

## **District Curriculum Accommodation Plan (DCAP)**

Each school district in the Commonwealth of Massachusetts is required to develop a District Curriculum Accommodation Plan (DCAP) to assist school leaders and teachers in planning and providing a general education program that is able to accommodate students' diverse learning needs and avoid unnecessary referrals to special education. The purpose of this plan is to continually strengthen and improve the general education program for the benefit of all students, as well as to ensure that all efforts have been made to meet each student's needs.

Below is a list of accommodations that are available to all students at Essex Technical High School to help increase student achievement and success.

### **Physical/Structural**

1. Provide strategic seating
2. Use visual, auditory and transitional aides
3. Allow alternate workspace, such as study carrel or dividers
4. Experiment with use of space
5. Limit distractions
6. Allow for movement and sensory breaks
7. Offer flexible student groupings

### **Instructional/Assistive Technology**

1. Offer after-school support
2. Provide assistance with note taking
3. Provide manipulatives
4. Vary teaching strategies
5. Provide visual and transition cues
6. Provide study guides
7. Provide wait time
8. Offer the use of graphic organizers
9. Incorporate reading strategies
10. Incorporate study skill strategies
11. Provide a copy of class notes
12. Provide enlarged copies of handouts as needed
13. Provide copy of projected material
14. Emphasize points within written text/material
15. Provide access to assistive technology
16. Accept computer-processed or typed assignments
17. Offer calculators when appropriate
18. Provide models or examples of end products
19. Provide daily objective & agendas
20. Provide clear goals

### **Behavioral/Social/Emotional**

1. Cue student for change of behavior and/or venue
2. Develop strategies for behavior modification, e.g., charts, contracts, check lists, behavior/success plans, incentives
3. Establish clear routines/expectations
4. Use diverse classroom management strategies
5. Provide breaks as needed
6. Set clearly defined standards
7. Provide for school counseling services
8. Allow access to other professional personnel, e.g. behavior specialist, nurse

### **Organizational**

1. Establish clear routines – Every classroom/career area must have “Do Now,” learning objective, agenda, and homework posted
2. Use time management tools, e.g. daily planner, assignment sheet, calendar, timers
3. Teach organization of notebooks and materials

### **Assessment**

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|----------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| 1. Provide for alternate setting for assessments as requested/needed | 5. Provide varied forms of assessments e.g., oral, project-based, performance-based |
| 2. Allow limited oral testing                                        |                                                                                     |
| 3. Teach test-taking strategies                                      | 6. Allow for extended time as needed/requested for any student                      |
| 4. Provide varied assignments                                        |                                                                                     |