



Westford Public Schools

District Curriculum Accommodation Plan

District Curriculum Accommodation Plan (DCAP)

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.

Massachusetts General Laws,
Chapter 71, Section 38Q1/2

Purpose of the DCAP:

- To assist general education teachers in analyzing, assessing and accommodating diverse learners
 - To increase support services and instructional delivery options available within general education settings, as defined herein
 - To recommend instructional interventions for struggling learners
 - To delineate resources available to teachers in the areas of student support, mentoring, professional development and coaching
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Tiered System of Support

Teacher Mentoring

All professional staff members participate in a formal teacher induction program. The program provides high quality professional development, 1:1 assistance and an in-depth knowledge of Westford's community, curriculum and best instructional practices in their first year of employment.

Within the first three (3) years of employment, Westford Public Schools requires all professional staff members to demonstrate successful completion of Understanding Learning: Teaching All Students. The purpose of this course is to inspire educators to be reflective and grow through the exploration of core academic approaches in the District. The course offers six (6) modules: Educating the Whole Child; Assessment for Learning; Accessible Learning for All; Making Student Thinking Visible; Project-based Learning; and Support for Struggling Students.

Parent Involvement

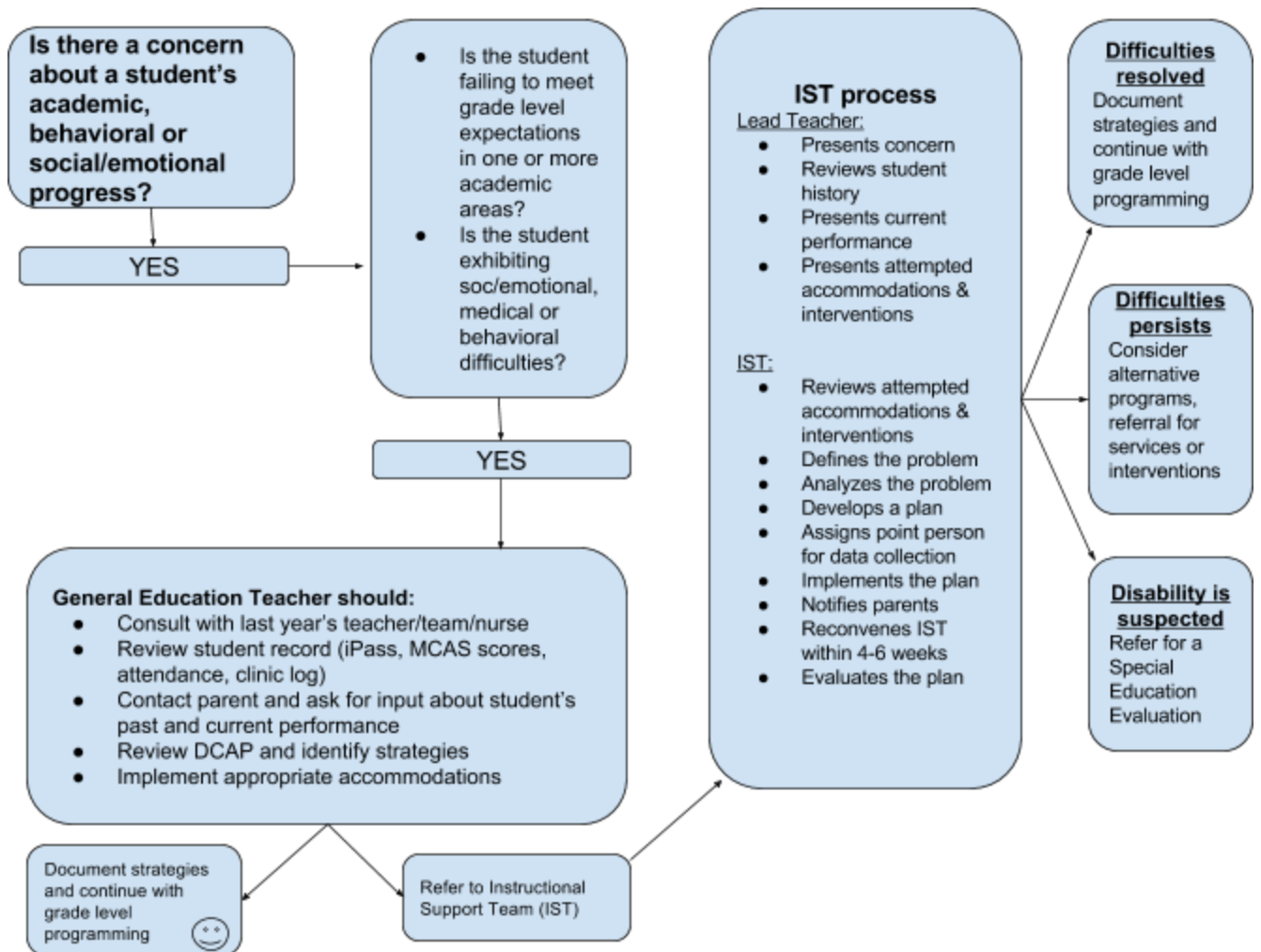
Westford Public Schools values parent involvement. Effective collaboration includes gathering information about the student's past and current successes and challenges. Instructional support efforts are most effective when parents are involved and provide support and reinforcement in the home environment.

Efforts to encourage parent involvement include, but not limited to: school councils, scheduled conferences, curriculum nights, preschool open house, kindergarten information night and district committees.

Collaboration (IST)

General and special educators provide support to each other when addressing student learning needs. As a result, learning is supported through a clearly defined curriculum, differentiated instructional practices and varied services geared to individual student needs. When a student presents with an academic, behavioral or social/emotional concern, the general education teacher gathers information about the student's past performance,

implements Tier I accommodations and progress monitors. When challenges persist, the teacher refers the student to the Instructional Support Team (IST). The IST typically consists of the general education teacher, counselor, nurse, administrator and identified specialists. The IST represents professionals with various skill sets and expertise to help address concerns. The IST defines, analyzes, and develops & implements a plan to address the problem. Progress monitoring and documenting is key to successful collaboration and student success.



Accommodations

This list is representative of suggested strategies and is not inclusive of all strategies that may be successful with individual students.

Instructional Strategies: strategies to support and facilitate the delivery of instruction

- Provide multimodal presentation of instruction and materials
- Provide preferential seating/flexible seating arrangements
- Arrange partner or small group instruction
- Utilize peer buddy systems for study groups or homework check-ins
- Provide “wait time” or “think time” for responding to questions or formulating discussion thoughts
- Provide directions in small, distinct steps (written/pictures/verbal)
- Repeat and/or clarify directions
- Provide frequent checks for understanding
- Preview or provide an overview of the lesson before beginning
- Break tasks into smaller, manageable steps
- Repeat or reteach concepts with a different approach
- Utilize checklists, rubrics, exemplars, graphic organizers or reference sheets
- Offer a copy of teacher or peer notes, exemplars, reference guides, and/or note-taking templates
- Instruct student in study skills and note taking
- Visually or orally highlight critical material
- Provide manipulatives
- Provide access to word processing software and/or computational aides for assignments and assessments
- Provide study guides
- Develop student contracts or academic improvement plans

Attention/Executive Functioning: refers to the ability to: 1) analyze a task; 2) plan; 3) organize; 4) develop timelines; 5) adjust/shift steps; and 6) complete the task in a timely way

- Allow additional time and/or assistance for organization/packing at start and end of each day
- Use of timers
- Provide verbal and/or visual cues
- Provide transitional cues
- Provide checklists - strategically designed for specific needs
- Provide frequent check-ins
- Implement individualized organization systems - binders/folders/materials
- Monitor individualized agenda planner
- Allow for movement or sensory breaks (structured or as needed)
- Give directions and information in small units
- Provide frequent checks and/or checklist for assignment comprehension, progress and completion
- Break down long term assignments with interim due dates and check-ins

Motivation/Behavioral: help students connect to a goal-directed activity

- Determine and make connections with student strengths & interests
- Create and monitor student work production contracts
- Provide positive and concrete reinforcements
- Offer choice when possible
- Preview or cue student prior to transitions within the classroom
- Partner student with appropriate peer models
- Utilize a subtle (nonverbal or verbal) communication system to support student's needs (on task behaviors, managing anxiety, frustration tolerance, etc.)
- Preview expectations
- Provide "in the moment" coaching/problem solving support
- Identify good choices
- Maintain clear and consistent expectations across class settings

Assessments

- Allow extended time for tests that determine a student's knowledge and mastery of content (***elementary and middle levels***)
- Read/clarify test directions
- Repeat test directions as needed
- Ask the student to repeat directions in his or her own words
- Have the student highlight keywords in the directions and/or questions
- Allow the student to take the test in a small-group setting and/or individually
- Allow the student to mark his/her answers directly on the test form
- Break up the testing into several sessions
- Break the test into small parts per page
- Read specific parts of the test to the student
- Provide student opportunity to verbally explain thinking when posed a short answer or open response question
- Allow student to show knowledge in the form of a project, drawing, play, etc
- Provide a scribe when needed to assess student knowledge

Visual/motor integration: the ability to control hand movement guided by vision

- Provide use of slant board for reading/writing (3 inch binder)
- Provide graphic organizer
- Access sensory diet strategies: frequent movement breaks, fidgets, strategic or alternative seating, gum
- Provide handouts to minimize copying demands from board in the classroom
- Access to keyboard for written output
- Allow extra time for written output
- Have student verbalize expectations before beginning task
- Enlarge font on presented material (16 standard recommendation font)
- Provide learning materials and tests that are well spaced and organized in a linear manner to avoid visual confusion
- Reduce amount of written/visual information on a page
- Provide access to low assistive technology tools (i.e., line markers, highlighters, whisper phones, alternate lined paper, slant boards, alternate pencil grips, etc.)

Language processing: refers to the way we use words to communicate ideas and feelings, and how such communication is processed and understood

- Provide written directions to supplement verbal directions
- Slow the rate of verbal directions/presentations
- Keep statements short and concise - offer paraphrasing
- Avoid the use of abstract language such as metaphors, idioms and puns without clear explanation
- Reduce the amount of extraneous noise
- Secure student's attention before presenting key points
- Pair visual aids such as charts and graphs
- Allow extra time to respond to questions/formulate responses
- Support requests for repetition or clarification
- Highlight key information - verbally and visually

Tiered Support:

