COMMUNITY SCHOOLS

District Curriculum Accommodation Plan (DCAP)

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ACKNOWLEDGEMENTS

This DCAP is a result of collaboration between the Curriculum and Instruction Office and the Special Education Department. Elements from DCAPs from Duxbury, Wareham, and Diman Regional Vocational Technical High School were utilized to create a user-friendly and helpful tool to problem solve around student learning challenges in the regular education classroom here in the Westport Community Schools.

Rationale

In 2000, the Commonwealth of Massachusetts enacted legislation directing each school district to develop a "District Accommodation Plan (DCAP)." This document details the ways that our educators and support staff use the Response to Intervention (RTI) process to make adjustments to curriculum, instruction, and assessments to meet the needs of all of our learners.

Our Vision

Westport Community Schools is an exemplary 21st Century learning community whose graduates are empowered through an engaging, inspiring, and personalized curriculum to meet the challenges of a global, complex and changing world.

Our Mission

Westport Community Schools ensures that our children achieve academic and personal excellence, become lifelong learners, and are responsible, productive, and engaged citizens of the world.

DCAP Objectives

- Provide tools and strategies for regular education teachers to assess students' diverse learning needs and to meet them through best teaching practices and accommodations.
- Provide tools, strategies, and support so teachers can support students' executive functioning and self-regulation.
- Encourage collaboration around decision making.
- Provide opportunities for ongoing review of student success, using a Response to Intervention (RTI) process, in relation to curriculum, instruction, assessment, and social-emotional learning.

DCAP/RTI/SST Process and Procedures

Teachers continually monitor the progress of their students. If a student is not making adequate progress in the classroom, teachers will:

1. Use strategies and routines to modify the student learning experience to foster progress and success; Research-based strategies are included in this document. Teachers will keep data on the effectiveness of these adjustments/modifications/accommodations.

2. If the data reveals that these modifications did not result in the student making adequate progress, teachers will begin the "Pre-Referral Process." (See Page 3, forward)

PRE-REFERRAL PROCESS

RTI/SST Flow Chart

If a general education student is having difficulty in school in any or all of the following areas:

➢ Academic performance
➢ Social functioning
➢ Emotional/Behavioral functioning
➢ Executive Functioning

Faculty members should use the following process to begin to address the student's particular needs:

Step 1	Monitor student progress and identify areas where the student experiences challenges *(use "Student's Strengths & Challenges Rating Scale")*
Step 2	Review the *"Routinely Used Instructional Strategies"* provided herein and identify strategies to use to meet the student's needs. Keep track of the strategies' effectiveness. If the accommodations meet the student's needs, continue their use. (TIER 1 Interventions) If the accommodations are not effective, complete an *"SST Referral Form,"* provided herein, and submit to the Building Principal or their designee.
Step 3	The principal or their designees will convene a Student Support Team (SST) to share findings and get support and feedback. The team will decide on goals and additional interventions.
Step 4	Implement the identified strategies, interventions, accommodations, collect more data on effectiveness and student progress for 4 weeks or more. The Team will reconvene to monitor progress. (TIER 2 Interventions)
Step 5	If concerns remain, the Team may recommend further intervention or refer for formal evaluation. (TIER 3 Intervention)

Steps to Consider When Determining Need

➢ CONSULT with student, family/caregiver(s), and other professionals who work with or know the student.
➢ CONSIDER the student's cultural and linguistic background.
➢ REVIEW the student's cumulative folder, classroom portfolios, student work samples.
➢ OBSERVE the student in multiple environments.
➢ ASSESS the student's progress in all classes.
➢ CONSIDER the student's work habits.
➢ USE the tools and structures in this document to move forward systematically.

Please direct any questions to the Director of Curriculum, at 774.309.3362, or the Coordinators of Special Education, at 508-636-1140, ext. 4010.

Student Strengths and Challenges - Rating Scale   STEP 1

Before determining the best strategies to support a student in the general education classroom, it's advisable to identify strengths and challenges. For each element below, record the rate at which each element occurs.

ATTENTION	Student...	Always	Often	Sometimes	Rarely	Never
Is focused & alert during whole group activities						
Initiates work independently						
Completes work independently						
Sits still for an appropriate length of time						
Performs consistently						
Can distinguish important from unimportant						
Connects new information with prior learning						
Can focus on low interest tasks						
Plans responses, anticipates outcomes						
Self-monitors work						
Self-monitors behavior						
Works at appropriate speed						
Transitions well						
HIGHER ORDER THINKING	Student...	Always	Often	Sometimes	Rarely	Never
Uses effective problem solving strategies						
Can demonstrate ideas nonverbally						
Understands/generates appropriate humor						
Takes ideas and expands them						
Uses imagination to develop ideas						
SOCIAL COGNITION	Student...	Always	Often	Sometimes	Rarely	Never
Gets along with peers in structured settings						
Gets along with peers in unstructured settings						
Speaks appropriately at appropriate times						
Self-advocates appropriately						
Behaves appropriately to the situation						
Sensitive to others' needs/feelings						

EXPRESSIVE/RECEPTIVE LANGUAGE	Student...	Always	Often	Sometimes	Rarely	Never
Speaks fluently w/appropriate vocabulary					
Expresses written ideas in complete sentences					
Decodes connected texts effectively					
Associates sounds w/corresponding symbols					
Reads individual words					
Understands Directions & Comprehends reading					

NEUROMOTOR	Student...	Always	Often	Sometimes	Rarely	Never
Can coordinate muscle movement					
Drawing is age appropriate					
Handles manipulatives					
Demonstrates appropriate fine motor abilities					
Uses effective pencil grip					
Handwriting is legible; letters are well-formed					
Sustains handwriting tasks without stress					

SPATIAL ORDERING	Student...	Always	Often	Sometimes	Rarely	Never
Recognizes basic shapes					
Organizes and arranges print on page					
Keeps belongings, supplies, resources organized					

TEMPORAL-SPATIAL ORDERING	Student...	Always	Often	Sometimes	Rarely	Never
Follows sequence of steps and routines					
Manages time effectively					

MEMORY	Student...	Always	Often	Sometimes	Rarely	Never
Retains new information					
Copies from board to text					
Manages multiple tasks					
Remembers facts					
Remembers patterns					
Remembers routines					

Routinely Used Instructional Strategies and Accommodations
in the Regular Education Classroom

This list of accommodations can help teachers support all students in their classrooms, because all students experience challenges in learning from time to time.

DESIGN LESSONS FOR CLARITY

- ☐ Share lesson goals with students each day.
- ☐ Have students repeat objectives and directions.
- ☐ Check for student progress relative to lesson goals during and at the end of lesson/unit.
- ☐ Provide a daily agenda.
- ☐ Plan lessons that connect student performance to enduring understandings.
- ☐ Identify Essential Questions that students grapple with and understand by the end of the lesson/unit.
- ☐ Identify and teach key vocabulary.
- ☐ Preview new concepts.
- ☐ Provide models/exemplars.
- ☐ Provide rubrics at or near the beginning of a unit/lesson.

INSTRUCTIONAL STRATEGIES

- ☐ Plan lessons in which students engage actively in their own learning.
- ☐ Frequently check for understanding.
- ☐ Incorporate movement into lessons where appropriate.
- ☐ Incorporate "Think TIme" into lessons.
- ☐ Incorporate "brain breaks" into lessons.
- ☐ Present material in a variety of ways.
- ☐ Provide choice when appropriate.
- ☐ Use the T-W-P-S (Think-Write-Pair-Share) strategy.
- ☐ Use the turn and talk strategy.
- ☐ Use the Notice and Wonder strategy.
- ☐ Consider quality over quantity in written work and on assessments.
- ☐ Use transition cues.
- ☐ Provide individual support.
- ☐ Use flexible grouping.

BUILD CONTEXT FOR LEARNING

- ☐ Make content relevant to the learner - real world applications.
- ☐ Call on prior knowledge.
- ☐ Relate lesson parts to the whole.

PROVIDE ADDED SUPPORTS

- ☐ Teach note-taking strategies.
- ☐ Provide a word bank.
- ☐ Provide additional opportunities for practice.
- ☐ Ensure an orderly, clutter-free workspace.
- ☐ Provide timely feedback, phrased positively.
- ☐ Allow for student revision.
- ☐ Inform families/caregivers of progress.

☐ Provide study guides.

ESTABLISH CONDITIONS AND ROUTINES THAT SUPPORT LEARNING
☐ Provide preferential seating.
☐ Use a system of non-verbal cues.
☐ Use consistent and familiar routines.
☐ Provide opportunities for collaboration so student thinking becomes visible.
☐ Communicate clear expectations and practice them.

BEHAVIOR AND SELF-REGULATION
☐ Establish a non-verbal signal with the student.
☐ Get to know the student's likes and dislikes.
☐ Have an area where students can stand if they need to.
☐ Encourage and recognize the behaviors you want to see.
☐ Incorporate "brain breaks."
☐ Announce transitions in advance.
☐ Inform families/caregivers of progress.
☐ Consult with guidance staff for ideas.

WORK PRODUCTION
☐ Monitor on-task behaviors in class.
☐ Ensure that the student uses a planner to record assignments.
☐ Involve families in monitoring work completion.
☐ Consider quality over quantity in note taking.
☐ Provide space with few distractions for silent work.
☐ Chunk independent work time; give brain breaks.
☐ Consider assigning a "buddy."
☐ Check understanding of directions as students begin work.

READING STRATEGIES
☐ Use graphic organizers.
☐ Differentiate reading material based on reading level ReadWorks, (Newsela, CommonLit).
☐ Provide time for partners to read.
☐ Use audio.
☐ Pre-teach challenging vocabulary.
☐ Provide study guides.

MATH STRATEGIES
☐ Allow the use of a calculator.
☐ Include formulas on assessments.
☐ Consider white space on paper around math problems.
☐ Provide extended time.
☐ Provide a study guide.
☐ Use graph paper to organize numbers.
☐ Provide samples.
☐ Monitor work along the way; provide timely feedback.

MATERIALS

- ☐ Consider formatting of information.
- ☐ Consider using speech to text technology.
- ☐ Highlight key ideas on tests and study guides.
- ☐ Consider the size and type of font on the page.
- ☐ Consider the use of pencil grips.
- ☐ Use graphic organizers (Keys to Literacy).
- ☐ Ensure that the student uses a planner/agenda book.
- ☐ Consider manipulatives.

ASSESSMENT STRATEGIES

- ☐ Allow additional time.
- ☐ Read the test aloud to the student.
- ☐ Assess in non-traditional ways.
- ☐ Preview language of test questions.
- ☐ Be aware of time and need for brain breaks.
- ☐ Clarify directions.
- ☐ Provide visual and verbal directions.
- ☐ Scribe for the student.

MOTIVATION and REINFORCEMENT

- ☐ Build a relationship with the student.
- ☐ Frame what you notice positively.
- ☐ Provide non-verbal feedback (personal notes on sticky notes).
- ☐ Provide specific positive feedback about effort and product.
- ☐ Offer choice.
- ☐ Make content relevant to the learner - real world applications.

EXECUTIVE FUNCTIONING

- ☐ Use graphic organizers to highlight relationships and organize information.
- ☐ Provide study guides.
- ☐ Assist in tracking assignments.
- ☐ Provide outlines of written assignments/projects.
- ☐ Support the student in chunking longer assignments.
- ☐ Assist in keeping materials organized.
- ☐ Provide visual models/samples/exemplars.
- ☐ Provide a planner/agenda; build in the routine of writing assignments into the planner.

The SST Meeting

What is the Student Support Team?

In Westport, the Student Support Team (SST) is a collaborative group of educators and administrators that develops a systematic plan of instructional and behavioral interventions and strategies for a struggling student. Teachers and staff use these interventions and strategies in the regular education classroom to support success. The SST performs this work in accordance with Massachusetts General Laws, Chapter 71, Section 38Q½.

What are the goals of the SST?

The SST endeavors to provide teachers with successful instructional and behavioral interventions to meet the needs of each child in the general education classroom to support optimal success. It serves as a pre-referral team. First, the team will develop an Accommodation Plan for the student. Depending on the impact of the interventions, the student will begin to meet with success or they may be referred back to the SST for further review.

Westport Community Schools believe and expect that all students can learn to a high degree. The SST serves to support that belief and expectation and provide teachers and students with supports for success.

Who can initiate the process?

Teachers, school counselors, administrators, related service providers, and/or nurses can begin the RTI process and refer a student to the SST. This is the first step before considering a 504 Plan or referral for Special Education testing.

Who are the members of the SST?

The composition of the SST varies by school, and may change depending on the student's grade level and learning challenges. It has at least three (3) members, including the referring teacher. Staff with particular expertise may be invited to attend select meetings to assist in developing the Accommodation Plan.

Expectations for the SST

Each member will contribute to the process of:

1. Collecting and reviewing student data	4. Deciding on current plan
2. Defining and prioritizing concerns	5. Ensuring that families/caregivers are aware of concerns and measures being taken
3. Reviewing measures previously taken	6. Ensuring that the process is brought to its best end

STEP 3 - The SST Meeting, Continued

What are the steps taken in the Student Support Process?

1. Staff member gathers data and requests a meeting; the meeting is scheduled.
2. SST meets and examines evidence, discusses students' strengths and skills gaps.
3. SST decides whether they have enough information to develop a Student Accommodation Plan, if yes, the Plan is written; if no...
4. A follow-up meeting is scheduled so the teacher can gather more information.
5. At this point, SST reviews all relevant information and creates a Student Accommodation Plan; the SST schedules a follow up meeting to evaluate student progress.
6. If the SST determines that the challenges are resolved, the student is "released" from the SST process.
7. If the SST determines that the Student Accommodation Plan did not result in significant improvement, either...
8. Another Student Accommodation Plan is written with new interventions,

   OR
9. The student is referred for evaluation (Disability under Special Education or Section 504). In this case, the SST would provide the Special Education Coordinator with copies of all documentation gathered and plans implemented during the RTI/SST process.

Step 3 - Continued   SST Meeting Notes

Student Name/DOB	Date of Meeting	Date of Referral

Referring Staff Member	Student Grade Level	IEP/504 Status (check if yes)
		___ IEP ____ 504

Was family contacted prior to referral?	If no, reason:	Family phone contact info:
☐ Yes ☐ No		

Input from family?	Dates of outreach to family:	Dates of family conferences, if any

Staff Present:		
Administrator: Nurse: Guidance:	Teachers(s):	Related Service Provider(sr: Other:

Student's Strengths

Assessment Info		
Assessment Name	Date/Score	Date/Score
ELA MCAS		
Math MCAS		
STE MCAS		
ACCESS		
List any other pertinent assessment scores:, e.g. iReady, DIBELS, IXL, STAR, PSAT, SAT, etc.		

Academic Information

Current Performance in:

English:	Reading:	Math:
Science:	Social Studies/History:	Exploratory #1:
Exploratory #2:		

Where do the problems occur?

▢ Academic Classroom ▢ Exploratory Classroom ▢ Cafeteria ▢ Hallway	▢ Bus ▢ Transition Times ▢ Home ▢ Other (Describe):

Classroom Observation (If completed, See Appendix A)

Conducted by:
Date:
Brief Summary of Findings:

Specific Questions about Learning, Behavioral, and/or Social-Emotional Concerns? (Describe)

Concerns

Circle all that apply

Academic:		Behavioral:	
Grades declining	Slow rate of work	Verbal outbursts	Physically disruptive
Incomplete assignments	Below level reading skills	Unkind to peers	Seeks attention
Cannot work independently	Below level math skills	Easily distracted	Excessively tired
Cannot work with others	Below level writing skills	Destroys property	Defensive/hostile when criticized
Difficulty with directions	Difficulty remembering	Argumentative	Easily frustrated
Disorganized	Other:	Truant/tardy	Needs external motivation

Social-Emotional			
Homelessness	Lack of positive peer relationships	Trauma	Eating issues
Medical concerns	Depression/suicide risk	Gender issues	Family concerns
Anxiety	Pregnancy	Harassment	Substance abuse
DCF- Foster Care Related Issues	Bullying	New to the country/community	Discrimination issues

Other:

Interventions Tried to Date

Strategy/Intervention	Length of Time Used	Results?	Person providing Intervention
Instructional Strategies: (Describe):			
Behavioral Strategies: (Describe):			
Social-Emotional Strategies: (Describe)			
Family Contact/Conference?			
Other:			

Goals Developed by SST

Next Steps
Follow Up Date:

Second Meeting
Conducted by:
Date:
Notes:
Follow up Goal:

Third Meeting - See Appendix B if Referral is being made
Date: Members Present:
Referral to:

STEP 4

Student Accommodation Plan
Westport Community Schools

Student Name/DOB	Date of Meeting	School/Grade
Educator Name	Role	

1. Reasons for meeting:

2. How does this area of concern impact the student's learning?

3. Suggested interventions and tracking chart::

Intervention	Dates used	Setting of use	Effective? Y or N	Possible reason why

Notes:

Appendix A
Observation Data Collection Sheet

Use this form if an SST or other staff member visits the classroom to observe the student.

Student Name	Observation Date	School/Grade

Observer Name	Class/Subject observed

Intervention Observed	Effective Y or N	Description/Explanation

CLASSROOM PERFORMANCE

Subject/Topic:

Participated appropriately # times	# correct responses	Self advocated # times	Stayed seated/moved around appropriately Yes or No

OBSERVATION NARRATIVE

Record noteworthy observations here:

GLOSSARY

DCAP - District Curriculum Accommodation Plan: According to MGL, Ch. 71, S. 38Q½ , "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 general education. The plan shall be designed to assist the general classroom teacher in analyzing and accommodating diverse learning styles of all children in the general classroom and in providing appropriate services and supports within the general 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."

RTI - Response to Intervention: According to educationonline.ku.edu, Response to Intervention (RTI) is a system of supports that schools put in place to provide high-quality education to students.

SST - Student Support Team: In Westport, the Student Support Team (SST) is a collaborative group of educators and administrators that develops a systematic plan of instructional and behavioral interventions and strategies for a struggling student.

TIERED INTERVENTIONS - According to www.nsttac.org, tiered interventions are multi-level approaches for improving student academic and behavioral performance. Research-based interventions are applied in response to a team's analysis of student level performance data. Although different numbers of intervention tiers can be used, most recommendations involve a minimum of three. The figure below, from the National Center on Response to Intervention, describes Tier I as schoolwide/classwide instruction, Tier II as "intensified, validated intervention," and Tier III as "further intensified and individualized intervention." See also https://www.doe.mass.edu/sfss/mtss/.