

**MASCONOMET REGIONAL SCHOOL DISTRICT  
CURRICULUM ACCOMMODATION PLAN  
(DCAP)**



**2019-2020**

## **What is a District Accommodation Plan (DCAP)?**

Massachusetts General Laws require the adoption and implementation of a district curriculum accommodation plan (DCAP). This plan is intended to guide Principals and teachers, ensuring that all possible efforts are made to meet students needs in general education classrooms. Specifically, the DCAP is intended to aid teachers in identifying accommodations for the wide range of learning styles and needs that exist in any school or classroom.

*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 provisions 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 Masconomet Regional School District’s DCAP has 4 main objectives:**

- Ensure that all efforts have been made to meet students’ needs in regular education classrooms.
- To assist general education teachers in accommodating the needs of diverse learners.
- To articulate support services available to parents of students with diverse needs.
- Recommend interventions and strategies for struggling learners.

### **Supports and Accommodations for Student Learning:**

The accommodations listed below are available for students in the general education setting as deemed appropriate by the classroom teacher, in consultation with the student in order to help promote student learning.

#### **Curriculum/Instruction Accommodations**

- Flexible seating
- Extended time for assessments and due dates
- Online learning tools
- Copies of class notes
- Study guides
- Work reduction/modifications
- Alternative Assessments
- Flexible student work groups
- Word banks
- Use of calculator
- Use of technology, including assistive technology
- Audio books
- Multiple modes of instruction such as project based learning, collaborative learning, Socratic seminars and literature circles
- Multimodal presentation of information
- Frequent check ins for understanding of concepts
- Pass/Fail grading for Semester/Trimester
- Use of Google read aloud and speech to text

#### **Behavioral/Social Emotional Intervention Accommodations**

- Student behavior plans and contracts
- Define clear consistent expectations
- Assist student in identifying support network within the school community
- Allow movement breaks

## **Organizational Accommodations**

- Syllabi
- Supported use of agenda book or like tools
- Posted assignments
- Break assignments down into manageable pieces and provide due dates/timelines for each step/component
- Models, Sample work
- RUBRICs for projects
- Numbered steps- problem solving strategies
- Use of checklists to stay organized
- Graphic organizers or templates
- Clear and consistent visual aids
- Provided study guides

## **Materials**

- Access to district chromebooks
- Access to audio books
- Use of calculators
- Math manipulatives
- Word bank
- Graphic organizers and templates
- Use of agenda book
- Copies of notes and study guides
- Use of rubrics
- Printed assignments for online assignments when appropriate

## **Assessment Accommodations**

- Predetermined extended time on assessments
- Test taking in chunks (one section at a time)
- Alternate assessment format
- Word banks, references
- Calculators
- Provide manipulators, i.e. trackers, or counters
- Scribe if needed or use of a computer if appropriate
- Study guides, notes
- Alternative test setting
- Graphic Organizers
- Hard copy assessments instead of computer based
- Allow for oral assessment
- Read aloud of tests by staff

## **Physical and Structural**

- Flexible/Preferential seating
- Provide a variety of learning spaces within the room (quiet space, study office, headphones, standing desks)
- Elevator as warranted
- Extended passing time
- FM auditory systems
- Computer access
- Movement break
- Clearly posted schedule of the day

### **Additional Resources for Students:**

The following resources are additional resources within the school that students can access independently.

- After school extra help (Monday-Thursday 2:15-2:53pm)
- 1:1 Technology
- Access to Math Tutor (High School)
- Access to Writing Tutor (High School/Middle School)
- Access to Blackboard and Powerschool for assistance in homework recording and work planning
- School Adjustment Counseling services as needed
- School Counselor
- Health Services

### **Resources to Support Collaboration Between School and Families**

- Parent/teacher conferences
- Parent workshops conducted by Guidance Dept
- In-Service Programs
- Open House
- Powerschool
- Blackboard
- School Website
- Letters/emails from Principal
- School Improvement Council
- PAC
- SEPAC
- Tri-Town Council on Youth and Family Services
- Email and phone communication with teachers
- Course Selection Night