



North Middlesex
Regional School District

We believe all students can learn, but not at the same rate or in the same way.

We believe that diversity in all its forms enriches our community of learning.

We believe that care is what sustains us in our common pursuits, care for our own and others' uniqueness, consideration for one another's feelings, and concern for those who need our help and understanding.

District Curriculum Accommodation Plan

DCAP Revision Committee

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Introduction

*We believe all students can learn, but not at the same rate or in the same way.
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and others' uniqueness, consideration for one another's feelings, and concern for those
who need our help and understanding.*

This District Curriculum Accommodation Plan (DCAP) emphasizes the way in which the capacity of general education can be maximized to ensure that the students receive the appropriate education. The plan is intended to guide principals and teachers in ensuring that all possible efforts have been made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in any school.

Expectations for General Education and Special Education Teachers

Changes in the certification and recertification requirements and in the requirements for the district professional development plan require that all educators, both special educators and general educators and paraprofessionals, receive training to build capacity for a more responsive general education program. The required training emphasizes analyzing and accommodating diverse learning needs of all students and methods of collaboration among teachers, paraprofessionals, and teacher assistants to enhance the ability to be responsive to all students in the general education classroom.

Statutory Expectations

Massachusetts General Laws, Chapter 71, Section 38Q1/2 requires the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). The statute also encourages teacher collaboration and parent involvement. Another statute, Chapter 71, Section 59C (Parent Councils), was amended to include involvement of the Parent Councils in the development, evaluation and continuing revision of the DCAP. The responsibilities articulated in statute include the requirement that the DCAP address direct and systematic instruction in reading and provision of services to address the needs of students whose behavior may interfere with learning. The DCAP additionally includes provisions encouraging teacher mentoring and collaboration and parental involvement.

General and Special Education: A Continuum of Support Services

General education is the door to learning through which all students are expected to enter; the North Middlesex Regional District schools take as their primary goal to make the general education environment the appropriate placement for all students. Special education should not be a separate program, but rather should be one aspect of a continuum of supportive services and programs that are provided to ensure that the general education environment is a responsive environment. Working together, general and special educators can provide professional support to each other to address student learning. Schools can provide a rich curriculum; instructional

practices and varied programs of services geared to individual needs; including opportunities for strong family involvement and awareness of the educational services in the school. In this way special education becomes one of the many supportive programs that is available within the general education environment.

The General Education Classroom: Best Practices and Resources

To help meet the needs of diverse learners in the general education environment, the NMRSD Curriculum Accommodation Plan provides for the following:

- A clear definition of best practices in the general education classroom for elementary, middle and high school classrooms
- A clear list of resources that are available to all students when their needs call for them
- A specific process for determining the needs of students that is consistent across elementary, middle, and high school levels
- The use of standardized and local, formative and benchmark data as one measure of student learning and indicator of student needs
- Multiple instructional support strategies for each level

Barriers that contribute to learning difficulties are not always clearly related to education. School districts must consider addressing barriers related to coming to school ready to learn and conditions supportive of learning in an ongoing way.

High expectations for all students

School communities must believe and expect that all students can learn because expectations play an important role in student success. With high expectations comes respect for different approaches to learning, recognition of cultural and linguistic considerations, and recognition of effects of disabilities and developmental variations.

- Students have different rates and styles of learning.
- Students are diverse in their cognitive, physical, linguistic, social, and emotional development.
- Students differ in their current skill level to work and study independently.
- At various times, students experience different reactions and responses to curriculum and instructional task demands.
- Students require different amounts of supervision and instruction.

Instructional Expectations

Curricula and instruction geared to the individual student's developmental levels, and respectful of cultural and linguistic differences, result in increased student learning. Instructional support must be viewed as a viable intervention strategy; one that is expected to occur for any student encountering difficulties in learning.

Data Gathering in General Education

Critical to the process of offering effective instructional support is the gathering of information about the learning environment and the individual student. Data collection prior to making adaptations to the general education program might include analysis of performance in the Massachusetts Comprehensive Assessment System (MCAS), performance in local benchmarking assessments, classroom curriculum tasks and materials, examples of oral and written directions for tasks, observation of classroom activities, and consultation with teachers and other professionals. Data about the student prior to making adaptations include: information about the student's cultural and linguistic background, areas of competence, areas

of need, guidance files, examples of classroom written work, and ongoing communication with student and family members.

Implementation of Adaptations Prior to Referral to Special Programs

Adaptations to teaching and learning styles and classroom climates can and should be designed and implemented before making an assumption that a student's lack of progress can only be ameliorated by special education. In many cases, however, learning problems are not caused by a disability, and schools are encouraged to have strong instructional support practices.

Appropriate instructional support intervention strategies should be tried, documented, and analyzed.

Involvement of Parents in the Process

Instructional support efforts will be most effective when parents are involved. Parent input is valuable when gathering information about the student, the learning environment, and when making decisions about the best strategies to implement for the student. Furthermore, parent support and reinforcement of instructional strategies in the home environment can increase the effectiveness of such strategies. Additionally, the success of any school program rests on educating, involving, and including all families. Collaboration with human services and other community agencies assists in efforts to ensure that schools are family-friendly and responsive environments. Any family education program must pay careful attention to the different cultural and linguistic needs of the families it is supporting and encourage ambitious outreach programs.

If a Disability Is Evident or Strongly Suspected

If a disability is clearly evident or strongly suspected and known to be causing learning problems, then referral for special education should be made promptly. For example: When a student is known to be deaf or hard of hearing, immediate specially designed intervention is the best response.

Instructional support practices aimed at assisting all learners to achieve the learning standards contained in the Massachusetts Curriculum Frameworks include (but are not limited to):

Supportive practices related to the curriculum and materials:

- having available a wide variety of curricular and instructional materials including technology and taped/large print books
- developmentally appropriate, culturally and linguistically sensitive materials
- providing the student with choices in assigned reading materials

Supportive practices related to instruction and learning:

- clear learning objectives
- an emphasis on effort as the key to achievement
- active and varied learning activities across subject areas
- providing both oral and visual directions for assignments, along with visual, auditory, and tactile prompts
- using a variety of teaching approaches, including teacher-directed instruction and practice, group discussion, problem solving, cooperative learning, and research projects
- using techniques to support the cognitive context for learning, brain based methods that support all learners including: making the learning expectations clear, daily agendas,

activators, summarizers, “Do Nows,” making connections to prior learning, making connections to real life, connecting the homework to the work done in class

- using a variety of formal and informal assessment procedures
- providing immediate and specific feedback about student performance
- providing reinforcement and clear formative feedback of desired student behaviors
- co-teaching and team teaching
- homework assignments that further student learning and reinforce it

Supportive classroom and climate variables:

- using contracts, e.g., student/teacher, behavioral
- providing a clear set of routines for class activities
- allowing additional time for the completion of tasks, when appropriate
- providing preferential seating or other room design adaptations
- arranging physical space/materials to minimize disruptive movement

The Instructional Support Services Team Process

A strong instructional support intervention system enables school practitioners to identify which aspects of the student’s educational environment must be changed to ensure learning and success in general education. Table 1 provides a description of this process, and Table 2 provides a list of possible assessment directions to assist in determining appropriate instructional support services. The instructional support system should consist of ongoing systemic efforts to accommodate any student’s learning needs within the general education classroom.

When Instructional Support Activities Are Not Sufficient

When instructional support activities are implemented properly but are not sufficient to enable the student to progress effectively in general education, there is more information available to indicate if a referral for a special education evaluation is appropriate. When a referral has already been made, information on the instructional support services process should be included in the evaluation information considered by the special education Team when determining eligibility for special education. By trying multiple means of responding to the student’s needs, parents and school personnel may be better able to consider if the student has a disability that is causing continuing difficulties and requires specially designed instruction or support services.

The preceding Introduction is adapted in part from the DESE Technical Assistance Guide: *Is Special Education the Right Service?* March 2001.

TABLE 1: When Student Experiences School Difficulties* Gather Available Information

Gather Available Information		
<ul style="list-style-type: none"> • Consult with student, parent(s), and other professionals • Consider cultural and linguistic background of the student • Review portfolio of student’s work 	<ul style="list-style-type: none"> • Identify student’s learning profile • Review student’s educational history • Review student’s work habits • Conduct observation of student in multiple environments 	
Identify Student Strengths and Needs		
Identify and Implement Strategies		
<ul style="list-style-type: none"> • Use of instructional support services, consultative services, building-based teams, enrichment programs, and academic support programs • Accommodations to the curriculum • Accommodations in teaching strategies, teaching environments, or materials 		
<p style="text-align: center;">↓</p> <p style="text-align: center;">After 4-6 Weeks (or earlier if appropriate) Evaluate Strategies and Student Progress</p>		
<p style="text-align: center;">↓</p>	<p style="text-align: center;">↓</p>	<p style="text-align: center;">↓</p>
<p style="text-align: center;">Difficulty Resolved or Improvement Occurs</p>	<p style="text-align: center;">Difficulty Persists</p>	<p style="text-align: center;">Difficulty Persists and a Disability is Suspected</p>
	<p style="text-align: center;">↓</p> <p style="text-align: center;">Consider Alternative Programs, Referral for a Services, or Interventions</p>	<p style="text-align: center;">↓</p> <p style="text-align: center;">Referral for a Special Education Evaluation</p>

*Note: The law requires that no instructional support program or any other intervention limits the right of a parent to refer a student for a special education evaluation. However, if a referral for a special education evaluation has been made and the district has asked for and received parental consent to evaluate, then evaluation information from any instructional support program should be made available to the special education team to consider when determining if the student is eligible for special education.

TABLE 2 Questions That May Help Guide the Assessment of Student Instructional Needs

Questions	Assessment Strategies
<p>How does the student perform within/outside of the classroom and in structured and unstructured activities?</p> <ul style="list-style-type: none"> • mastery of basic academic and social skills • functioning in small group/whole class activities • peer relations and teacher/adult relations • strengths/weaknesses 	<ul style="list-style-type: none"> • MCAS analysis • Benchmark assessment analysis • Systematic observation of student • Student work products • Teacher reports • Anecdotal records • Curriculum-based assessment • Interview with the student and family
<p>Are there gaps in the student’s school history? Frequent changes in schools? Erratic school attendance?</p>	<ul style="list-style-type: none"> • Review of the school history/record • Family interview
<p>Is the student from a linguistically or culturally different background?</p> <ul style="list-style-type: none"> • proficiency in oral/written tasks in English and the primary language of the home • understands directions in English • primary language of casual conversation • experience with different types of learning tasks • child and parent attitude toward primary language • student comfort with school culture 	<ul style="list-style-type: none"> • MELA-O and MEPA assessments • Language assessment by assessor fluent in student’s primary language • English proficiency assessment • Family interview/home visit • Interview with student • Student work products • Classroom observation • Teacher reports • Diagnostic teaching
<p>Are outside factors influencing student’s performance? • family trauma/crisis</p> <ul style="list-style-type: none"> • physical care • involvement of outside agencies • employment 	<ul style="list-style-type: none"> • Family interview/home visit • Interview with student • Interview with others with assessment information
<p>What types of effective teaching strategies are used in the classroom?</p> <ul style="list-style-type: none"> • clear teacher expectations • opportunities for multisensory input/output • a range of instructional materials offered • effective behavior management • teaching style matched to student need • prompt teacher feedback • ongoing assessment • uses assessment to guide instruction 	<ul style="list-style-type: none"> • Systematic observation of settings in which the student has difficulty and success • Student work products • Anecdotal records • Teacher reports • Curriculum-based assessment • Formal/informal test results • Consultation with parents on effective ways to learn or demonstrate learning
<p>Is the curriculum broad enough to meet the needs of diverse learners?</p> <ul style="list-style-type: none"> • developmentally appropriate • accommodates learner diversity • experientially based 	<ul style="list-style-type: none"> • Systematic observation • Teacher reports • Curriculum-based assessment • Formal/informal test results
<p>Do school conditions provide the learner with needed resources and supports?</p> <ul style="list-style-type: none"> • availability of support services • up to date instructional materials • availability of instructional technology 	<ul style="list-style-type: none"> • Systematic observation of the school environment • Review of instructional materials • Student work products

District Resource Overview

North Middlesex Personnel Resources Provides Specific Consulting/Support/Intervention in the General Education Setting

Adaptive Physical Education

The district employs a full time APE Teacher. This position works in all schools and is available for all students whose IEP calls for Adaptive Physical Education. The APE Teacher assesses and attends team meetings for assigned students.

Assistive Technology Specialist

The Assistive Technology Specialist provides assessments, consultation and support for any of our students whom have assistive technology needs.

Behavior Support Therapists

The district employs several BST's in the +STEPS PDD/Autism District Programs. They have additional training in ABA techniques and primarily work with students with Autism. They are directed by the teaching staff and may also provide home services for students and families.

Board Certified Behavior Analysts (BCBA)

The BCBA's are available district wide. The BCBA is responsible for behavior consultation, coordinating extended day services, behavioral assessments (Functional Behavior Assessments - FBA's) as well as consulting with the staff in each building. She is also available for parent training through extended day services.

School Psychologists

Psychologists will be responsible for achievement, psychological, and cognitive testing (WISC-4, WAIS-4, WIAT-3) for special education referrals and re-evaluations. They attend team meetings and share assessment results with parents. Please do not recommend any assessments without consulting the appropriate psychologist. In addition, they may have a counseling caseload of students, provide assessments for students attending out of district schools, and provide parent training as directed.

School-to -Work Coordinator

The school to work coordinator is responsible for the work study programs at the high school and coordinates work for our school to work students who are with us until age 22. This position also consults to building staff and coordinates work rotations for the high school students that are receiving life skills instruction/coaching.

Social Worker/School Adjustment Counselor(s)

These positions are employed throughout the district and are responsible for bridging the gap between home and school, consultation to teaching staff, individual counseling services, and coordinating social skills groups at the building level.

Title I Tutors

The school district employs several tutors that work within the buildings through the Title One Program to provide support to students in reading and mathematics.

Tutors/Home Hospital Tutoring

When the school district must provide an education to student(s) outside of the regular school building, tutors are needed to provide instructional assistance at the student's home or at a public site (i.e., the local public library). When this service is required, building principals and/or the guidance department will select a tutor that best matches the needs of the situation. The district substitute list is an excellent resource for locating tutors.

Extended Day Service Providers

The district may additionally contract with non-district employees to provide extended day services to students. These may include but are not limited to a retired or former North Middlesex employee.

Guidance Counselors

There is at least one guidance counselor housed in each school building. Guidance counselors act as liaisons between home and school, provide parent and teacher support, consultation, and training.

Librarians/Library Support Staff

There are librarians or library support staff housed in each school building. They consult with teachers regarding resources, provide class instruction, and provide resources for student enrichment and research.

Nurses

There are nurses housed in each building. They provide consultation to staff, communication and consultation with parents, direct service to individual students and staff, as well as vision and hearing screenings. The nurse serves on the Instructional Support Services Team as necessary and can attend team meetings for students who require health care plans.

Occupational Therapists/COTAs

The district employs several occupational therapists and assistants. Some are housed in buildings and some travel to more than one building. They are responsible for delivering occupational therapy services and consultation to staff as necessary. They complete occupational therapy evaluations and progress reports on their students. The district also employs several certified occupational therapist assistants (COTA's) who are directly supervised by the occupational therapists.

Paraprofessionals

The district employs many paraprofessionals who assist with our special needs students. Some are assigned to specific students and some are instructional assistants. They are directed by the teaching staff and may also provide home services for students.

Physical Therapists

The district contracts with outside agencies to provide the district with the expertise from a physical therapist. They complete evaluations as recommended through the evaluation process, provide consultation services to educators, as well as direct service to our students. They also attend meetings pertinent to the students they service as well as write progress reports.

Principals and Assistant Principals

The principal articulates and models the vision and principles of the school district. He/she supervises and evaluates the staff, fosters the accommodation philosophy, facilitates staffing patterns, and collaborates with the community.

Speech/Language Pathologists

The district employs many speech/language pathologists. Some are housed in buildings and some travel to more than one building. They are responsible for delivering speech services and consultation to staff as necessary. They complete speech/language evaluations and progress reports on their students.

Instructional Support Services Team (ISST)

The Instructional Support Services Team (ISST) is in all schools in the district. Often chaired by the Assistant Principal, these meetings are part of the Tier II initiative within schools for teachers to refer students they have concerns about (i/e/ academic, emotional, attention). The ISST Team is comprised of fellow teachers, could be general education as well as special education teachers so that interventions and suggestions can be trialed to support student growth. Students are monitored as recommended by the ISST Team.

Teacher/Tutor of English Language Learners

English Language Learners are supported as they acquire the English Language in English Language Development (ELD) classes and in Sheltered Content Immersion (SEI) classes depending upon their needs.

District Student and Program Supports

Pre-K through Grade 12

- | | |
|--|--|
| <ul style="list-style-type: none">• Counseling Supports• 504 Plans• Informal related services (i.e. occupational therapy, speech therapy)• English Language Development Instruction (ELE)• Curriculum Based Measurements• Reading Specialists• Transition Meetings• Pre-School (ages 3-5)• Behavior Specialist• Title I Program | <ul style="list-style-type: none">• Academic Support Centers (5-12)• Modifying curriculum modalities• Flexible groupings• Technology/Assistive Technology• Instructional Support Services Team (ISST)• Social Worker/Adjustment Counselor supports• Individual and/or small group counseling• Before and after school programs• School Resource Officer (SRO)• Community Policing• Reduced schedule/level changes (modified schedule)• Peer tutoring/peer mediation program |
|--|--|

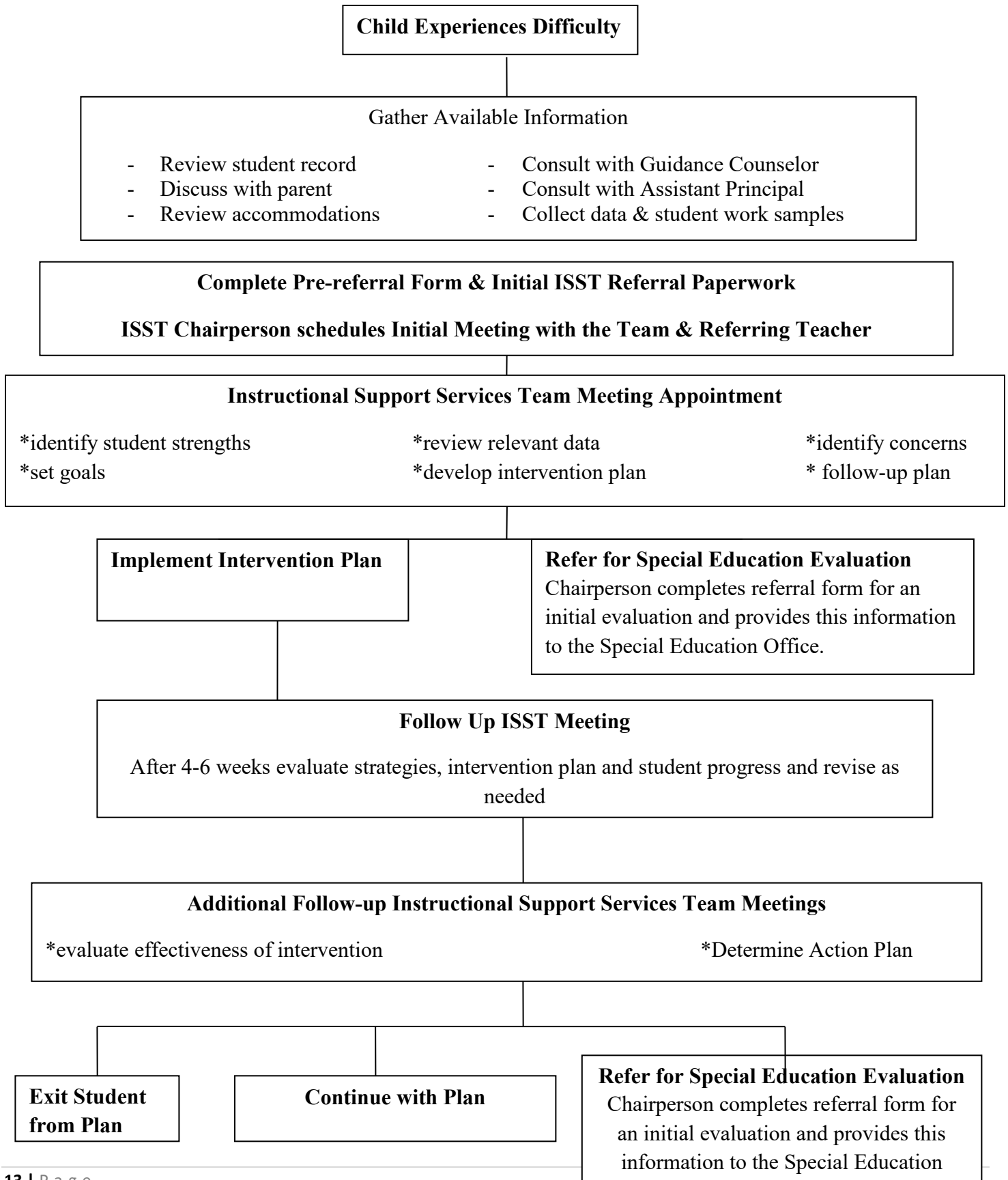
Professional Development/Resources for Pre-K-12 Staff

- Induction/Mentor Program for new teachers
- Instructional practices that maximize student achievement (green book)
- Universal Design for Learning
- National Writing Project courses
- Annual Curriculum Updates using Understanding by Design
- Summer administrative workshops
- Training in topics & issues of special education
- Summer curriculum work
- Technology training
- Contractual course work reimbursement
- Brain-based teaching strategies
- Cognitive Context 8
- Study groups
- New program adoption training
- Content courses – Writing K-12, Math K-8
- Teacher Leaders in Literacy, Math, and Teacher Evaluation (Data Analysis)

Encouragement of Parental Involvement

- School Advisory Councils – K-4 PTO – 5-8 PTO – 9-12 PIE
- Superintendent’s Parent Advisory Council
- 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
- Title I
- Parent meetings
- Connect-Ed Phone Notification System

Instructional Support Services Team - Process



INSTRUCTIONAL SUPPORT SERVICES DOCUMENTS

Forms can be found on Help Desk



North Middlesex Regional School District

Instructional Support Services Team

Student Name: _____

Date: _____

Procedures for Staff

1. Student need is identified and teacher initiates ISST process by completing the checklist and *DCAP referral form*, and submitting to the building based ISST Chairperson. Chairperson will review forms and determine that all needed data is included and request any additional needed information.

2. Chairperson schedules the meeting according to building procedures.

3. Chairperson facilitates and documents ISST meeting by completing the Initial Meeting minutes and *Intervention Form*. Principal will be given a copy.

4. Teacher takes the Initial Meeting Minutes and Intervention Form and collects data for the agreed upon amount of time.

5. Chairperson schedules a follow-up ISST meeting to analyze the effectiveness of the new interventions, discuss next steps, and complete the follow-up meeting form. Principal will be given a copy.

6. Chairperson distributes copies of Initial Meeting minutes and Intervention form to relevant staff member. Chairperson should file "Cumulative File Notice".

North Middlesex Regional School District
ISST Referring Teacher Background Information

Date: _____

Student Name: _____

Referring Teacher: _____

Student SASID: _____

Date/Description of Parent Contact	
Contact with current teachers/specialists	
Contact with previous teacher	
To your knowledge has the student been referred for: Special Education Title I Counseling Other: _____	
Contact with school nurse Screenings, frequent visits, etc.. Medical concerns, diagnosis, absences	
Review of student record to include: Grades Attendance MCAS Discipline Enrollment	

North Middlesex Regional School District
Instructional Support Services Team
Referral Form

Student Name: _____

SASID: _____

DOB: _____ Grade: _____

Referring Teacher Team: _____

Parent/Guardian: _____

Phone #: _____

Email: _____

Academic Challenges for which the student is being referred....

To include: What does this look like in the classroom? In what setting/situation does the problem occur most? Least?

Strengths, talents or specific interests

Indicate effectiveness of DCAP Accommodations indicated on attached sheet. What other strategies have you implemented?

Data: (Please attach any applicable reports, charts, such as: DIBELS, MCAS – ELA, MCAS – Math, Report Card/Progress Report, Common Assessment, Curriculum-Based Assessment, Other

Behavioral/Social/Emotional Challenges for which the student is being referred

Please indicate the specific behavioral difficulty the student is exhibiting. What does this look like in the classroom?

Strengths:

Accommodations/strategies that have been implemented (describe their effectiveness):

District Curriculum Accommodation Plan (DCAP PreK-4)

Directions: Indicate by circling or highlighting what you have used.

Academic Supports	Behavioral/Social-Emotional Supports
<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Use data analysis to inform instruction and modify instruction based on student needs • Allow limited oral testing • Extended time • Provide alternate forms of assessments, e.g., oral, project based, performance based • Provide varied assignments • Teach test taking strategies • Use of alternate setting for assessments <p><u>Instructional/Assistive Technology</u></p> <ul style="list-style-type: none"> • Use Universal Design for Learning principles • Cognitive Concept 8 (CC8) techniques which support academic access for all students • Accept computer-processed or typed assignments • Technology and assistive technology • Books on tape • Include study skill strategies • Direct teaching of reading strategies • Provide models and examples of quality work • Offer before or after school support • Offer calculators when appropriate • Offer the use of graphic organizers • Provide student conferencing time • Provide assistance and direction with work • Provide copy of class notes, materials, study guides • Provide enlarged copies of handouts • Provide manipulatives • Provide visual and transition cues • Provide wait time • Provide Leveled Libraries • Provide scaffolding and supports to help students access higher levels of work and thinking <p><u>Organizational</u></p> <ul style="list-style-type: none"> • Design long term assignment timelines • Teach time management and organizational skills • Establish clear routines • Use cognitive context strategies: The CC8 • Use time management tools, e.g., daily planner, assignment sheet, calendar, timers and agendas 	<p><u>Behavioral/Social/Emotional</u></p> <ul style="list-style-type: none"> • Use Universal Design for Learning principles • Cue student for change of behavior • Develop strategies for behavior modification, e.g., charts, contracts, check lists, behavior plans, etc. • Establish clear routines/expectations • Use diverse classroom management strategies • Provide breaks as needed • Set clearly defined standards <p><u>Health/Medical</u> (<i>Used in the event of temporary health or medical issues and/or when a 504 is not necessary</i>)</p> <ul style="list-style-type: none"> • Access to nurse's office and bathroom • Clearance to leave class 2-3 minutes early • Extra chair/pillow to elevate extremities • Permission to carry water bottle • Preferred seating • Provide second set of books • Storing and allowing snacks • Student Escort • Use of elevator • Wearing hat or scarf <p><u>Physical/Structural</u></p> <ul style="list-style-type: none"> • Allow alternate workspace, dividers, carrel • Allow for movement and sensory break • Limit distractions (auditory & visual) • Offer flexible student groupings • Provide strategic seating • Use visual, auditory and transitional supports • Use transition cues for space changes • Set clearly defined standards for behavior • Establish clear routines: behavioral, social, emotional • Provide alternative setting for testing • Data analysis to monitor positive behavior changes • Home-School Communication <p><u>Character Education</u></p> <ul style="list-style-type: none"> • Second Step • Core Values/Mission • Positive reinforcement strategies • Procedures, routines, expectations: PBIS • Celebrate success

District Curriculum Accommodation Plan (DCAP) Middle Schools 5-8

Directions: Indicate by circling or highlighting what you have used.

Academic Supports	Behavioral/Social-Emotional Supports
<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Use data analysis to inform instruction and modify instruction based on student needs • Allow limited oral testing • Extended time • Provide alternate forms of assessments, e.g., oral, project based, performance based • Provide varied assignments • Teach test taking strategies • Use of alternate setting for assessments <p><u>Instructional/Assistive Technology</u></p> <ul style="list-style-type: none"> • Use Universal Design for Learning principles • Cognitive Concept 8 (CC8) techniques • Accept computer-processed or typed assignments • Provide technology and assistive technology • Books on tape • Emphasize points within written text/material • Include study skill strategies • Directly teach reading strategies • Provide models or examples of end products • Offer before or after school support • Offer calculators when appropriate • Offer the use of graphic organizers • Provide student conferencing time • Provide assistance and direction with work • Provide copy of class notes, handouts • Provide enlarged copies • Provide manipulatives • Provide study guides • Provide visual and transition cues • Provide wait time • Provide Leveled Libraries • Provide scaffolding and supports <p><u>Organizational</u></p> <ul style="list-style-type: none"> • Establish clear routines • Provide time-management tools; teach time-management skills, use CC8 • Use time management tools, e.g., daily planner, assignment sheet, calendar, timers and agendas 	<p><u>Behavioral/Social/Emotional</u></p> <ul style="list-style-type: none"> • Use Universal Design for Learning principles • Cue student for change of behavior • Develop strategies for behavior modification, e.g., charts, contracts; check lists, behavior plans, etc. • Establish clear routines/expectations • Use transition cues prior to any changes • Use diverse classroom management strategies • Provide breaks as needed • Set clearly defined standards <p><u>Health/Medical</u>(Used in the event of temporary health or medical issues and/or when a 504 is not necessary)</p> <ul style="list-style-type: none"> • Access to nurse’s office and bathroom • Clearance to leave class 2-3 minutes early • Extra chair/pillow to elevate extremities • Permission to carry water bottle • Preferred seating • Providing 2nd set of books • Storing and allowing snacks • Student Escort • Use of Elevator • Wearing hat or scarf <p><u>Physical/Structural</u></p> <ul style="list-style-type: none"> • Allow alternate workspace, such as study carrel or dividers • Allow for movement and sensory break • Experiment with use of space • Limit distractions (auditory and visual) • Offer flexible student groupings • Provide strategic seating • Use visual, auditory and transitional supports • Use transition cues for space changes • Set clearly defined standards for behavior • Establish clear routines: behavioral, social, emotional • Alternative setting for testing • Data analysis to monitor positive behavior changes • Home-School Communication <p>Character Education</p> <ul style="list-style-type: none"> • Second Step • Core Values/Mission • Positive reinforcement strategies • Clear procedures, routines, expectations: PBIS • Celebrate Success

District Curriculum Accommodation Plan (DCAP) - High School 9-12

Directions: Indicate by circling or highlighting what you have used.

Academic Supports	Behavioral/Social-Emotional Supports
<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Allow students to elaborate orally on tests and quizzes • Provide an alternate setting when needed • Provide extended time • Teach test taking strategies • Track progress of student’s goals • Use multiple formative assessments that lead toward summative assessments • Use a variety of assessments (collaborative, independent, objective, authentic, etc.) <p><u>Instructional</u></p> <ul style="list-style-type: none"> • Use Universal Design for Learning principles • Cognitive Concept 8 (CC8) techniques • Use of a variety of instructional techniques (questioning style, wait time, randomized student selection, advanced notice) • Use of structured group work • Provide exemplars and rubrics for assignments • Provide rubrics for assignments • Provide study guides • Build on prior knowledge • Provide checklists for long-term assignments • Provide graphic organizers • Provide notes • Offer after school support • Provide manipulatives • Teacher Web sites list homework and long-term assignments with due dates, and dates for tests • Use of collaborative opportunities (structured group work) • Use technology resources • Teach study skills strategies <p><u>Organizational</u></p> <ul style="list-style-type: none"> • Establish clear classroom routines • CC8 • Clearly post (in student friendly language) and refer to a detailed agenda, homework assignment, essential questions and mastery objectives • Maintain up-to-date teacher web sites • Support student use of an agenda book • Provide teacher notes; teach how to take notes • Use activators, transition activities and summarizers • Use graphic organizers 	<p><u>Behavioral/Social/Emotional</u></p> <ul style="list-style-type: none"> • Use Universal Design for Learning techniques • Access school specialists (counselor, nurse, admin, social worker; psychologists) when needed • Complete weekly progress reports • Meet with admin, teacher, guidance to discuss strategies • Provide escorts • Schedule daily check-in • Set goals • Use effective classroom management strategies (verbal and non-verbal cueing), ... • Use routines – class rules; expectations consistently • Provide coaching and feedback • Model collaborative problem solving <p><u>Health/Medical</u> (Used in the event of temporary health or medical issues and/or when a 504 is not necessary)</p> <ul style="list-style-type: none"> • Access to nurse’s office and bathroom • Clearance to leave class 2-3 minutes early • Extra chair/pillow to elevate extremities • Parking close to building – HS only • Permission to carry water bottle • Preferred seating • Providing 2nd set of books • Storing and allowing snacks • Student escort • Use of elevator • Wearing hat or scarf <p><u>Physical/Structural</u></p> <ul style="list-style-type: none"> • Limit distractions • Movement during 87 min class – transitions (2-3/lesson) • Offer flexible grouping • Organize room – grouping; variety of settings; tables, desks • Provide strategic seating • Use visual, auditory and transitional aides • Visual aids – white boards, smart boards • Assistive technology <p><u>Communication</u></p> <ul style="list-style-type: none"> • Communicate expectations/syllabi to parents and students • Complete weekly progress reports • Discuss concerns with guidance counselors and administrators • Maintain teacher web sites with up-to-date information • Phone calls to parents • Schedule a daily check-in • Availability to consult and provide parent with resources



**Instructional Support Services Team
Initial Meeting Minutes & Intervention Form**

Name: _____

DOB: _____

Age: _____

Grade: _____ SASID: _____

Date of Meeting: _____

Referred by: _____

1. Assess concerns and describe target areas of concern in measurable terms:

What behavior do you want the student to demonstrate that they are not doing now?

Review information from referral form including any additional comments.

2. Set Goals:

For each of the academic or behavioral concern(s) identified, set an ambitious, but realistic measurable goal(s) to demonstrate progress that is attainable within six to eight weeks.

Goal for Concern 1:

Goal for Concern 2:

3. Design an Intervention Plan:

1. Identify Student Learning Style: _____

2. Identify Priority Accommodations (using accommodations sheets):

3. Action Plan:

Responsible Parties:

_____	_____
_____	_____
_____	_____

Instructional Support Services Team – Initial Meeting Minutes & Intervention Form (Page 2)

4. Intervention Integrity:

a. What type of documentation will be gathered on this intervention strategy? _____

b. How frequently will documentation be collected? _____

c. Who is responsible for collecting documentation? _____

5. Anticipated Follow-up:

_____ The Instructional Support Services Team is recommending a follow-up meeting in ___ weeks.

_____ The Instructional Support Services Team is not recommending a follow-up at this time.

_____ The Instructional Support Services Team is recommending follow-up at the teacher's request.

_____ The Instructional Support Services Team is recommending that this student be referred

directly for a special education evaluation.

6. Participant Signatures:

Participant Signatures:

_____	Chairperson	_____	ISST Member
_____	Referring Teacher	_____	ISST Member
_____	School Administrator	_____	ISST Member
_____	Regular Ed Teacher	_____	ISST Member
_____	ISST Member	_____	ISST Member
_____	ISST Member		



**Instructional Support Services Team
Follow-up Meeting Minutes**

Name: _____

DOB: _____ Age: ___ Grade: ___ SASID _____

Date of Meeting: _____

Referred by _____

Evaluation of Intervention Plan

1. Start date of plan _____ End date of plan _____
2. Frequency of plan _____
3. Were there difficulties that substantially interfered with carrying out the intervention? Yes No

If yes, please explain _____

4. Discussion of strengths and weaknesses of intervention plan:

5. Goal 1 was: Write goal

If the student's outcome data...	Consider this next step...
Met or exceeded the goal	<input type="checkbox"/> Select a new goal and create new intervention plan <input type="checkbox"/> Create a plan to discontinue the present intervention <input type="checkbox"/> Continue with present intervention without changes
Showed promising progress	<input type="checkbox"/> Continue with the present plan with minor changes <input type="checkbox"/> Substantially revise or replace the present intervention
Showed only minor progress Or Showed no progress	<input type="checkbox"/> Substantially revise or replace the present intervention <input type="checkbox"/> Examination of goal showed that it was not realistic <input type="checkbox"/> Intervention schedule was not appropriate for student <input type="checkbox"/> Outside factors interfered with plan's effectiveness <input type="checkbox"/> Refer to Request for Formal Evaluation form

6. Goal 2 was: Write goal

If the student's outcome data...	Consider this next step...
Met or exceeded the goal	<input type="checkbox"/> Select a new goal and create new intervention plan <input type="checkbox"/> Create a plan to discontinue the present intervention <input type="checkbox"/> Continue with present intervention without changes
Showed promising progress	<input type="checkbox"/> Continue with the present plan with minor changes <input type="checkbox"/> Substantially revise or replace the present intervention
Showed only minor progress Or Showed no progress	<input type="checkbox"/> Substantially revise or replace the present intervention <input type="checkbox"/> Examination of goal showed that it was not realistic <input type="checkbox"/> Intervention schedule was not appropriate for student <input type="checkbox"/> Outside factors interfered with plan's effectiveness <input type="checkbox"/> Refer to Request for Formal Evaluation form

Instructional Support Services Team – Follow-up Meeting Minutes
Page 2

7. Action Plan:

- ___ Exit student from process
- ___ Continue with current plan without changes: follow up meeting – at teachers request *or* in ___ weeks
- ___ Continue plan with minor changes: follow up meeting – at teachers request *or* in ___ weeks

- ___ Substantially revise or replace current intervention: follow up meeting in _____ weeks (design new plan using Form 2B)
- ___ Refer to Request for Formal Evaluation: Classroom teacher will complete Request for Referral Form
List evaluations requested and responsible parties:

Participant Signatures

_____	Chairperson	_____	ISST Member
_____	Referring Teacher	_____	ISST Member
_____	School Administrator	_____	ISST Member
_____	Regular Ed. Teacher	_____	ISST Member
_____	ISST Member	_____	ISST Member
_____	ISST Member		

NORTH MIDDLESEX REGIONAL SCHOOL DISTRICT

ISST DATA COLLECTION FORM

SCHOOL YEAR _____

SCHOOL BUILDING: _____

COMPLETED BY: _____

STUDENT	REFERRING TEACHER	REASON FOR REFERRAL	DATE OF INITIAL MEETING	DATE OF FOLLOW-UP MEETING	OUTCOME CODE*
Outcome Codes:	1. Maintained in General Education	2. Referred for Special Education/Found Eligible	3. Referred for Special Education/Found Ineligible	4. Referred for 504 Accommodation Plan	5. Other (Specify)

