI student or group, undergraduate or graduate, may [make an appointment](#) to get help with projects, course papers, oral presentations, document design, or personal writing.

DISABILITIES SERVICES

The school counselor monitors IEP and 504 plans, and communicates these needs accordingly to faculty.

For seniors, the college counselor facilitates contact with the [WPI Office of Disabilities Services](#). The Office of Disability Services (ODS) coordinates accommodation services and provides advocacy and support to assist students with documented physical, learning, sensory, psychological, developmental, and other disabilities in achieving their full potential.

Our office strives to foster an environment that supports and encourages self-advocacy, independence, and personal growth. ODS currently works directly with over 400 students throughout the year to support accommodation services covering all aspects of academic and campus life. ODS staff also collaborates with faculty, students, and staff to encourage an open and accessible campus community through programming focusing on physical access, universal course design, community awareness, and student peer-support and personal growth.

Home and Hospital services.

Mass Academy is a two-year high school program, where juniors take all their courses at the Mass Academy school building and seniors take all their courses at WPI. The home and hospital services protocol is listed below for each grade level:

Junior year:

1. Upon receipt of a physician's written order verifying that any junior enrolled at Mass Academy must remain at home or in a hospital for medical reasons for a period of not less than fourteen school days, the Director and College Counselor arrange for provision of educational services in the home or hospital. Such services are provided with sufficient frequency to allow the student to continue his or her educational program, as long as such services do not interfere with the medical needs of the student. Such educational services are not considered special education unless the student has been determined eligible for such services, and the services include services on the student's IEP or 504 Accommodation Plan.
2. Due to the nature of project-based and/or team-based work, students may be provided with alternate assignments. A long-term absence may mean extending the school year into the summer or recommendation may be made for the student to return to their sending school, if it is in their best educational interest.

Senior year:

1. At WPI, because of the nature of the academic calendar (7 week terms), a long term absence may mean dropping a class/classes and extending the school calendar to the next term or the next year.
2. **WPI Medical Institutional Leave of Absence:** A medical institutional leave of absence (LOA) is appropriate when a student's physical or psychological health impairs the ability to function successfully or safely as a student. Under the terms of the medical LOA, a student must wait a minimum of 30 days before requesting to return from LOA and complete the prescribed course of medical and/or mental health treatment before being considered for return. A student cannot register again at WPI until the student has been medical cleared to return. Students may request to return for A-term, C-term or E-term. <https://www.wpi.edu/offices/registrar/policies-procedures/withdrawal-or-leave-of-absence>