Westford Public Schools'
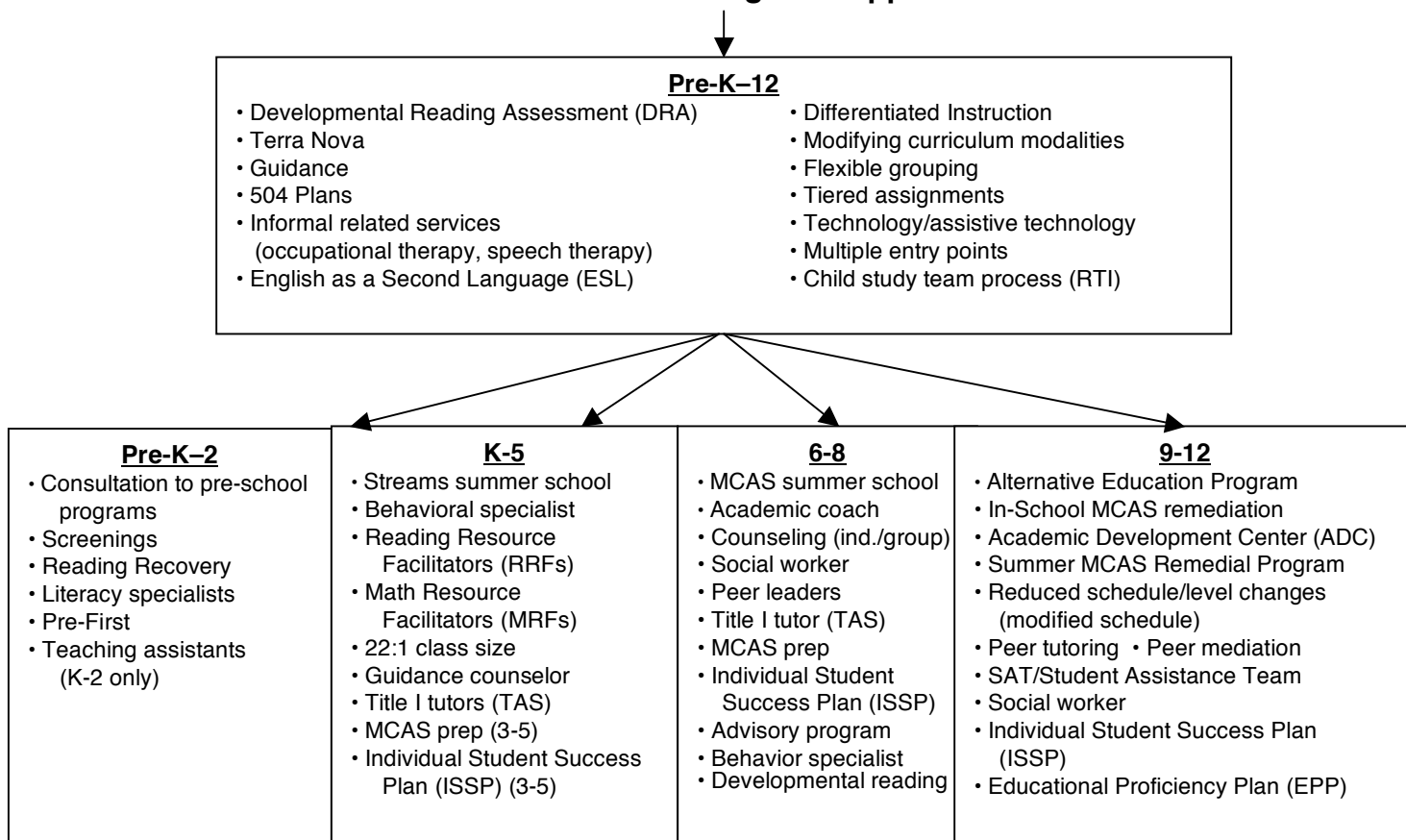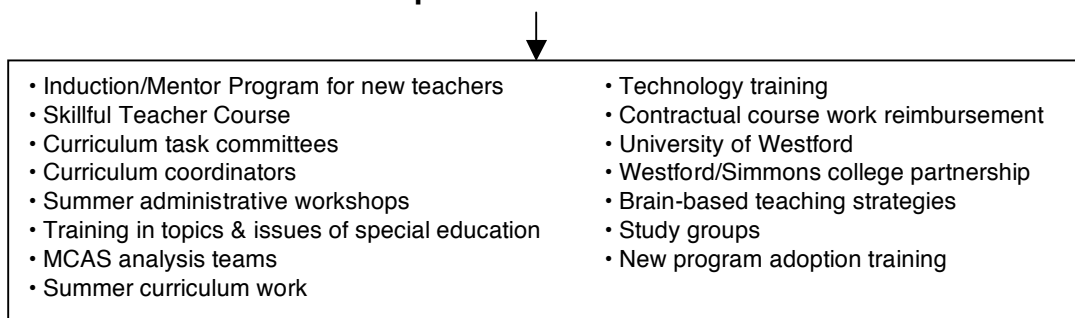# District School Curriculum Accommodation Plan (DCAP)
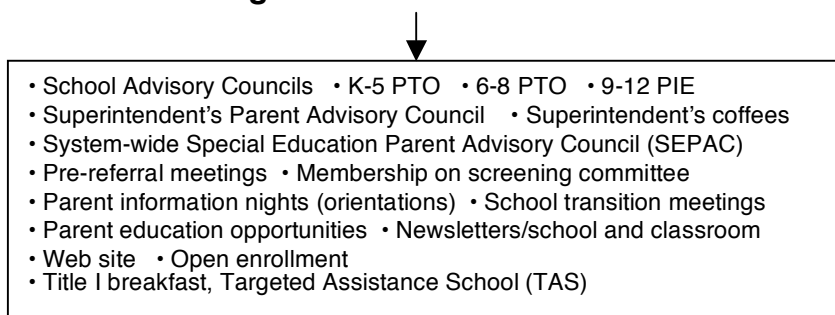
Student and Program Supports

Pre-K–12

- Developmental Reading Assessment (DRA)
- Terra Nova
- Guidance
- 504 Plans
- Informal related services
  (occupational therapy, speech therapy)
- English as a Second Language (ESL)
- Differentiated Instruction
- Modifying curriculum modalities
- Flexible grouping
- Tiered assignments
- Technology/assistive technology
- Multiple entry points
- Child study team process (RTI)

Pre-K–2

- Consultation to pre-school programs
- Screenings
- Reading Recovery
- Literacy specialists
- Pre-First
- Teaching assistants (K-2 only)

K-5

- Streams summer school
- Behavioral specialist
- Reading Resource Facilitators (RRFs)
- Math Resource Facilitators (MRFs)
- 22:1 class size
- Guidance counselor
- Title I tutors (TAS)
- MCAS prep (3-5)
- Individual Student Success Plan (ISSP) (3-5)

6-8

- MCAS summer school
- Academic coach
- Counseling (ind./group)
- Social worker
- Peer leaders
- Title I tutor (TAS)
- MCAS prep
- Individual Student Success Plan (ISSP)
- Advisory program
- Behavior specialist
- Developmental reading

9-12

- Alternative Education Program
- In-School MCAS remediation
- Academic Development Center (ADC)
- Summer MCAS Remedial Program
- Reduced schedule/level changes (modified schedule)
- Peer tutoring • Peer mediation
- SAT/Student Assistance Team
- Social worker
- Individual Student Success Plan (ISSP)
- Educational Proficiency Plan (EPP)

Professional Development/Resources for Pre-K–12 Staff

- Induction/Mentor Program for new teachers
- Skillful Teacher Course
- Curriculum task committees
- Curriculum coordinators
- Summer administrative workshops
- Training in topics & issues of special education
- MCAS analysis teams
- Summer curriculum work
- Technology training
- Contractual course work reimbursement
- University of Westford
- Westford/Simmons college partnership
- Brain-based teaching strategies
- Study groups
- New program adoption training

Encouragement of Parental Involvement

- School Advisory Councils • K-5 PTO • 6-8 PTO • 9-12 PIE
- Superintendent's Parent Advisory Council • Superintendent's coffees
- System-wide Special Education Parent Advisory Council (SEPAC)
- Pre-referral meetings • Membership on screening committee
- Parent information nights (orientations) • School transition meetings
- Parent education opportunities • Newsletters/school and classroom
- Web site • Open enrollment
- Title I breakfast, Targeted Assistance School (TAS)

Westford Public Schools'
District Curriculum Accommodation Plan (DCAP)
Elementary Schools Pre-K–5

The goal of the Westford Public Schools is to "shape the future…one child at a time." In support of this goal, the following is presented as an informal framework that parents, teachers and students can follow. This framework provides strategies and interventions to support students to reach their full potential through accommodations. Below is a list of accommodations that are available to all students to help increase the probability of student achievement and success. Depending on the child's grade level, certain accommodations may not be appropriate given the pre-requisite skills and foundation required.

Physical/Structural
- Provide strategic seating
- Alter physical room arrangement
- Reduce /minimize distractions
- Allow for movement or sensory breaks
- Define work and play areas, e.g. , study carrels, etc.

Behavioral/Social Emotional
- Use of transitional cues
- Access to guidance counselor
- Access to Board Certified Behavior Analyst
- Provide behavior plans, e.g., positive reinforcement, rewards and incentives
- Create consistent limits for behavioral expectations

Organizational
- Allow additional time for organization/packing
- Provide organizational strategies, e.g., timers, verbal and/or visual cues, transition cues
- Use of check list/cues

Instructional/ Assistive Technology
- Practice wait time
- Share and review exemplars
- Provide graphic organizers
- Allow buddy checks
- Provide reference guides, e.g., word walls, charts
- Allow access to low assistive technology tools, e.g., line markers, highlighter, whisper phone, alternate lined paper, slant boards, alternate pencil grips
- Use alpha smarts/word processing software, computational aides
- Use manipulatives
- Highlight visually and orally critical material
- Provide opportunities to dictate to teacher or recorder/scribe

Assessment
- Use Alternate setting for assessments
- Allow extra time if needed
- Provide alternate forms of assessment, e.g., oral project based, performance based

Westford Public Schools'
District Curriculum Accommodation Plan (DCAP)
Middle Schools 6-8

The goal of the Westford Public Schools is to "shape the future…one child at a time." In support of this goal, the following is presented as an informal framework that parents, teachers and students can follow. This framework provides strategies and interventions to support students to reach their full potential through accommodations. Below is a list of accommodations that are available to all students to help increase the probability of student achievement and success. Depending on the child's grade level, certain accommodations may not be appropriate given the pre-requisite skills and foundation required.

Physical/Structural
- Provide strategic seating
- Use visual, auditory and transitional aides
- Allow alternate workspace, such as study carrel or dividers
- Experiment with use of space
- Limit distractions
- Allow for movement and sensory breaks
- Offer flexible student groupings

Behavioral/Social/Emotional
- Cue student for change of behavior and/or venue
- Develop strategies for behavior modification, e.g., charts, contracts, check lists, behavior plans incentives, rewards
- Establish clear routines/expectations
- Use diverse classroom management strategies
- Provide breaks as needed
- Set clearly defined standards
- School counseling services
- Allow access to other professional personnel, e.g. behavior specialist, nurse

Organizational
- Establish clear routines
- Use time management tools, e.g. daily planner, assignment sheet, calendar, timers

Instructional/Assistive Technology
- Offer after-school support
- Provide assistance with note taking
- Provide manipulatives
- Vary teaching strategies
- Provide visual and transition cues
- Provide study guides
- Provide wait time
- Offer the use of graphic organizers
- Incorporate reading strategies
- Include study skill strategies
- Provide copy of class notes
- Provide enlarged copies of handouts
- Provide copy of projected material
- Emphasize points within written text/material
- Assistive technology e.g., word processor, alphasmarts, software
- Accept computer-processed or typed assignments
- Offer calculators when appropriate
- Books on tape
- Models or examples of end products

Assessment
- Use of alternate setting for assessments
- Allow limited oral testing
- Teach test taking strategies
- Provide varied assignments
- Provide alternate forms of assessments e.g., oral, project based, performance based
- Extended time

Westford Public Schools'
District Curriculum Accommodation Plan (DCAP)
High School 9-12

The goal of the Westford Public Schools is to "shape the future…one child at a time." In support of this goal, the following is presented as an informal framework that parents, teachers and students can follow. This framework provides strategies and interventions to support students to reach their full potential through accommodations. Below is a list of accommodations that are available to all students to help increase the probability of student achievement and success. Depending on the child's grade level, certain accommodations may not be appropriate given the pre-requisite skills and foundation required.

Physical/Structural
- Provide strategic seating
- Use visual, auditory and transitional aides
- Allow alternate workspace, such as study carrel or dividers
- Experiment with use of space
- Limit distractions
- Allow for movement and sensory breaks
- Offer flexible student groupings

Behavioral/Social/Emotional
- Cue student for change of behavior and/or venue
- Develop strategies for behavior modification, e.g., charts, contracts, check lists, behavior plans incentives, rewards
- Establish clear routines/expectations
- Use diverse classroom management strategies
- Provide breaks as needed
- Set clearly defined standards
- School counseling services
- Allow access to other professional personnel, e.g. behavior specialist, nurse

Organizational
- Establish clear routines
- Use time management tools, e.g. daily planner, assignment sheet, calendar, timers

Instructional/Assistive Technology
- Offer after-school support
- Provide assistance with note taking
- Provide manipulatives
- Vary teaching strategies
- Provide visual and transition cues
- Provide study guides
- Provide wait time
- Offer the use of graphic organizers
- Incorporate reading strategies
- Include study skill strategies
- Provide copy of class notes
- Provide enlarged copies of handouts
- Provide copy of projected material
- Emphasize points within written text/material
- Assistive technology e.g., word processor, alphasmarts, software
- Accept computer-processed or typed assignments
- Offer calculators when appropriate
- Books on tape
- Models or examples of end products

Assessment
- Use of alternate setting for assessments
- Allow limited oral testing
- Teach test taking strategies
- Provide varied assignments
- Provide alternate forms of assessments e.g., oral, project based, performance based