

Westford Public Schools District Curriculum Accommodation Plan

Secondary Schools

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