



WESTPORT COMMUNITY SCHOOLS

District Curriculum Accommodation Plan

2011- 2012

Westport Community Schools Mission Statement

The mission of WCS is to inspire, prepare and challenge our youth through a rigorous, differentiated and relevant curriculum that extends beyond the classroom to include experiences in the community and that nurtures the academic, artistic, physical and social potential of every student.



District Curriculum Accommodation Plan, Ch. 71, Section 38Q1/2 (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 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 program 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.

School Councils and District Accommodation Plan, Ch. 71 Section 59C Amended Language

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

Purpose of DCAP

Changes in the Massachusetts Special Education Laws require school districts to implement Curriculum Accommodation Plans (CAP) to help ensure all efforts have been made to meet students' needs in regular education. The plan should encompass efforts as follows:

- Analysis of diverse learning styles within the regular classroom;
- Accommodations to meet needs of the diverse learning styles within a regular education class;
- Provision of appropriate services and support within the regular 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 regular education staff through professional development and collaboration.

This Curriculum Accommodation Plan details procedures, programs, and supports plans already available and implemented with the individual schools of the Westport Community School District.

Principals in consultation with faculty and school council members have formulated specific Curriculum Accommodation Plans at each school building. As these plans are developed and revised, the information should prove to be helpful to support improved academic achievement for all students.

The District Curriculum Accommodation Plan documents the ways in which the Westport Community Schools educators work to meet the needs of all students. The goal is for all students to meet the academic and behavioral expectations that we have for them, with the realization that students will often need some accommodation in order to succeed.

Accommodations may include varied instructional strategies, modified curriculum materials, targeted assessment, support services, and professional consultation. Additionally, ongoing professional development for educators and a strong induction program for new hires foster continuous improvement in the district's capacity to help learners with diverse needs.

The information below outlines the various approaches used to provide all Westport students with equal access to the district's general education program.

I. Educational Program

Curriculum, Instruction, and Assessment

Curriculum Frameworks: Where in existence, Massachusetts Department of Elementary and Secondary Education Curriculum Frameworks are used as basis of local curriculum planning.

Standards-Based Approach

Based on Curriculum Frameworks, local K-12 learning standards for all students are developed; there is a standards-based reporting instrument in grades K-4.

Common assessments are developed to provide equity across grade levels, schools, and courses; benchmarks are established on many assessments to set equitable expectations for student learning.

Rubrics used often to provide clear set of expectations for student learning (all levels).

Differentiated Instruction

Expectation that educators will vary content, process, and product demands in response to students' needs, based on formative assessment.

Systematic literacy and mathematics programming

- Scott Foresman literacy program, K-2; guided reading model
- Scott Foresman Mathematics program, K-4

Use of Assessment Data to Monitor Student Progress

MCAS data is analyzed for aggregate trends and for individual student performance.

MCAS, Math/Reading Unit Tests, Standardized assessments, etc. are used as part of information to determine eligibility for additional support.

II. General Education Support Services to Provide Access to Learning

Instructional/Student Support Teams/Early Intervention Team

Each school has a structured process to review issues related to students who are not making effective progress academically or behaviorally. These teams are made up of administrators, teachers, and specialists, who review data, make recommendations for accommodations and monitor progress (*“Response to Intervention”* methods used).

Collaborative Teams

Various grade level and/or departmental teams of educators, including classroom teachers, instructional coaches, curriculum coordinators, special educators (including speech and language pathologists, occupational therapists, assistive technology specialist, etc. as appropriate), and/or administrators who meet regularly to set learning goals, examine student assessment data, and design interventions.

Reading Specialist Support

Title I targeted assistance support at Macomber and Westport Elementary Schools, provide intensive “extra dose” of small group reading instruction. There reading specialists at Westport Middle and High School who deliver intensive reading instruction to students below grade level.

English Language Learner Education Programming

ELL teachers and tutors support students who qualify for assistance.

MCAS Intervention Programming

Various before, during, after school and summer programming at different levels is at times available; grant-funded at high school level - designed to provide targeted assistance to students identified as needing additional support, based on previous MCAS, EPP needs, Competency Determination requirements, and classroom performance is also available.

Counseling Services

Social Adjustment Counselors

Guidance counselors, K-12

Psychologists, K-12

School Psychologist Intern

- Various interventions, including social skills groups

School Nurses

Provide physical and mental health related supports
Support district wellness plan
Serve on building support teams

School Resource Officer

One officer, PreK-12 - Provide proactive interventions with at-risk students; work with leadership teams to develop prevention programs, anti-bullying policy, etc.

III. Personnel Available to Provide Consultation to Assist Educators with General Education Accommodations

Principals

Assistant Principals

Psychologists

Media Specialists

Reading Specialists

Speech and Language Pathologists

Guidance Counselors

Curriculum Supervisors

Occupational Therapists

Physical Therapists

Special Education Teachers

ELL Teachers

Math Tutors

Parents are partners in our work to provide the best education possible for their children. Through our support team processes, and in general, we ask parents to consult regarding how we might help their children meet the expectations set for them and seek their support for our recommended interventions and accommodations.

IV. Accommodations Provided within General Education Program When Appropriate

Physical

- Preferential seating
- Frequent breaks
- Writing aids (slant board, pencil grips, etc.)
- Stress release activities (squeeze objects, motor breaks, etc.)
- Remove auditory distractions (use headphones, etc.)

Behavioral

- Positive behavior support plan (goal setting, positive reinforcement, point system, etc.)
- Alternative seating
- Logical consequences
- Counseling
- Alternative schedule/restructure demands

Instructional

- Visual aids
- Manipulatives and other hands-on strategies

- Additional small group instruction
- Graphic organizers
- Study guides/structured notes
- Homework checks/homework help/targeted homework (quality vs. quantity)
- Planner checks
- Alternative assessments
- Work contracts
- Peer tutoring
- Cues for transitions
- Break down tasks into explicit chunks
- Extra help sessions
- Extended day/week/year access to academic programming

Technological

- Instructional software
- Calculator
- Word processor
- Listening center/audio recording of books
- Video

V. Professional Development, Induction, and Support for Educators

Graduate Courses

Reimbursement for qualifying courses
 Relevant courses offered in-district
 Partnership with high quality outside providers

Job Embedded Professional Development

Expertise is shared through professional collaboration, facilitated by instructional coaches, curriculum supervisors, administrators, and/or teachers.

There is constant inquiry into best practices needed to reach student performance goals.

Professional Development Workshops

There are five professional development days throughout the year, half or full day experiences devoted to key areas of focus.

Various after school workshops are held, often led by peers, including technology skill development and best practice study groups.

Conferences

District supports attendance of educators at various conferences put on by professional related to key education topics related to district and school goals if grant funding is available.

Induction Program for New Staff

- All first year professional staff is assigned a mentor.
- Peer observations between mentor and induction teacher are required.
- Mentor training prior to year beginning, ongoing during the year.
- *Strategies for Effective Teaching* course is offered for all new staff.

Supervision and Evaluation

All professional staff are rigorously evaluated on standards of professional practice, which include standards related to ensuring that curriculum, instruction, and assessment are adjusted to meet the needs of all students. Recommendations are made and support provided where needed.

V. Volunteer and Community Resources

Parent Groups

- Advisory Committees
- Parent Teacher Organization
- Booster Club
- Special Education Advisory Council

Volunteers

Classroom and school-wide volunteers are welcome in our schools.

Westport Education Foundation

Provides grant funding for innovative academic programming that engages learners.

UMASS Dartmouth and Bristol Community College

Dual enrollment opportunities for our students

Macomber School

Westport Community Schools

Westport, Massachusetts

BUILDING CURRICULUM ACCOMMODATION PLAN (BCAP)

The Macomber School has developed a Building Curriculum Accommodation Plan (BCAP) with the intent to plan and provide a general education program in which all efforts have been made to accommodate students' diverse learning needs. This plan is designed to assist the regular education teacher in analyzing and accommodating the learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education program. This includes, but is 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. The plan also includes provisions encouraging teacher mentoring and collaboration and parental involvement in their children's education.

The Student Support Team is a critical element of the Building Curriculum Accommodation Plan. The team consists of the following school members: Kindergarten Coordinator, Guidance Counselor, School Psychologist, Literacy Specialist, Inclusion Teacher, and Classroom Teachers. Other teachers, specialists or parents may participate depending upon the specific needs of the child involved. The goal of the building team is to discuss and identify strategies and accommodations that will assist a teacher or team of teachers in supporting a student to achieve in all developmental areas.

All teachers at the Macomber School are familiar with the Building Curriculum Accommodation Plan and with the purpose and process of the Student Support Team. A SST meeting may be initiated at the request of a teacher, guidance counselor, or parent(s). Written parental permission is obtained before any screenings are performed by specialists. Results of such screenings are provided to both the team members and parents.

Macomber School faculty members continually seek and are offered professional development opportunities that enhance instruction. The process of NAEYC re-accreditation for the kindergarten program has afforded teachers a unique opportunity to develop individual classroom portfolios to document alignment with both NAEYC required standards and MA Curriculum Frameworks.

Teachers also participated in workshops focused on methods for in reading instruction, on Working with Diverse Families, on identifying Core Instruction and on understanding Response to Intervention. Additionally, regular curriculum and faculty meetings throughout the year include the sharing of best instructional practices in all academic areas. Vertical writing and reading teams throughout the district included kindergarten staff members. The development and implementation of a new standards-based kindergarten progress report and an accompanying assessment protocol was another professional development opportunity in which all faculty members participated.

Listed below are samples of accommodations/strategies that may be utilized to support an individual student's learning experience.

Classroom Strategies

Relate information to student's experiences

Pre-teaching concepts/vocabulary

Simplify, rephrase, and clarify language

Use of technology to retain information

Additional presentations

Use of multi-sensory materials

Provide appropriate auditory or visual cues

Opportunities for mobility breaks

Use of advantageous seating

Provide seating options (bean bags, chairs with back support)

Develop, maintain routines/schedules

Increase amount of time allowed for completion of assigned work

Reduce amount of work

Alternate quiet/active time

Adjust assignment for student's motor speed abilities and accuracy

Use of visual charts and cues

Give visual directions to supplement verbal

Encourage student to rephrase instructions to check understanding

Identify salient points

Make clear rules and consistently enforce

Support Services

Student Support Team

Crisis Intervention Team

Literacy Specialist

Observation by specialist(s)

Guidance (small group or individualized counseling)

School Psychologist (small group or individualized counseling)

Consultation with behavior specialist

Behavior checklists

FBA (Functional Behavioral Assessments)

Incentive charts

Medical updates – hearing/vision

Adapted physical education

OT/PT screening

Speech and language screening

Professional Development

New Teacher Course

Mentoring Program

Task Teams

Crisis Intervention Training

Technology instruction and support (standards-based progress report, Earobics training)

NAEYC re-accreditation – preparation of individual classroom portfolios

Core Instruction

Comparison and Contrast – reading workshop

Working with Diverse Families

Understanding Response to Intervention

Special education – “Inclusion: How to Make it Work”

Vertical reading/writing teams

WESTPORT COMMUNITY SCHOOLS

Westport Elementary School

Building Curriculum Accommodation Plan (BCAP)

Introduction

The Westport Elementary School shall adopt and implement a curriculum accommodation plan to assist the administration in ensuring that all efforts have been made to meet 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 program 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 and/or a 504 Accommodation Plan.

The Westport Elementary School will provide a challenging education for all students through a common core of knowledge and values in a nurturing and safe environment. All members of the school community will respect the uniqueness and worth of each other, show passion for learning, be technologically current and have global awareness.

Westport Community Schools Philosophy

The Westport Community Schools have a responsibility for the education of all children. The emphasis of education needs to be on the learner and learning, rather than on teaching. This emphasis of necessity recognizes the pupil as a person with individual interests, motivations, background, and abilities. It also recognizes that each learner is a social being who enjoys and respects every other learner as an individual, and who shares the needs and contributes to the well being of his group. Our programs, therefore, must consider our responsibility to each child as an individual learner and concentrate on his creativity to help him become a successful individual and a thoughtful responsible citizen.

Westport's Educational Principles

Student Achievement: We have high expectations for students to achieve their highest individual potential, but understand that students reach these expectations at different rates and in different ways.

Personal Growth: The purpose of education is to nurture student development beyond core academics enabling students to become confident self-reliant learners and productive, responsible citizens in a diverse world.

School Climate: A healthy, safe, and structured environment is essential to learning.

Collaborative/Partnership: The achievement of our educational goals is dependent upon the development of an active and dynamic partnership among teachers, students, and parents, along with the community and local businesses.

Resources: It is the responsibility of the entire community to provide the resources, facilities, materials, personnel to ensure academic excellence based on sound educational research.

Personnel Resources Providing Support in the General Education Setting

Leadership Team:

Principal

- Articulation and modeling of school vision and mission, supervision and evaluation of staff, fostering our philosophy of high standards and excellence for all.

Assistant Principal

- Articulation and modeling of school vision and mission, supervision and evaluation of staff, fostering our philosophy of high standards and excellence for all.
- Monitor and respond to behavioral issues that exceed the teachers' realm of classroom management. Determine consequences and establish constructive alternatives for improved behavior in future circumstances.

Guidance Counselors and School Adjustment Counselors

- Provides individual student and group support, serve as liaisons between home and school, and provide parent and teacher support and consultation.

School Nurse

- Provide consultation to parents, students and staff, direct service for individual students.

School Psychologist, OT/PT/Speech and Language Specialists

- Individual student and group support, serve as liaisons between home and school, and provide parent and teacher consultation, classroom observation of students, informal screening and, when necessary, formal assessments.

Literacy Support Teachers

- Provide remedial program for students in language arts, teacher consultation, screening, informal and formal assessment, direct services to groups or individuals.

Title One Math and Reading Support

- Provide remedial program for students in language arts and mathematics, teacher consultation, screening, informal and formal assessment, and direct services to groups or individuals.

ELL Teachers

- Instruct students who are English Language Learners, collaborate and consult with classroom teachers regarding best practices for instruction of students learning English.

SST Team

- Follows the SST (Student Support Team Process) whereby the team works systematically to identify and implement strategies for instruction, support &/or enrichment, accommodations to the curriculum, teaching methods, teaching environments or materials necessary for a student to make academic progress.

Curriculum Accommodation Plan

The Curriculum Accommodation Plan recommended represents a starting point for the professionals and is not designed to be the sole process to meet every student's need. The elementary school recognizes that each situation needs to be assessed and accommodated on a case-by-case basis. Professional expertise is combined with the parental knowledge of the individual student. Through this collaborative effort, the student's learning profile can best be identified and an effective educational plan can be developed. It is expected that additional resources, professional consultations, ongoing professional training, and colleague collaboration will be utilized in addressing students' needs.

In-Class regular Education Modification and Accommodation:

When a student is identified as having an unfulfilled learning need, the classroom teacher will seek available resources, specialist and teacher consultation, parental input, and professional expertise to clarify the learning challenge. Together they will develop and implement strategies and educational techniques that are designed to remediate or accommodate the learner's individual needs. This program will incorporate any regular educational resources that are available and will take into consideration any known educational history or individual information that may be educationally relevant.

Student Support Team (SST) and Response to Intervention (RTI):

The Student Support Team (SST) is designed to assist the classroom professionals in the development and implementation of additional strategies and accommodations by applying the Response to Intervention model. Interventions follow a three tier system of actions with carefully documented results. The team bases its decisions and recommendations on data collected

before, during and after each intervention. Interventions vary in scope and depth. For example, students in the elementary grades who present with specific needs may be recommended to receive regular education services such as remedial reading through Title 1 Services, Literacy Support Services and school counseling. Formal and informal assessments and program participation would require parental permission and parent support. The Student Support Team may also serve as a pre-referral forum for individuals whose presenting needs have not responded to nor been remediated after Tier I, Tier II and Tier III interventions.

Team Referral: 504 or Special Education

Some students' individualized needs exceed the available resources within the regular education setting accompanied by tiered interventions and the student is referred to the appropriate evaluation TEAM. Students with an identified or observed physical, emotional, learning or health challenge may require specialized services, equipment, or situational-specific considerations. The information acquired through the RTI process regarding the student's needs, an assessment of implemented accommodations and modification, and all other related information available will serve as the foundation for a Special Education referral.

Once assessed, the student must meet the eligibility criteria for the statutes governing the 504 and/or the Special Education process. When appropriate a 504 Accommodation Plan or a special education Individual Education Program (IEP) will be developed and proposed by the school. Parent input throughout this process will be a key component, and parental acceptance of the specialized plans or programs will be required before recommendations can be implemented. Accommodations/modifications that are appropriate to the regular education setting will continue to be implemented in conjunction with any recommended program or plan.

Instructional Support Services

Preliminary Steps

When a child is identified with a relative weakness, the classroom teacher, along with identified specialists, will develop and implement strategies designed to remediate the area of identified need(s). Classroom teachers are encouraged to consult available resources, and access in-service opportunities such as resource texts, available records, colleague consultation, consultation with parents and previous grade level teachers, specialists and administrators.

Instructional Support Process

Students in elementary school who present with specific needs such as lack of adequate performance, excessive absences, and social or behavioral issues may be recommended to receive one or more support services. The services will be offered under general education and will require parent involvement regarding permission to test and provide services. Once a referral has been received, the Guidance Counselor will schedule a Student Support Team (SST) meeting, including the classroom teacher and any other appropriate faculty. Under the Response to Intervention model, the possible outcome of such a meeting may be a recommendation of no

additional intervention, continued or enhanced classroom accommodations, and/or referral to a regular education service such as Title 1, Literacy Support or guidance services.

Modification of Instruction and Materials

Modification of instruction and materials is frequently the appropriate recommendation to meet individual student needs. The type and extent of modifications will be determined by the Student Support Team, 504 Team, or Special Education Team. Suggested modifications are provided as a resource.

A. Modifying the Presentation of Material: Instructional Accommodations:

1. Break assignment into segments of shorter tasks (chunking).
2. When content mastery is questionable, investigate the use of concrete concepts BEFORE teaching abstract.
3. Relate information to student's experience base.
4. Reduce the number of concepts introduced at any one time.
5. Provide student with an overview of the lesson BEFORE beginning the lesson (pre-teach). Tell the student what the student should expect to learn and why.
6. Monitor the level of language you use to communicate ideas. (Simplify, rephrase, and clarify.)
7. Schedule frequent, short conferences with the student to check for comprehension (reauthorize).
8. Provide consistent review of any lesson BEFORE introducing new information.
9. Allow student to obtain and retain information utilizing: cassette/tape recorders, computers, interviews/oral reports, projects, calculators, dictation, typewriters, etc.
10. Highlight important concepts to be learned in text or material (color code key points; outline; use study guides, graphic organizers).
11. Space practice and drill sessions.
12. Monitor the rate in which you present material (pace rate of delivery and quantity of materials).
13. Give additional presentations: Repeat original presentation
14. Provide simpler more complete explanations
15. Give additional examples
16. Model skills in several ways
17. Offer multi-modality approaches
18. Utilize progress reports (daily, weekly, random periodic).
19. Recognize and give credit for student's oral participation in class.
20. Make arrangements for homework assignments to reach home with clear, concise directions.
21. Assign tasks at the appropriate level (lower reading/difficulty level).
22. Give tests orally.
23. Use color coding or highlighting to help clarify directions, expectation.
24. Modify quantity of responses in favor of quality responses when performance demonstrates skill or concept mastery.
25. Provide for motor free or reduced opportunities.

26. Provide appropriate auditory or visual cues.
27. Identify the priority, or level of importance, of assigned tasks.
28. Identify marking rubrics, or focus of marking priorities, of individual assignments.
29. Alter size or type of font utilized in instructions or text.
30. Allow the student to rehearse designated responses prior to being called upon in group setting.

B. Modifying the Environment: Modifications:

1. Use student carrels; provide a distraction free, or reduced, setting.
2. Use advantageous seating (close proximity, freed from peer distracters, alter direction in which the student is facing).
3. Provide more than one study site that can be situational selected by student (two desks, reading table, reading corner, etc.)
4. Provide seating options: use of a move and sit cushion, allow for back supports).
5. Provide a clutter free environment (empty desk, free of unnecessary materials/books).
6. Use a checklist, or graphic organizers, to help student get organized.
7. Develop and maintain regular routines or schedules.
8. Use notebooks, or designated folders, to organize assignments, materials, and homework.

C. Modifying Time Demands

1. Increase amount of time allowed completing assignments/tests.
2. Reduce amount of work or length of tests (as opposed to allowing time, prioritizing assignments).
3. Teach time management skills (use checklists, prioritizing time, and prioritizing assignments).
4. Space short work period with breaks or change of tasks.
5. Set up a specific routine and stick with it.
6. Alternate quiet and active time (short periods of each).
7. Give student a specific task to perform within specific time limits.

D. Modifying the materials

Visual Motor Integration

1. Modify quantity of written requirements (class work and homework).
2. Encourage student to select preferred method of writing that is more comfortable for them (cursive, manuscript, keyboarding).
3. Set realistic and mutually agreed upon expectations—for neatness.
4. Use adult scribes.
5. Provide motor free or reduced opportunities: let the student type, record, or verbalize responses.
6. Provide student with copies of study guides.
7. Reduce quantity of near point, or far point, copying.

8. Adjust assignment for student's individualized motor speed and accuracy.

Visual Processing

1. Highlight information to be learned (color coding, highlighting, italic, etc.).
2. Keep written assignments and workspace free from extraneous or irrelevant distracters.
3. Utilize appropriate contrast between print and background of written documents.
4. Printed documentation needs to be clear and well defined.
5. Review visual task with student and confirm his/her clear understanding of all parts of the assignment BEFORE beginning.
6. Chunk, or divide tasks into smaller portions.
7. Use a white erasable board, or chart paper, with colored markers and clearly read print.
8. Utilize graphic organizers.

Language Processing

1. Give written directions to supplement verbal directions.
2. Slow rate of presentation.
3. Simplify language used in instructions.
4. Keep statements short and to the point.
5. Avoid use of abstract language (metaphors, idioms, puns, etc.).
6. Keep sentence structures simple; gradually introduce more complete sentences as student comprehension increases.
7. Provide enhanced opportunities for skill checks and repetition.
8. Encourage student rephrasing or clarifying instructions to check comprehension and level of understanding.
9. Pre-teach and clarify new vocabulary prior to lesson.
10. Reduce extraneous auditory distracters (conversation, TV, radio, hall noises, etc.).
11. Identify salient points: "This is important. Listen carefully."
12. Provide materials and text that is at the student's comfortable reading level.
13. Utilize visual cues to supplement verbal information (charts, graphics, pictures, etc.).
14. Provide enhanced opportunities for hands-on activities, multi-modality approaches and manipulatives.
15. Establish concrete experiences prior to teaching more abstract concepts.
16. Provide learning opportunities that are relevant to the student's general base of knowledge such that the taught material has comprehensive meaning.
17. ALWAYS connect new learning with previously mastered skills.

Organizational

1. Establish daily routine and attempt to maintain it.
2. Make clear rules and be consistent enforcing them.
3. Avoid cluttered, crowded worksheets by utilizing techniques such as:

- Blocking – block assignments into smaller segments;
 - Cutting – cut worksheets into fourths, sixths, or eights and place one problem in one square;
 - Folding – fold papers into fourths, sixths, or eights and place one problem in one square color coding, highlighting, or underlining important information on which the student needs to focus.
 - Hand out written assignments with expected dates of completion.
4. To prevent misplaced assignments, provide student with pocket folders, notebooks, or trays in which he could immediately place his/her work.
 5. Set aside a specific time for cleaning desks, organizing notebooks, etc.
 6. Teach decision-making and prioritizing skills.
 7. Teach time management skills.

E. Grading

1. Individualize grading procedure.
2. Standards Based report card.

WESTPORT MIDDLE SCHOOL

Building Curriculum Accommodation Plan (BCAP)

Introduction

The Westport Middle School is dedicated toward meeting the diverse learning needs of its students. Every effort is made to identify individual learning presentations and to utilize strategies designed to maximize the student's learning potential. A variety of instructional methodologies, educational strategies, and academically sound techniques are employed to support and encourage a philosophy of life long learning.

Although most learners present with a combination of learning strengths and relative weakness, the goal of the District Staff is to develop and sustain the best functional system of learning. Techniques which address visual, auditory, and tactile learners are often mutually effective and beneficial to all learners.

The Curriculum Accommodation Plan recommended to the District represents a starting point for the professionals and is not designed to be the sole process to meet every student's need. The elementary, middle and secondary schools recognize that each situation needs to be assessed and accommodated on a case-by-case basis. Professional expertise is combined with the parental knowledge of the individual student. Through this collaborative effort the student's learning profile can best be identified and an effective educational plan can be developed. It is expected that additional resources, professional consultations, on going professional training, and colleague collaboration will be utilized in addressing students' needs.

In-Class Regular Education modification and accommodation:

When a student is identified as having an unfulfilled learning need, the classroom teacher will seek available resources, specialist and teacher consultation, parental input, and professional expertise to clarify the learning challenges. Together, they will develop and implement strategies and educational techniques that are designed to remediate or accommodate the learner's individualized needs. This program will incorporate any regular educational resources that are available and will take into consideration any known educational history or individual information that may be educationally relevant.

RESPECT Team (S.S.T.):

The RESPECT Team is designed to assist the classroom professionals in the development and implementation of additional strategies and accommodations by applying the Response to Intervention model. In recognition of the particular developmental needs of students in the primary grades, a modality approach may be recommended to address such needs as reading readiness, fine motor and coordination needs, social/emotional interventions, and articulation remediation. This regular education service may be delivered through enhanced classroom programs, specialized modalities, or through the School Counseling program. Students in middle school who present with specific needs may be recommended to receive regular education services such as remedial reading, tutoring (where available) after school support programs, or through the School Counseling program.

Formal and informal assessments and program participation would require parental permission and parental support. The RESPECT Team may also serve as a pre-referral forum for individuals whose presenting needs have not responded to nor been remediated by the efforts employed within the regular education setting.

Team Referral: 504 or Special Education

Some student's individualized needs exceed the available resources within the regular education setting and the student is referred to the appropriate evaluation Team. Students with an identified or observed physical, emotional, learning, or health challenges may require specialized services, equipment, or situation-specific considerations. The information already acquired regarding the student's needs, an assessment of implemented accommodations/modifications, and all other related information available will serve as the foundation for a Team referral.

Once assessed, the student must meet the eligibility criteria for the statues governing the 504 and/or the Special Education process. When appropriate, a 504 Accommodation Plan or a special education Individual Education Program will be developed and proposed by the District. Parent input throughout this process will be a key component and parental acceptance of the specialized plans or programs will be required before recommendations can be implemented. Accommodations/modifications that are appropriate to the regular education setting will continue to be implemented in conjunction with any recommended program or plan.

Instructional Support Services

Preliminary Steps

When a child is identified with a relative weakness the classroom teacher, along with identified specialists, will develop and implement strategies designed to remediate the area of identified need(s). Classroom teachers are encouraged to consult available resources, and access in-service opportunities such as resource texts, available records, colleague consultation, consultation with parents and previous grade level teachers, specialists and administrators.

Instructional Support Process

In recognition of the developmental needs of students in the primary grades, a modality approach will be utilized to address such needs as, but not limited to, reading readiness, fine motor and gross motor as well as provide social/emotional intervention, and articulation remediation. Students in upper elementary, middle, or high school grades who present with specific needs such as lack of adequate performance, failing grades, absences, truancy or excessive absences, and social or behavioral issues may be recommended to receive one or more support services. The services will be offered under regular education and will require parent involvement regarding permission to test and provide services. Once a referral has been received, the Guidance Counselor will schedule a Teacher Assistance Team meeting, including the classroom teacher and any appropriate staff. Under the Response to Intervention model, the possible outcome of such a meeting may be a recommendation of no additional intervention, continued or enhanced classroom modifications, and/or referral to a regular education service such as a reading or math tutor, speech or motor modalities, etc. There may also be a forwarding of the referral to the appropriate 504 Team or Special Education team.

Modification of Instruction and Materials

Modification of instruction and materials is frequently the appropriate recommendation to meet individual student needs. The type and extent of modifications will be determined by the Teacher Assistance Team, 504 Team, or Special Education Team. Suggested modifications are provided as a resource:

Modifying the Presentation of Material: Instructional Accommodations:

1. Break assignment into segments of shorter tasks (chunking)
2. When content mastery is questionable, investigate the use of concrete concepts BEFORE teaching abstract.
3. Relate information to student's experience base
4. Reduce the number of concepts introduced at any one time
5. Provide student with an overview of the lesson BEFORE beginning the lesson
6. (Pre-teach). Tell the student what the student should expect to learn and why.
7. Monitor the level of language you that you communicate (simplify, - rephrase, clarify)
8. Schedule frequent, short conference with the student to check for comprehension (reauthorize)
9. Provide consistent review of any lesson BEFORE introducing new information
10. Allow student to obtain and retain information utilizing: cassette/tape recorders, computers, interviews/oral reports, projects, calculators, dictation, typewriters, etc.
11. Highlight important concepts to be learned in text or material (color code key points; outline; use study guides, graphic organizers)
12. Space practice and drill sessions (use peer partners, workshop games, competitions)
13. Monitor the rate in which you present material (pace rate of delivery and quantity of materials)
14. Give additional presentations: repeat original presentation
15. Provide simpler more complete explanations
16. Give additional examples
17. Model skills in several ways offer multi-modality approaches
18. Provide additional guided practices: require more responses lengthen practice sessions schedule extra practice sessions
19. Make consequences more attractive: enhance opportunities for feedback provide knowledge of results chart performance reward approximations give incentives to begin and to complete utilize progress reports (daily, weekly, random periodic)
20. Recognize and give credit for student's oral participation in class
21. Make arrangements for homework assignments to reach home with clear, concise directions
22. Assign tasks at the appropriate level (lower reading/difficulty level)
23. Give tests orally
24. Use color coding or highlighting to help clarify directions, expectations
25. Modify quantity of responses in favor of quality responses when performance demonstrates skill or concept mastery

26. Monitor the rate in which you present material (pace rate of delivery and quantity of materials)
27. Give additional presentations: repeat original presentation
28. provide simpler more complete explanations
29. give additional examples
30. model skills in several ways offer multi-modality approaches
31. Provide additional guided practices: require more responses
lengthen practice sessions schedule extra practice sessions
32. Make consequences more attractive: enhance opportunities for feedback provide knowledge of results chart performance reward approximations give incentives to begin and to complete utilize progress reports (daily, weekly, random periodic)
33. Recognize and give credit for student's oral participation in class
34. Make arrangements for homework assignments to reach home with clear, concise directions
35. Assign tasks at the appropriate level (lower reading/difficulty level)
36. Give tests orally
37. Use color coding or highlighting to help clarify directions, expectations
38. Modify quantity of responses in favor of quality responses when performance
39. demonstrates skill or concept mastery
40. Provide for motor free or reduced opportunities
41. Provide appropriate auditory or visual cues
42. Identify the priority, or level of importance, of assigned tasks
43. Identify marking rubrics, or focus of marking priorities, of individual assignments
44. Alter size or type of font utilized in instructions or text
45. Allow the student to rehearse designated responses prior to being called upon in group setting

Modifying the Environment

1. Use student carrels, provide a distraction free, or reduced setting
2. Use advantageous seating (close proximity, freed from peer distracters, alter direction in which the student is facing)
3. Provide more than one study site that can be selected (by situation) by student (two desks, reading table, reading corner, etc)
4. Provide seating options: use of a bean bag to enhance sensory input, allow for back supports)
5. Provide a clutter free environment (empty desk, free of unnecessary materials/books)
6. materials/books)
7. Use a checklist, or graphic organizers, to help student get organized
8. Develop and maintain regular routines or schedules
9. Use notebooks, or designated folders, to organized assignments, materials, and homework

Modifying Time Demands

1. Increase amount of time allowed completing assignments/tests
2. Reduce amount of work or length of tests (as opposed to allowing time, prioritizing assignments)
3. Teach time management skills (use checklists, prioritizing time, prioritizing
4. assignments)
5. Space short work periods with breaks or change of tasks
6. Set up a specific routine and stick with it
7. Alternate quiet and active time (short periods of each)
8. Give student a specific task to perform within specific time limits

Modifying the Materials

Visual Motor Integration

- Modify quantity of written requirements (class work & homework)
- Encourage student to select preferred method of writing that is more comfortable for them (cursive, manuscript, keyboarding)
- Set realistic and mutually agreed upon expectations -for neatness
- Use peer or adult scribes
- Provide. motor free or reduced opportunities: let the student type, record, or verbalize responses
- Provide student with copies of lecture notes, salient points, study guide, or outline of taught material prepared by teacher, peers, or adult volunteers
- Reduce quantity of near point, or far point, copying; provide student with written materials that can be highlighted or color coded (if needed)
- Adjust assignment for student's individualize motor speed and accuracy

Visual Processing

- Highlight information to be learned (color coding, highlighting, italic, etc)
- Keep written assignments and workspace free from extraneous or irrelevant distracters
- Utilize appropriate contrast between print and background of written documents
- Printed documentation needs to be clear and well defined
- Review visual task with student and confirm his/her clear understanding of all parts of the assignment BEFORE beginning
- Chunk, or divide tasks into smaller portions
- Reduce amount of far point copying requirements

- Use a white erasable board, or chart paper, with colored markers & clearly read print
- Utilize graphic organizers

Language Processing

- Give written directions to supplement verbal directions
- Slow rate of presentation
- Simplify language used in instructions
- Keep statements short and to the point
- Avoid use of abstract language (metaphors, idioms, puns, etc.)
- Keep sentence structures simple; gradually introduce more complete sentences as student comprehension increases.
- Provide enhanced opportunities for skill checks and repetition
- Encourage student rephrasing or clarifying instructions to check comprehension and level of understanding
- Pre-teach & clarify new vocabulary prior to lesson
- Reduce extraneous auditory distracters (conversations, TV, radio, hall noises, etc)
- Identify salient points: "This is important. Listen carefully."
- Provide materials and text that is at the students comfortable reading level
- Utilize visual cues to supplement verbal information {charts, graphics, pictures, etc)
- Provide enhanced opportunities for hands-on activities, multi-modality approaches and manipulatives
- Establish concrete experiences prior to teaching more abstract concepts
- Provide learning opportunities that are relevant to the student's general base of knowledge such that the taught material has comprehensive meaning
- ALWAYS connect new learning with previously mastered skills

Organizational

- Establish daily routine and attempt to maintain it
- Make clear rules and be consistent. Enforcing them
- Contract with student, using a regard for completion of the contract
- Provide notebook with organized sections such as: assignments due w. calendar, homework, time management schedules, study guides, class notes, prioritized to-do lists

- Hand out written assignments with expected dates of completion
- Avoid cluttered, crowded worksheets by utilizing techniques such as:
 - Blocking - block assignments into smaller segments.
 - Cutting - cut worksheets into fourths, sixths, or eights and place one problem in one square.
 - Folding - fold papers into fourths, sixths, or eights and place one problem in one square color coding, highlighting, or underlining important information on which the student needs to focus
- To prevent misplaced assignments, provide student with pocket folders, notebooks, or trays in which he could immediately place his/her work
- Set aside a specific time for cleaning desks, lockers, organizing notebooks, etc.
- Teach goal-setting skills
- Teach decision-making & prioritizing skills
- Teach time management skills

Grading

- Individualize grading procedure
- Incorporate Pass/Fail

Future Plans

Westport Community schools has completed an annual review of the district strategic plan for the years 2010-11 and provided goals for 2011-2012. The plan guides all school and district planning. All new objectives for the DCAP align with the 2011-2012 district strategic plans.

Westport High School

Building Curriculum Accommodation Plan (BCAP)

Westport High School is dedicated toward meeting the diverse learning needs of its students. Every effort is made to identify individual learning presentations and to utilize strategies designed to maximize the student's learning potential. A variety of instructional methodologies, educational strategies, and academically sound techniques are employed to support and encourage a philosophy of life long learning. Although most learners present with a combination of learning strengths and relative weakness, the goal of the District Staff is to develop and sustain the best functional system of learning. Techniques which address visual, auditory, and tactile learners are often mutually effective and beneficial to all learners.

The Curriculum Accommodation Plan recommended to the District represents a starting point for the professionals and is not designed to be the sole process to meet every student's need. The elementary, middle and secondary schools recognize that each situation needs to be assessed and accommodated on a case-by-case basis. Professional expertise is combined with the parental knowledge of the individual student. Through this collaborative effort the student's learning profile can best be identified and an effective educational plan can be developed. It is expected that additional resources, professional consultations, on going professional training, and colleague collaboration will be utilized in addressing students' needs.

In-Class Regular Education modification and accommodation:

When a student is identified as having an unfulfilled learning need, the classroom teacher will seek available resources, specialist and teacher consultation, parental input, and professional expertise to clarify the learning challenges. Together, they will develop and implement strategies and educational techniques that are designed to remediate or accommodate the learner's individualized needs. This program will incorporate any regular educational resources that are available and will take into consideration any known educational history or individual information that may be educationally relevant.

RESPECT Team:

The RESPECT Team is designed to assist the classroom professionals in the development and implementation of additional strategies and accommodations by applying the Response to Intervention model. Regular education services may be delivered through enhanced classroom programs, specialized modalities, or through the School Counseling program. Students in high school who present with specific needs may be recommended to receive regular education services such as remedial reading, tutoring (where available) after school support programs or through the School Counseling program. Formal and informal assessments and program participation would require parental permission and parental support. The RESPECT Team may also serve as a pre-referral forum for individuals whose presenting needs have not responded to nor been re-mediated by the efforts employed within the regular education setting.

Team Referral: 504 or Special Education

Some student's individualized needs exceed the available resources within the regular education setting and the student is referred to the appropriate evaluation Team. Students with an identified or observed physical, emotional, learning, or health challenges may require specialized services, equipment, or situation-specific considerations. The information already acquired regarding the student's needs, an assessment of implemented accommodations/modifications, and all other related information available will serve as the foundation for a Team referral.

Once assessed, the student must meet the eligibility criteria for the statues governing the 504 and/or the Special Education process. When appropriate, a 504 Accommodation Plan or a special education Individual Education Program will be developed and proposed by the District. Parent input throughout this process will be a key component and parental acceptance of the specialized plans or programs will be required before recommendations can be implemented. Accommodations/modifications that are appropriate to the regular education setting will continue to be implemented in conjunction with any recommended program or plan.

Instructional Support Services

Preliminary Steps

When a child is identified with a relative weakness the classroom teacher, along with identified specialists, will develop and implement strategies designed to remediate the area of identified need(s). Classroom teachers are encouraged to consult available resources, and access in-service opportunities such as resource texts, available records, colleague consultation, consultation with parents and previous grade level teachers, specialists and administrators.

Instructional Support Process

In recognition of the developmental needs of students in the primary grades, a modality approach will be utilized to address such needs as, but not limited to, reading readiness, fine motor and gross motor as well as provide social/emotional intervention, and articulation remediation. Students in upper elementary, middle, or high school grades who present with specific needs such as lack of adequate performance, failing grades, absences, truancy or excessive absences, and social or behavioral issues may be recommended to receive one or more support services. The services will be offered under regular education and will require parent involvement regarding permission to test and provide services. Once a referral has been received, the Guidance Counselor will schedule a Teacher Assistance Team meeting, including the classroom teacher and any appropriate staff. Under the Response to Intervention model, the possible outcome of such a meeting may be a recommendation of no additional intervention, continued or enhanced classroom modifications, and/or referral to a regular education service such as a reading or math tutor, speech or motor modalities, etc. There may also be a forwarding of the referral to the appropriate 504 Team or Special Education team.

Modification of Instruction and Materials

Modification of instruction and materials is frequently the appropriate recommendation to meet individual student needs. The type and extent of modifications will be determined by the Teacher Assistance Team, 504 Team, or Special Education Team. Suggested modifications are provided as a resource.

A. Modifying the Presentation of Material: Instructional Accommodations:

1. Break assignment into segments of shorter tasks (chunking)
2. When content mastery is questionable, investigate the use of concrete concepts BEFORE teaching abstract.
3. Relate information to student's experience base
4. Reduce the number of concepts introduced at anyone time
5. Provide student with an overview of the lesson BEFORE beginning the lesson

6. (Pre-teach). Tell the student what the student should expect to learn and why.
7. Monitor the level of language you that you communicate (simplify, - rephrase, and clarify)
8. Schedule frequent, short conference with the student to check for comprehension (reauthorize)
9. Provide consistent review of any lesson BEFORE introducing new information
10. Allow student to obtain and retain information utilizing: tape recorders, computers (IPADS, IPODS, etc), interviews/oral reports, projects, calculators, etc.
11. Highlight important concepts to be learned in text or material (color code key points; outline; use study guides, graphic organizers)
12. Space practice and drill sessions (use peer partners, workshop games, competitions)
13. Monitor the rate in which you present material (pace rate of delivery and quantity of materials)
14. Give additional presentations: repeat original presentation
15. Provide simpler more complete explanations
16. Give additional examples
17. Model skills in several ways offer multi-modality approaches
18. Provide additional guided practices: require more responses lengthen practice sessions schedule extra practice sessions
19. Recognize and give credit for student's oral participation in class
20. Make arrangements for homework assignments to reach home with clear, concise directions
21. Assign tasks at the appropriate level (lower reading/difficulty level)
22. Give tests orally
23. Use color coding or highlighting to help clarify directions, expectations
24. Modify quantity of responses in favor of quality responses when performance demonstrates skill or concept mastery
25. Provide for motor free or reduced opportunities
26. Provide appropriate auditory or visual cues
27. Identify the priority, or level of importance, of assigned tasks
28. Identify marking rubrics, or criteria for success, of individual assignments
29. Alter size or type of font utilized in instructions or text
30. Allow the student to rehearse designated responses prior to being called upon in group setting

B. Modifying the Environment: Modifications:

1. Use student carrels, provide a distraction free, or reduced setting
2. Use advantageous seating (close proximity, freed from peer distracters, alter direction in which the student is facing)
3. Provide more than one study site that can be selected (by situation) by student (two desks, reading table, reading comer, etc)
4. Provide seating options
5. Provide a clutter free environment (empty desk, free of unnecessary materials/books)

7. Use a checklist, or graphic organizers, to help student get organized
8. Develop and maintain regular routines or schedules
9. Use notebooks, or designated folders, to organized assignments, materials, and homework

C. Modifying Time Demands:

1. Increase amount of time allowed completing assignments/tests
2. Reduce amount of work or length of tests (as opposed to allowing time, prioritizing assignments)
3. Teach time management skills (use checklists, prioritizing time, prioritizing assignments)
4. Space short work periods with breaks or change of tasks
5. Set up a specific routine and stick with it
6. Alternate quiet and active time (short periods of each)
7. Give student a specific task to perform within specific time limits

D. Modifying the Materials

1. Visual Motor Integration

- Modify quantity of written requirements (class work & homework)
- Encourage student to select preferred method of writing that is more comfortable for them (cursive, manuscript, word processing)
- Set realistic and mutually agreed upon expectations -for neatness
- Use peer or adult scribes
- Provide. motor free or reduced opportunities: let the student word process, record, or verbalize responses
- Provide student with copies of lecture notes, salient points, study guide, or outline of taught material prepared by teacher, peers, or adult volunteers
- Reduce quantity of near point, or far point, copying; provide student with written materials that can be highlighted or color coded (if needed)
- Adjust assignment for student's individualize motor speed and accuracy

2. Visual Processing

- Highlight information to be learned (color coding, highlighting, italic, etc)
- Keep written assignments and workspace free from extraneous or irrelevant distracters
- Utilize appropriate contrast between print and background of written documents
- Printed documentation needs to be clear and well defined
- Review visual task with student and confirm his/her clear understanding of all parts of the assignment BEFORE beginning
- Chunk, or divide tasks into smaller portions
- Reduce amount of far point copying requirements
- Use a white erasable board, or chart paper, with colored markers & clearly read print
- Utilize graphic organizers

3. Language Processing

- Give written directions to supplement verbal directions
- Slow rate of presentation
- Simplify language used in instructions
- Keep statements short and to the point
- Avoid use of abstract language (metaphors, idioms, puns, etc.)
- Keep sentence structures simple; gradually introduce more complete sentences as student comprehension increases.
- Provide enhanced opportunities for skill checks and repetition
- Encourage student rephrasing or clarifying instructions to check comprehension and level of understanding
- Pre-teach & clarify new vocabulary prior to lesson
- Reduce extraneous auditory distracters (conversations, TV, radio, hall noises, etc)
- Identify salient points: "This is important. Listen carefully."
- Provide materials and text that is at the students comfortable reading level
- Utilize visual cues to supplement verbal information {charts, graphics, pictures, etc)
- Provide enhanced opportunities for hands-on activities, multi-modality approaches and manipulatives
- Establish concrete experiences prior to teaching more abstract concepts
- Provide learning opportunities that are relevant to the student's general base of knowledge such that the taught material has comprehensive meaning
- Utilize two column notes and word sorts
- ALWAYS connect new learning with previously mastered skills

4. Organizational

- Establish daily routine and attempt to maintain it
- Make clear rules and be consistent. Enforcing them
- Contract with student, using a regard for completion of the contract
- Organize binder with sections such as: assignments due with calendar, homework, time management schedules, study guides, class notes, prioritized to-do lists
- Hand out written assignments with expected dates of completion
- Avoid cluttered, crowded worksheets buy utilizing techniques such as:
 - Blocking - block assignments into smaller segments.
 - Cutting - cut worksheets into fourths, sixths, or eights and place one problem in one square.
 - Folding - fold papers into fourths, sixths, or eights and place one problem in one square color coding, highlighting, or underlining

important information on which the student needs to focus

- To prevent misplaced assignments, organize student's folders, notebooks, or trays in which he/she could immediately place his/her work
- Set aside a specific time for cleaning desks, lockers, organizing notebooks, etc.
- Teach goal-setting skills
- Teach decision-making & prioritizing skills
- Teach time management skills

E. Grading

- Individualize grading procedure
- Incorporate Pass/Fail
- Use narrative report rather than standard report card

Future Plans

Westport Community schools has completed an annual review of the district strategic plan for the years 2010-11 and provided goals for 2011-2012. The plan guides all school and district planning. All new objectives for the DCAP align with the 2011-2012 district strategic plans.