

Greater Lowell Technical High School

**DISTRICT
CURRICULUM
ACCOMMODATION
PLAN
(DCAP)**

Revised June 2025

TABLE OF CONTENTS

INTRODUCTION	3
MULTI-TIERED SYSTEM OF SUPPORT	4
What is the difference between MTSS and RtI	
How does the DCAP integrate with MTSS Framework	
The RtI Tiers: An Overview	5
Structures Supporting Curriculum	6
Title I Schoolwide Program	7
Reading Program	
Personnel Resources Providing Consultation/Support/Interventions	8
Professional Development	10
Family and Community Engagement	11
DCAP PROCESS AND PROCEDURE	12
Student Success Team	
The RtI Approach	
Tiers 1, 2, 3: A Step by Step Visual	13
GLTHS DCAP Flow Chart	14
504 PLANS: THE REFERRAL PROCESS	15
Reasons for Referral	
Process for Referral	
SPECIAL EDUCATION EVALUATION REFERRAL	16
INSTRUCTIONAL SUPPORT STRATEGIES/ACCOMMODATIONS	17
Assessment	
Behavioral	
Curriculum/Instructional	
Environmental	18
Executive Functioning Support	
Self Management and Organization	19
Structural	
Technology	
Vocational/Technical	
ENGLISH LEARNERS	20
Initial Identification of English Learners	
Placement of Students	
SUGGESTED ACCOMMODATIONS FOR ENGLISH LEARNERS	21
Language/Instructional Support	
Assessments	22
Structural	
Students with Limited or Interrupted Formal Education(SLIFE)	
STUDENT ASSISTANCE TEAM (SAT) DOCUMENTATIONS FORMS	23
DCAP Instructional Support Strategies Documentation Form	
SAT: Referral Form	26
SAT Checklist	27
SAT Meeting Form	28

SAT Meeting and Outcome Plan Form	30
APPENDIX A: RESPONSE TO INTERVENTION TIERS: A GRAPHIC REPRESENTATION	31
APPENDIX B: RtI TERMS: AN OVERVIEW	32
APPENDIX C PARENT INFORMATION HANDOUT	36
APPENDIX D: ADDITIONAL SAT FORMS	37
Parent letter	
Attendance Sheet	38
STUDY SKILLS RESOURCE FOR THE GENERAL EDUCATION SETTING	39
Stay Motivated	
Time Management	
Study Strategies	40
Taking Notes	41
Textbook Reading	42
Preparing for an Extra Help Session with a Teacher	43

INTRODUCTION

Massachusetts General Laws, Chapter 71, Section 38Q1/2, require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to assist the principal and instructors in ensuring that all possible efforts have been made to meet students' needs in the general education setting. This plan shall also assist teachers in analyzing and accommodating the diverse learning needs of all students in any academic or technical program, and in providing appropriate services and support.

The Greater Lowell Technical High School District Curriculum Accommodation Plan (DCAP) directly relates to initiatives that are in place to help improve the general education program for the benefit of all students. To help achieve this objective, the DCAP will address various strategies around the following: analyzing and accommodating diverse learning needs in the general education setting, providing appropriate services and support to students in the general education classroom, managing the needs of children whose behavior may interfere with learning, and providing opportunities for teacher collaboration and parental involvement.

The Greater Lowell Technical High School District is committed to the concept of addressing student learning issues in a timely fashion based on a team approach. Academic and Technical Instructors are continuously monitoring student progress looking for opportunities to make accommodations to facilitate learning and to foster understanding. The district's goal in this regard is to meet the needs of every student, every day, whether a struggling learner or one who is exceeding grade level expectations. "Fulfillment of individual potential for personal and professional success" is a key focus of the District as we prepare students for career, college and citizenship in the 21st century.



MULTI-TIERED SYSTEM OF SUPPORT

According to the Every Student Succeeds Act (ESSA, 2015), a multi-tiered system of support is “a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students’ needs, with regular observation to facilitate data-based instructional decision making.” Harlacher et al. (2014) described six key tenets of the MTSS framework:

- All students are capable of grade-level learning with adequate support.
- MTSS is rooted in proactivity and prevention.
- The system utilizes evidence-based practices.
- Decisions and procedures are driven by school and student data.
- The degree of support given to students is based on their needs.
- Implementation occurs school-wide and requires stakeholder collaboration.

Greater Lowell Technical High School utilizes the MTSS model in delivering accommodation and intervention for the equitable access of all students to appropriate, grade level curriculum. It also utilizes this model to meet the non-academic or socio-emotional needs of all students. All students are inclusive of students in the general education setting, students with disabilities, multilingual learners, and students who are academically advanced.

What is the difference between MTSS and RtI?

Response to intervention (RtI) was added to the Individuals with Disabilities Education Act (IDEA) in 2004 as an alternative evaluation procedure. The goal of RtI was to provide screening for all students, deliver academic interventions, monitor student progress, and use the students’ responses to those interventions as a basis for determining special education eligibility (Turse & Albrecht, 2015). While RtI focuses on direct services, supports, and interventions for students at risk, MTSS is a systematic approach that addresses conditions for creating successful and sustainable system change while also supporting students and staff.

How does the DCAP integrate with the MTSS Framework?

The MTSS/RtI team is a problem solving team that drives the MTSS/RtI practice. This team is an integral part of the Student Assistance and Teacher Assistance meetings which proactively address academic and social emotional issues in the classroom. The DCAP is the guiding document for best practices and sample strategies to resolve presenting issues. In no way does the DCAP limit the accommodations staff may choose to implement in order to meet the needs of a student.

The RtI Tiers: An Overview

(See Appendix A for a graphic representation of the GLTHS RtI tiers)

Tier 1:

- ☐ All students receive high-quality, research based instruction (by the general education teacher) matched to their needs on the basis of ongoing assessment and benchmark testing.
- ☐ Students identified as “struggling” (in a specific academic area/behavior) receive additional support by the general education teacher through the differentiated instruction model/use of research based interventions in the general education classroom.
- ☐ During the 4-6 weeks of the additional support/intervention, data is collected on student achievement using curriculum based measurements.
- ☐ Students who do not show progress during this period are moved to Tier 2.

Tier 2:

- ☐ Students not making progress in Tier 1 receive additional instruction (by appropriately designated personnel i.e.: classroom teacher, Title 1 teacher) matched to documented needs (small group instruction for students below benchmark for 4-6 weeks).
- ☐ The small group instruction is in addition to the general education curriculum.
- ☐ Specific goals are set for all students in Tier 2 and the progress toward the goals is monitored using curriculum based measurements
- ☐ Assistance is usually in the areas of reading and mathematics. Behavior concerns can also be addressed in this tier.
- ☐ Student Assistance Teams (SAT) should be meeting at this point to create or revise goals for a struggling student in Tier 2, discussing the need to change intensity and duration of goals or to possibly change the intervention based on data collected.
- ☐ Students who do not show progress during this period are moved to Tier 3.

Tier 3:

- ☐ Students not making progress in Tier 2 receive additional instruction matched on documented needs in an individualized or small group setting using intensive interventions (4-6 week duration).
- ☐ Students who do not demonstrate documented progress using curriculum based measurements using targeted interventions may be referred for an evaluation and considered for eligibility for special education.
- ☐ All benchmark testing, progress monitoring, and goals are required for the paperwork associated with requesting a Special Education (SPED) evaluation.
- ☐ Intervention is continued during the SPED evaluation. SPED teachers, specialists may continue to provide services at this point (i.e.: during the comprehensive evaluation).
- ☐ If the student is determined not eligible for Special Education, a plan for other interventions or other plans may be necessary (i.e.: 504).

Structures supporting Curriculum

- | | |
|--|---|
| <ul style="list-style-type: none">☐ Classes staffed by highly qualified personnel who demonstrate competency in the state's teaching standards☐ Use of formative and summative assessments and standardized testing data to assess achievement and to inform instruction STAR Reading and Mathematics benchmark assessment, MCAS testing, teacher administered formal and informal assessments, common quarterly assessments, vocational competency reporting, quarterly progress reports, quarterly report cards, and College Board testing).☐ Professional development for both professional and paraprofessional staff members to enhance instruction and student learning☐ College Preparatory and Honors classes in all core subjects 9-12☐ 23 Vocational Technical Program offerings☐ Library hours before and after school☐ Instructor Assistance after school☐ Homework Assistance and Tutoring Center☐ Summer School for identified students☐ Summer Reading/ Summer Math Enrichment opportunities | <ul style="list-style-type: none">☐ Articulation Agreements and Dual Enrollment with four year colleges and local Community Colleges☐ MCAS prep options☐ Attendance Policy: parent calls, letters, opportunity to earn back grade the following quarter☐ Progressive Discipline System; parent calls, detention, suspension, service to community☐ Bullying Prevention and Intervention Plan☐ Curriculum Planning/ Career Counseling through School Counseling Department☐ Individual Student Success Plans for MCAS remediation☐ Social/Emotional Curriculum☐ EL and ML support☐ Peer mentoring/Peer tutoring☐ Student and Parent Portals☐ 1-1 Chromebooks☐ Internet access in classrooms☐ Web-based and software instructional support☐ Summer Enrichment Program for incoming 8th graders with upper class mentors☐ Retention or repeating of specific courses/shops☐ Parent/Teacher Meetings |
|--|---|

Title I Schoolwide Program

Greater Lowell Technical High School has a school-wide Title I program to help ensure that all children meet challenging academic standards. This program provides supplemental educational support for students currently performing below grade level in English and/or mathematics. Students are identified as needing services based on multiple criteria; including the STAR assessment, previous MCAS scores, middle-school grades, and teacher recommendations. To support student growth, Greater Lowell Technical High School will provide high-quality instructional programs that will improve literacy, numeracy, and study skills.

As a Title I school, Greater Lowell Technical High School will work with families to ensure that children have exceptional support and access to grade-level curricula. The Title I Department works as a team with the School Counseling, Special Education, Language Acquisition, ELA /Social Studies, Math/Science, and all CTE Departments to keep parent(s)/guardian(s) involved in an effort to ensure student readiness for career, college, and citizenship in the 21st-century. At Greater Lowell Technical High School, the goal is to challenge and support students as they realize their individual potential for personal and professional success.

Reading Program

All students have equal access to reading support. Incoming 9th-grade students are identified through a screening process based on multiple criteria; including the STAR assessment, previous MCAS scores, middle-school grades, and teacher recommendations.

Once students are identified, they are retested at the beginning of the year using the Language Exclamation to ensure accurate placement, and post-tested at the end of the year to gauge performance/growth. Post-test results are used, in part, to identify students who will need additional support in the 10th-grade.

Key Elements of the Reading Program Include:

- Instruction that reflects the learning standards of the Massachusetts Curriculum Frameworks for English Language Arts.
- Student use of active comprehension strategies; using graphic organizers, recognizing narrative and expository writing, summarizing, and outlining.
- Multiple forms of assessment; including oral presentations, written reports, teacher observations, performance assessments, quizzes, and pre and post-tests.

Personnel Resources Providing Consultation/Support/Intervention:

- ❑ Principal/ Directors
 - Articulation and modeling of school's vision, mission, and principles
 - Supervision of day to day operations
 - Assists in the development, revision, and evaluation of the curriculum and instructional program
 - Works collaboratively with the Director of School Counseling, department staff and teachers to ensure that all possible instructional support services are offered to meet the individual needs of students within the general education setting, and to utilize the District Curriculum Accommodation Plan (DCAP) as a guiding resource
 - Consults as needed with the Director of Special Education to ensure that all efforts have been made to meet the needs of students in the general education setting and to ensure that when these efforts have not been successful that a Referral for Evaluation is completed
 - Supervision and evaluation of staff
 - Assist teachers in improvement of instructional methodologies and performance
 - Assists with establishing and maintaining an effective learning climate and culture
 - Development of standards of conduct and action conducive to the effective operation of the school
 - Promoting and facilitating teacher/staff collaboration and communication
 - Establishes and maintains favorable relationships with parents and community agencies to foster understanding and solicit support for overall school objectives and programs
- ❑ Cluster-Chairpersons
 - Assist the Principal/Directors with curriculum and instruction oversight
 - Curriculum resource acquisition and allocation
 - Analysis of student achievement data
 - Teacher assistance with curriculum accommodations as well as classroom management
 - Supervision and evaluation of teachers
 - Assist teachers in improvement of instructional methodologies and performance
- ❑ Assistant Principals/Dean of Students
 - Support and implement school-wide Progressive Discipline System and
 - Attendance Policy
 - Provide support to academic and vocational teachers on attendance and discipline issues, as well as classroom management, behavioral interventions with students (action plans, safety plans, etc.)
- ❑ School Counselors
 - ❑ Support Academic and Vocational Teachers
 - ❑ Assists students in evaluating their aptitudes and abilities through the interpretation of test scores and other data
 - ❑ Provides counseling to students in areas related to academic advising, post-secondary planning and personal/social counseling
 - ❑ Communicates with parents and provides referrals
- ❑ Director of Cooperative Education

- Provides eligible juniors and seniors with a cooperative education opportunity that will be a meaningful education experience
- Aid all members of the senior class with full-time employment opportunities upon graduation
- Seeks out community employment opportunities and business partnerships
- Coordinates Career Services for part-time employment for students in collaboration with the MassHire Greater Lowell Workforce Board
- ❑ School Psychologist/ Adjustment Counselors
 - Support students with social/emotional/behavioral issues
 - Consults and collaborates with school personnel regarding physical, social, emotional, and psychological factors that strengthen or interfere with academic achievement
 - Serves as a liaison between homes, schools, and social/community guidelines
 - Provides educational, behavioral management, and mental health information, and consultations to school personnel, parents, and the community and identifies strengths that enhance student growth
 - Visits classrooms to observe student interaction in a classroom setting
- ❑ School Nurses
 - Implements state-mandated programs such as immunization surveillance
 - Screening programs
 - Interprets and manages school health policy
 - Direct service to students
 - Communication and consultation to staff
 - Communication and consultation with parents, health care provider, and Department of Public Health
- ❑ School Resource Officer
 - Police Department liaison
 - Provide consultation and support to school, students, and parents
 - Prevention and Education for: drugs, healthy relationships, and legal issues
 - Make appropriate referrals to agencies when necessary
- ❑ Safety Monitors
 - Assist Attendance and Discipline office with maintaining positive school climate by observing and interacting with student body, faculty, and staff
- ❑ Student Assistance Team (SAT)/Teacher Assistance Team (TAT)
 - Facilitates review of teacher referred cases of students at risk in order to provide appropriate interventions
- ❑ Parent Liaison, Student/Family Liaison
 - Refer parent questions to appropriate school personnel
 - Assist in coordination of family workshops
 - Encourage family participation in school
 - Foster continuous home/school contact and involvement
 - Verbal and written translations in language of the home
- ❑ Information Technology Team

- Support to both staff and students with hardware and software, and web-based, as well as, with the wireless network and infrastructure

☐ Librarians/Media Specialists

- Consults and assists teachers regarding the resources and materials available to supplement instructional programs
- Support for student research
- Teacher student consultation about curriculum resources,

☐ ELL Paraprofessionals

- Assist academic/technical instructors in providing instruction to EL students in the general education setting

☐ Special Education/Title 1 Paraprofessionals

- Assist academic and technical teachers by performing a variety of tasks that promote student learning

Professional Development

The Greater Lowell Technical High School District will provide all staff with comprehensive professional development that supports collegiality and affords staff opportunities for professional growth in targeted areas as identified through classroom observations, survey data and Leadership Team discussions. Because the goal of the District Curriculum Accommodation Plan (DCAP) is to provide educational opportunities that meet the needs of all learners, these professional development programs are crucial to its success:

<ul style="list-style-type: none"> ☐ Skillful Teacher Course ☐ Course Reimbursement ☐ SEI Endorsement Courses ☐ Training on Differentiated Instruction ☐ Data Analysis Training ☐ Grading and Assessment ☐ Literacy ☐ Integration ☐ Curriculum Team Meetings ☐ Social/Emotional Learning ☐ Project Based Learning (PBL) 	<ul style="list-style-type: none"> ☐ Mandated In-Service Trainings ☐ New Teacher Mentoring Program ☐ Professional Learning Communities (PLC) ☐ Staff Attendance at Seminars and Workshops ☐ Staff Presentations on Best Practices ☐ Technology Training Workshops ☐ Growth Mindset ☐ 21st Century learning Skills ☐ A.L.I.C.E. Training ☐ EL Book Study Groups: Co-teaching, Literacy
---	---

Family and Community Engagement

The Greater Lowell Technical High School District will create, support, and enhance family and community engagement through partnerships with families, businesses, organizations, agencies and members of the regional communities (Lowell, Dracut, Tyngsboro, and Dunstable):

<ul style="list-style-type: none">☐ College/Career/Financial Planning Events☐ Event & Correspondence Translation & Interpretation☐ Family Outreach (e.g., Newsletters, Conferences, Telephone Calls, Emails, etc.)☐ ConnectEd Call System☐ Greater Lowell Technical High School's Website☐ Open House Events☐ Parent Teacher Organization☐ English Learner Parent Advisory Council	<ul style="list-style-type: none">☐ School Council☐ School Counseling Advisory☐ School Orientation Events☐ Student Handbook☐ Advisory boards☐ Student Family Liaison (Khmer, Portuguese, Spanish)☐ Parent/Family Liaisons☐ Community Service Learning☐ Special Education Parent Advisory Council☐ Report Cards and Progress Reports☐ Parent Portal
---	---

DCAP PROCESS AND PROCEDURES

Student Success Team

The Student Assistance Team (SAT) is a group of professionals who brainstorm strategies as part of a problem solving process. The GLTHS SAT has adopted the Response to Intervention (RtI) approach to educational problem solving. Your student's teacher may seek support from the SAT team if your student is below grade level expectations based on curriculum assessments or behavior observations that indicate they are not making effective progress. .

Team members include, but are not limited to: School Counselor (Chair), Teachers, Adjustment Counselor, School Psychologist, Assistant Principal (optional), Nurse (optional), Speciality Personnel i.e.: Reading Specialists, Cluster Chairs, Directors, etc., Parents, and Student

SAT's consider the individual strengths, abilities, and needs of each student. SAT's focus on prevention and early intervention. The SAT recommends instructional strategies, develops an intervention plan, and carefully monitors results.

If it is determined that a student is not making effective progress in the classroom, the teacher will first make appropriate accommodations to the classroom and vocational instruction/technical area using the DCAP as a resource. A Teacher Assistance Team (TAT) can be scheduled to review accommodations/interventions and get constructive feedback and support for implementation if determined necessary by the teacher. If the student responds well to the accommodations and begins to make effective progress, the teacher will continue with the regular education program. If the student does not begin to make effective progress, the teacher will initiate the Student Assistance Team (SAT) process utilizing the process outlined.

The SAT may make a recommendation for a 504 initial referral or a special education evaluation if a student has not responded adequately to interventions during the SAT process.

The RtI Approach

The RtI process is a multi-tiered approach to providing services and interventions to students who struggle with learning and behavior at increasing levels of intensity. It is a proactive, data driven process. The progress students make at each stage of intervention is closely monitored. Results of this monitoring are used to make decisions about the need for further research based instruction and/or intervention in general education, special education, or both. RtI uses a tiered approach which includes general education instruction (Tier 1), supplemental small group/individual instruction (Tier 2), and, if necessary, more targeted goal driven instruction with more frequent monitoring (Tier 3).

**Tier
1**

Step 1: Identify the Student

1. Teacher identifies student with whom there is a concern regarding effective progress (academically, technically, socio-emotionally) and determines they need additional support using the DCAP as a resource for suggested accommodations. It is recommended that the teacher reach out to the parent/guardian at this time to discuss concerns and possible accommodations via phone or email communication.
2. Teacher implements and supports selected interventions/accommodations. If effective, the teacher will continue with the educational program. If the student does not begin to make effective progress, the teacher will contact the school counselor to identify the area or areas of concern.
3. School Counselor and teacher will discuss areas of concern and solutions. If appropriate, the School Counselor will initiate Step 2: Student Assistance Team (SAT).
 - a. If a series of accommodations/interventions has already been attempted and data has been collected and there is no evidence of improvement, the school counselor will schedule the SAT meeting.

Step 2: Student Assistance Team (SAT) Referral

1. School Counselor will complete the Request for Intervention Form/SAT Referral Form and function as the SAT Chair.
 - a. School Counselor will collect feedback from other teachers and conduct a file review as well as gather information from parents/guardians and appropriate outside agencies.
2. The SAT Chair sets the meeting date and time as well as contacts the SAT members.
 - a. Parent letter/invite
 - b. DCAP Documentation Form sent to teachers (can be completed with School Counselor)

**Tier
2**

Step 3: Student Assistance Team Initial Meeting

1. SAT Meeting: Team reviews attempted interventions and develops a plan:
 - a. Area of concern is outlined and documented
 - b. Chair reviews teacher feedback and file review, teachers are given an opportunity to discuss concerns and give feedback on classroom performance, parent/guardian and student input is introduced
 - c. Team develops intervention plan and documents on the Instructional Support Strategies Documentation Form. This form will be distributed to the teachers and a copy will be given to the student and parent/guardian.
 - d. The DCAP will be utilized as a resource for appropriate accommodations/interventions.

Step 4: Plan Implementation

1. Plan is implemented over the 4-6 week time period. An update will be prepared for a follow up meeting.

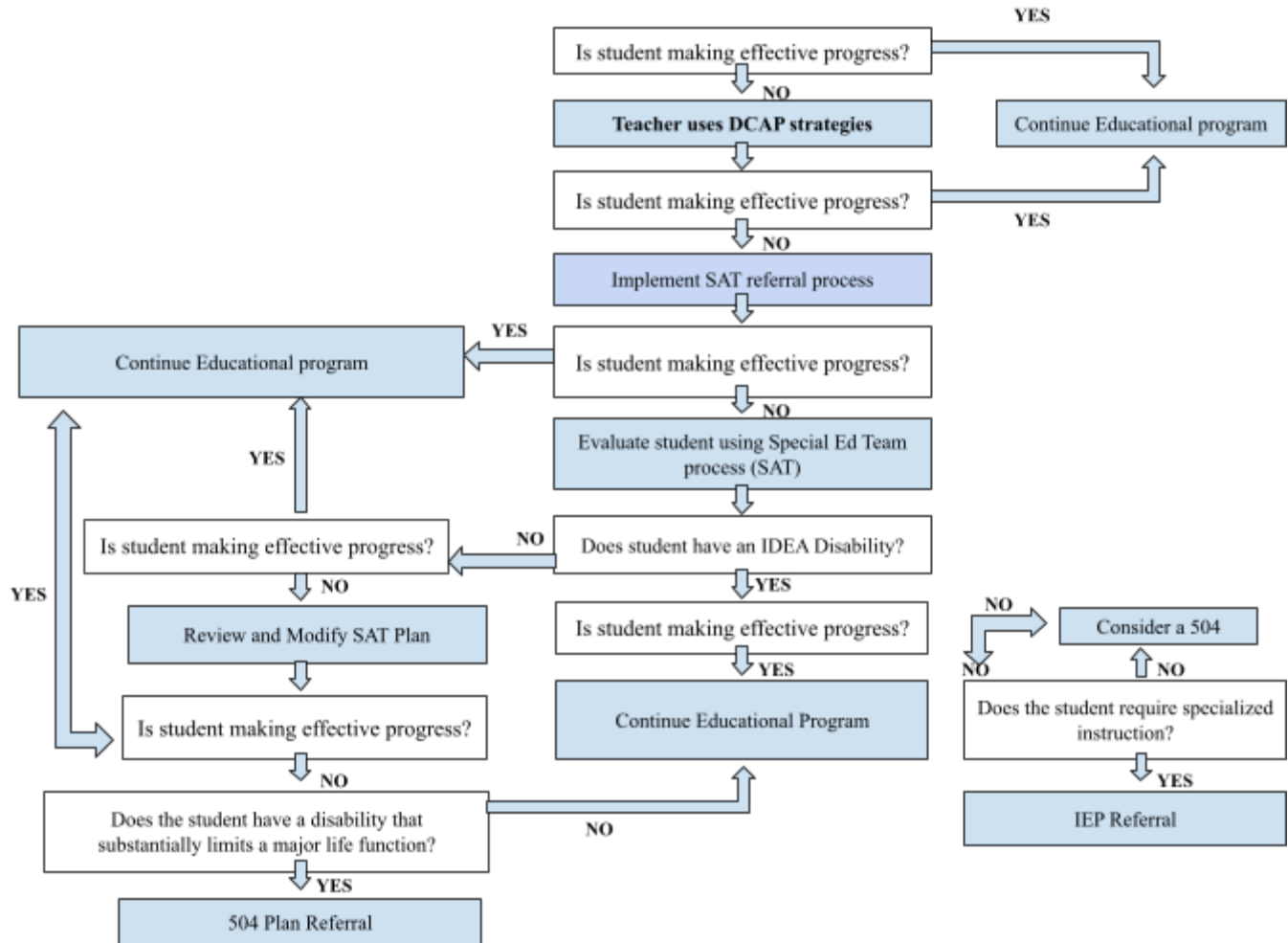
Step 5: Student Assistance Team Follow up Meeting

1. Review of updated data and concern:
 - a. If the concern is resolved: No further action is required. The plan/accommodations continue. Students can be re-referred in the future as appropriate.
 - b. If the concern is not resolved:
 - i. The plan/accommodations can be adjusted and a new plan will be distributed and the SAT will reconvene in 4-6 weeks as determined by the team to review updated data.
 - ii. The SAT determines the pre-referral process for a 504 should be started or the pre-referral process for Special Education should be started.

**Tier
3**

Formal Recommendation is made by the team for support beyond the DCAP and SAT, which may include the evaluation/assessment of the student for 504 or Special Education services.

GLTHS DCAP FLOW CHART



504 PLANS: THE REFERRAL PROCESS

Section 504 of the Rehabilitation Act of 1973 and its implementing regulations at 34 C.F.R. Part 104 (Section 504) Section 504 requires school districts to refer a student for an evaluation for possible services, accommodations and or modification to regular education under Section 504 if the student, because of disability, needs or is believed to need such services.

A student is eligible for services under Section 504 as an individual with a disability if they have: 1) a physical or mental impairment, 2) which **substantially** limits a major life activity.

Reasons for Referral:

1. The student has been referred by the Student Assistance Team (SAT) as a result of the student's lack of effective progress after attempting DCAP supported accommodations.
2. Student has been evaluated by a special education team, and does not qualify for services under IDEA at this time.
3. The student has received a medical diagnosis with a disability (mental or physical impairment) or is perceived by the school district as having a disability (mental or physical impairment).
4. Parent request

Process for Referral:

Under Section 504, the School is required to designate at least one person to coordinate and carry out the School's efforts to comply with Section 504 and Title II of the Americans with Disabilities Act ("Title II"). This Coordinator must have sufficient knowledge of the legal requirements of Section 504 and Title II so that the Coordinator can effectively carry out their responsibilities as Coordinator. School counselors are the Coordinator's responsible for coordination and carrying out of the 504's that fall directly within their assigned caseload. The District's 504 Coordinator is: the Director of School Counseling and Health Services.

The process to initiate an initial 504 referral is:

1. Referral through the SAT Meeting: School Counselor will initiate and set up the Initial Eligibility Determination Meeting.
2. Referral after a Special Education Team Meeting: School Counselor will initiate and set up the Initial Eligibility Determination Meeting.
3. Student has received a medical diagnosis of a disability (mental or physical impairment) or is perceived by the school district as having a disability (mental or physical impairment):
 - a. Parent will notify School Counselor of medical diagnosis and School Counselor will initiate and set up the Initial Eligibility Determination Meeting **or**
 - b. School Counselor will initiate by contacting the parent and set up the Initial Eligibility Determination Meeting.
4. Parent request: Parent will contact the School Counselor and the School Counselor will initiate and set up the Initial Eligibility Determination Meeting.

Students entering GLTHS from middle school who already have a 504 will maintain that 504 and the School Counselor will contact the parent to schedule a review meeting.

SPECIAL EDUCATION EVALUATION REFERRAL

School personnel may not refer a student for special education services until their academic and/or socio-emotional progress has been reviewed through the SAT process; however, the parent/guardian has the right to request a special education evaluation at any point based on their students progress. During SAT meetings, specific interventions are identified and data collection specified, analyzed, and documented before a child can be referred for a special education evaluation following the special education process. The SAT will complete the referral to Special Education if that is the team decision following the meeting.

The special education team evaluation will determine whether or not a specific disability, as defined in federal and state special education statutes, exists and whether that disability is interfering with the student's ability to make effective progress. If the evaluation determines there is a disability, and that disability is the cause for the student's lack of effective progress, and the student requires specialized instruction, then the team will develop an Individualized Education Plan (IEP).

In the event the team determines that the student does not have a disability, under special education regulations, the following options result:

1. The student continues in the regular education program, and the SAT Accommodations are reviewed and modified by the SAT.
2. The student may qualify for accommodations under Section 504 of the National Rehabilitation Act. A 504 team is convened to determine eligibility. If the 504 team determines a disability under 504 exists, then a specific 504 Accommodation Plan will be developed.
 - a. If the 504 team does not determine a disability under the provisions of 504, the SAT and teachers will continue to modify accommodations through the SAT process.

INSTRUCTIONAL SUPPORT STRATEGIES / ACCOMMODATIONS

Assessment

- ☐ Differentiate assessments
- ☐ Provide rubrics when evaluating student performance Assess student understanding through diverse methods such as written assessments, projects, oral presentations, and demonstrations to effectively showcase mastery and cater to different learning styles.
- ☐ Break up testing into sections or smaller parts
- ☐ Provide timely and specific feedback about student performance
- ☐ Check for student progress in relation to lesson goals during or at the end of lesson/unit
- ☐ Provide word banks
- ☐ Open book tests
- ☐ Allow extended time to complete assignments or tests
- ☐ Provide opportunities for student revision of work and/or allow retake of tests and/or quizzes

Behavioral

- ☐ Provide positive, active supervision
- ☐ Provide clear expectations for student behavior, performance and meeting lesson objectives, along with consistent and familiar routines.
- ☐ Develop a system of non-verbal cues to support students' needs (on-task behavior, managing frustration).
- ☐ Provide positive reinforcement, praise, incentives, and rewards
- ☐ Utilize charts and graphs to monitor student expectations
- ☐ Allow breaks and/or utilize activities that allow movement breaks
- ☐ Provide structured choices
- ☐ Arrange seating accommodations
- ☐ Develop teacher-student contracts (goals, expectations, etc.)
- ☐ Facilitate family support and communication to promote home and school partnership
- ☐ Consult with necessary staff (school counselors, adjustment counselors, special ed. staff, etc.)
- ☐ Develop behavior plans (School Counseling Office)/safety plans (Main Office), as well as, action plans for attendance issues
- ☐ Consult with School Counselors to determine need for individual and small group counseling
- ☐ Communicate with outside agencies as necessary
- ☐ Create clear, tiered behavioral responses for the classroom and preview expectations
- ☐ Allow for student voice/choice/agency where possible

Curriculum/Instructional

- ☐ Provide visual and auditory directions
- ☐ Provide a daily agenda to students
- ☐ Make available examples of finished products- Exemplars
- ☐ Identify essential questions students should be able to answer at the end of the lesson or unit
- ☐ Provide multimodal presentations of materials (manipulative, visuals, etc.)
- ☐ Use multiple intelligence/learning approaches by utilizing differentiated instruction for assignments
- ☐ Activate background/ prior knowledge so that content is relevant to students.

- ☐ Preview key vocabulary and new concepts
- ☐ Read directions/clarify
- ☐ Have student paraphrase directions and questions as needed
- ☐ Summarize key elements, use study guides when possible
- ☐ Review or re-teach concepts and information
- ☐ Model content area reading strategies/guided reading
- ☐ Provide students with regular opportunities to engage actively in instruction.
- ☐ Provide students with opportunities to problem solve individually or in small groups and to share their thinking out loud with others
- ☐ Provide challenging projects identifying student performance standards
- ☐ Develop integrated curriculum projects
- ☐ Incorporate "Wait time" into lessons
- ☐ Check for understanding frequently
- ☐ Assign / encourage peer mentors, peer tutors
- ☐ Use of graphic organizers and writing templates to focus attention on key elements, concepts or ideas
- ☐ Provide/utilize a variety of grouping strategies (flexible skills groups)
- ☐ Use "think alouds" and other meta-cognitive strategies
- ☐ Utilize transition cues
- ☐ Break assignments into smaller chunks

Environmental

- ☐ Preferential seating and/or flexible seating
- ☐ Proper lighting
- ☐ Use visual/auditory aids
- ☐ Provide visual step- by- step- learning model
- ☐ Enlarge font and/or reduce amount of written information on one page
- ☐ Hands on equipment/ materials available
- ☐ Minimize/remove distractions
- ☐ Learning stations

Executive Functioning Support

- ☐ Establish clear routines: do nows, learning objectives, agenda, homework posted
- ☐ Provide daily visual schedule and agenda
- ☐ Use time management tools (assignment sheet, calendar, timers)
- ☐ Implement a frequent progress monitoring system with students
- ☐ Increase parent communication, share common strategies between school and home
- ☐ Choose and use graphic organizers with students, provide note taking templates with instructions on use
- ☐ Implement organization systems (Binders, folders, planners, etc)
- ☐ Create long-term assignments timelines to break down information and deadlines
- ☐ Provide a copy of teacher notes, presentations
- ☐ Post homework and assignments online
- ☐ Utilize flexible grouping strategies

Self-Management and Organization

- ☐ Demonstrate and encourage use of student portal
- ☐ Provide a school wide student agenda/notebook system
- ☐ Model use of highlighting and color-coding to help retention (visual memory) and to accentuate patterns
- ☐ Use timers/time reminders to help students pace themselves if timing is an issue.
- ☐ Model organizational skills
- ☐ Provide a note-taking format/teach note-taking strategies
- ☐ Provide strategies for study skills and teach students to make study tools (i.e. flashcards)
- ☐ Provide study guides for test preparation and teach and practice test-taking strategies
- ☐ Provide checklists for multi-step task
- ☐ Contact parent/guardian for feedback

Structural

- ☐ Change course and/or change instructors
- ☐ Develop a flexible/modified schedule
- ☐ Examine time of day students are in core subjects

Technology

- ☐ Use of smart boards
- ☐ FM System (Amplification System)
- ☐ Graphic organizers (Inspiration software)
- ☐ Provide calculators/scientific calculators
- ☐ Provide laptop computers/ chromebooks
- ☐ Provide audiobooks and/or E-readers, or other text-to-speech devices/applications
- ☐ Utilize computer-assisted instruction
- ☐ Use of Screencastify, EasyBib, Talking Points, etc.

Vocational/Technical

- ☐ Break long-term assignments into multiple parts, with intermediate due dates
- ☐ Scaffold the learning using graphic organizers
- ☐ Utilize technology that supports student engagement, organization and learning style
- ☐ Provide handouts/tests that are dark copies, double or triple spaced, and easy to read (not too cluttered)
- ☐ Erase unnecessary writing on the board/ remove distractions
- ☐ Use color whenever possible to catch attention
- ☐ Incorporate stress-release activities
- ☐ Give extra time to organize material during class
- ☐ Establish visual cues between the teacher and student to help student with focus and attention
- ☐ Utilize transition cues
- ☐ Display key terms and diagrams throughout the space to provide visual cues and reminders
- ☐ Provide rubrics and frequent progress reports

ENGLISH LEARNERS

Initial Identification of English Learners

Greater Lowell Technical High School utilizes a two pronged approach to identifying potential ELs:

1. The online incoming ninth grade application and
2. The Home Language Survey with an accompanying parent/guardian letter.

The purpose of the Home Language Survey is not to confirm citizenship status or to predetermine EL status; rather, the Home Language Survey is utilized to determine the family's preferred language for communication purposes. For newly registered students, there are three options for the Home Language Survey:

1. Answering the questions embedded in our online application
 - a. Note: On the admissions website there are directions on how to change the website to the preferred language
2. The Home Language Survey which is mailed out the summer before the school year begins, and
3. Completing the Home Language Survey at the Family Resource Center with a trained member of the EL staff.

The Home Language Survey will be administered to all students during the registration process. If a language other than English is indicated on any question, students will be screened (WIDA Screener) or placed based off of the most recent year's ACCESS for ELLs Online score, where available.

Greater Lowell Technical High School has on-site interpreters available in the following languages: Arabic, French, Khmer, Portuguese, Spanish and Urdu. If parents and/or guardians require the Home Language Survey in another language, then a copy will be provided to them in their preferred language.

The Director of Language Acquisition and the EL staff are certified to administer the WIDA Screener if a student arrives from another country or if the student indicates that their home language is not English. Once it is determined that a student requires EL services, then a letter will be sent home to the parent or guardian informing them of the EL program options in their preferred language within the first thirty days of school.

If a student enrolls in the district after school begins from another country, the Director of Language Acquisition or designee will give the student the WIDA Screener in order to determine placement (if any) in the English Learner program. Parents or guardians will be notified of their child's placement in the program via the English Learner Program Notice.

Placement of Students

Entry into the EL courses is based on a student's ACCESS for ELLs Online score. The Director of Language Acquisition reviews all of the English learners' scores to ensure proper placement. Once the results from the ACCESS for ELLs Online test are received by the district, the Director of Language Acquisition reviews the scores to determine each student's EL course for the following school year. The ACCESS for ELLs Online scores for each course is as follows:

- **ELE Basic:** a score less than 2.9 in both the literacy subtest and the overall subtest
- **ELE Intermediate:** a score range from 3.0 to 3.4 in both the literacy subtest and the overall subtest
- **ELE Advanced:** a score range from 3.5 to 4.0 in both the literacy subtest and the overall subtest

If a student comes to the district without an ACCESS for ELLs Online score or is from another country, either the Director of Language Acquisition or their designee will give the student the WIDA Screener. If the student earns a score of 4.5 or higher on the overall composite level **AND** the literacy composite proficiency level, then the student does not qualify for EL services. If the student does not meet the cutoff score, then the Director of Language Acquisition will review the students' scores to determine placement in EL services using the above ACCESS for ELLs Online scores criteria as a reference point.

Additionally, the GLTHS co-teaching model continues to support our English learners (ELs) and multilingual learners' language needs. At present, all of the EL instructors participate in the co-teaching model; in conjunction with the other Cluster Chairs and Directors, the Director of Language Acquisition creates the co-teaching teams and provides coaching and curriculum support. For additional information in regards to scores and placement contact the Director of Language Acquisition.

SUGGESTED ACCOMMODATIONS FOR ENGLISH LEARNERS

The strategies listed below can be effective in meeting the needs of English Learners, including newcomers and Students with Limited or Interrupted Formal Education (SLIFE). Please note two important facts: 1. This is not a full list of interventions/strategies and 2. All previous accommodations/interventions outlined in the DCAP can and should be used in addition to the accommodations listed below for ELs. For more information please refer to MA DESE's [ESL Toolkit](#).

Language/Instructional Support

- ☐ Let students discuss in their first language to help clarify and process information
- ☐ Have teacher/staff member who does speak the student's primary language available at certain points for clarification purposes
- ☐ Team teaching
- ☐ Say things many ways and repeat them – teach to different learning styles
- ☐ Have students read, interpret, and put in their own words
- ☐ Demonstrate activities and use manipulatives
- ☐ Use content area materials leveled to the English Language proficiency of students
 - ☐ Maintain high expectations aligned to standards and tailor instruction to what students can do.
 - ☐ Ensure equitable grading and assessments
 - ☐ Include Project Based learning (PBL)
- ☐ Post directions and resources so students can refer back to them – artifacts
- ☐ Begin every lesson by identifying and previewing key content vocabulary and concepts
- ☐ Allow “wait time” for students to process information
- ☐ Have bilingual dictionaries available or allow for computer aided translation software
- ☐ Use visuals that reinforce spoken or written words
- ☐ Employ gestures and cue visual aids for added emphasis

- ❑ Adjust your speech: Speak slowly; enunciate; use longer natural pauses; repeat words or phrases; include shorter sentences, fewer pronouns, and simpler syntax
- ❑ Stress high-frequency vocabulary words
- ❑ Use fewer idioms and clarify the meaning of words or phrases in context
- ❑ Stress participatory learning
- ❑ Teach, model, and scaffold academic conversations
- ❑ Connect learning opportunities to prior learning, build background knowledge, and create meaningful opportunities that are authentic and connected to student's lives
- ❑ Create a school culture where all MLL students and their families are respected, valued and part of the school community
- ❑ Use graphic organizers, sentence frames, sentence stems and tiered vocabulary
- ❑ Use Think/Write/Pair/Share (TWPS) strategy, Turn and Talks, Adapted Writing with Colors

Assessments

- ❑ Divide assignments into manageable chunks
- ❑ Allow student to complete assignments both orally and/or written – when appropriate make assignments familiar and personal to students

Structural

- ❑ Reduce distractions by removing clutter or other stimuli
- ❑ Allow students to work in small groups, alone, or with more space
- ❑ Examine time of day students are in core subjects
- ❑ Provide flexible time for learning
- ❑ Examine length of time on task
- ❑ Provide appropriate breaks to students
- ❑ Include Progress Indicators for Students - Have students examine their work with teachers and conference on progress. Have students examine their work with peers to discuss progress

Students with Limited or Interrupted Formal Education (SLIFE)

- ❑ Use asset-based teaching and learning approaches that center on students and families funds of knowledge
- ❑ Use appropriate placement and interventions to accelerate learning
- ❑ Leverage highly structured instructional strategies
- ❑ Create stable structures and routines
- ❑ Collaborate and work in groups
- ❑ Multiple pathways and multimodality: offer multiple means of engagement, representation and action and expression
- ❑ Encourage summer enrichment opportunities
- ❑ Support post secondary planning via transitional support (career exploration, college readiness, financial aid, job placement, etc.)
- ❑ Use trauma informed practices
- ❑ Use the [MA DESE Guidance of SLIFE Strategies](#) document or the [MA DESE ESL Toolkit:ORG-SLIFE Best Practices](#) for additional information, support and strategies

STUDENT ASSISTANCE TEAM (SAT) DOCUMENTATIONS FORMS

DCAP Instructional Support Strategies Documentation Form

Please complete this form for any general education student who struggles to make progress when preparing for a SAT meeting. Select accommodations you have utilized with the student and the outcome of said accommodations. The lists below are a sample of what is outlined in the DCAP. Space is provided to accommodate other interventions/strategies you may have used. You can bring this form with you to the SAT meeting or submit this form in lieu of attendance.

STUDENT NAME	
GRADE/SHOP	
TEACHER	
DATE	
LEARNING OR BEHAVIOR CONCERN(S)	

<u>ASSESSMENT ACCOMMODATIONS</u>		
<ul style="list-style-type: none"> Provide rubrics when evaluating student performance Evaluate student understanding using multiple formats Provide word banks Allow projects/ oral presentations/ demonstrations to demonstrate mastery Allow extended time to complete assignments or tests Allow retake of tests and/or quizzes <u>Other:</u> 	☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful	☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful
<u>BEHAVIORAL ACCOMMODATIONS</u>		
<ul style="list-style-type: none"> Provide clear expectations/use consistent and familiar routines Develop a system of non-verbal cues for class attention. Provide positive reinforcement, praise, incentives, and rewards Allow breaks Provide structured choices Consult with necessary staff (school psychologist, adjustment counselor, special ed. staff, etc.) Consult with School Counselors to determine need for individual and small group counseling <u>Other:</u> 	☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful	☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful
<u>CURRICULUM/INSTRUCTION ACCOMMODATIONS</u>		
<ul style="list-style-type: none"> Provide visual and auditory directions with reference tools/Graphic organizer Provide clear expectations for student performance and meeting lesson objectives Make available examples of finished products- Exemplars Preview key vocabulary and new concepts 	☐ Successful ☐ Successful ☐ Successful	☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful

<ul style="list-style-type: none"> • Have student paraphrase directions and questions, as needed • Provide students with regular opportunities to engage actively in instruction. • Use a variety of grouping strategies (flexible skills groups) • Incorporate “Wait time” into lessons • Provide/utilize a variety of grouping strategies (flexible skills groups) • Utilize transition cues • Break assignments into smaller chunks • Limit items for quality over quantity • <u>Other:</u> 	☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful	☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful
<u>ENVIRONMENTAL ACCOMMODATIONS</u>		
<ul style="list-style-type: none"> • Preferential seating • Proper lighting • Experiment with use of space • Hands on equipment/ materials available • Minimize/remove distractions • Learning stations • <u>Other:</u> 	☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful	☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful
<u>EXECUTIVE FUNCTIONING SUPPORT PRACTICES</u>		
<ul style="list-style-type: none"> • Provide daily visual schedule and agenda • Use graphic organizers with students/Study sheets to organize materials • Check often for understanding and review • Create long-term assignment timelines to chunk up information and deadlines • Provide a copy of teacher notes, presentations and/or note-taking templates • Post homework and assignments online • <u>Other:</u> 	☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful	☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful
<u>LANGUAGE/INSTRUCTIONAL SUPPORT ACCOMMODATIONS</u>		
<ul style="list-style-type: none"> • Let students discuss in their first language to help clarify and process information • Demonstrate activities – Use manipulatives • Have bilingual dictionaries available • Use visuals that reinforce spoken or written words • Use fewer idioms and clarify the meaning of words or phrases in context • Use graphic organizers, sentence frames, sentence stems and tiered vocabulary • Other: 	☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful	☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful
<u>SELF MANAGEMENT AND ORGANIZATION</u>		
<ul style="list-style-type: none"> • Demonstrate and encourage use of student portal • Use timers/time reminders to help students pace themselves if timing is an issue. • Provide a note-taking format/teach note-taking strategies • Provide strategies for study skills, teach students to make study tools (flashcards) • Provide study guides for test preparation • Provide checklists for multi-step task • <u>Other:</u> 	☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful	☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful

<u>STUDENTS WITH LIMITED OR INTERRUPTED FORMAL EDUCATION (SLIFE) ACCOMMODATIONS</u>		
<ul style="list-style-type: none"> Collaborate and work in groups Offer multiple means of engagement, representation and action and expression Other: 	☐ Successful ☐ Successful ☐ Successful	☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful
<u>STRUCTURAL ACCOMMODATIONS</u>		
<ul style="list-style-type: none"> Change course Examine time of day students are in core subjects Other: 	☐ Successful ☐ Successful ☐ Successful	☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful
<u>TECHNOLOGY</u>		
<ul style="list-style-type: none"> Smart boards Calculators/ Scientific calculators Laptop computers/ Chromebooks E- readers/Provide audiobooks Other: 	☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful	☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful
<u>VOCATIONAL/TECHNICAL ACCOMMODATIONS</u>		
<ul style="list-style-type: none"> Scaffold the learning using graphic organizers Provide handouts/tests that are dark copies, double or triple spaced, and easy to read (not too cluttered) Incorporate stress-release activities Give extra time to organize material during class Establish visual cues between the teacher and student to help student with focus Utilize transition cues Provide rubrics and frequent progress reports Other: 	☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful ☐ Successful	☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful ☐ Unsuccessful
<u>ADDITIONAL COMMENTS/FEEDBACK:</u>		

Please bring this form to the SAT Meeting or forward to the student's School Counselor prior to the SAT Meeting.



Greater Lowell Technical High School
Student Assistance Team (SAT)

Student Assistance Team Meeting-Referral Form

To be completed by the School Counselor prior to the SAT Meeting

STUDENT NAME	
GRADE/SHOP	
COUNSELOR	
DATE	
REFERRED BY	

Please indicate the areas of concern that significantly affect the student's academic and/or social emotional progress.

- | | |
|---|---|
| ☐ Necessary Academic Skills | ☐ Attention |
| ☐ Attendance | ☐ Emotional status |
| ☐ Motivation and/or responsibility | ☐ Self-esteem |
| ☐ Self expression/verbalization | ☐ Anxiety |
| ☐ Memory | ☐ Consistency of effort |
| ☐ Completing school work | ☐ Impulsivity |
| ☐ Completing homework | ☐ Appropriate behavior and/or language |
| ☐ Organizational skills | ☐ Adherence to school and class/shop rules |
| ☐ Other: | ☐ Social Interpersonal skills |
| | ☐ Other: |

Please indicate areas of support, interventions, and/or accommodations that have been used prior to this point to address the concern. Attach additional sheets if necessary.

- | | | |
|---|---|--|
| ☐ Spoke to student privately | ☐ Read aloud assignments | ☐ Check-ins |
| ☐ Extra help outside of class | ☐ Visual materials and/or cues | ☐ Time and assignment reminders |
| ☐ Preferential seating | ☐ Provided organizational support | ☐ Positive reinforcement |
| ☐ Modified assignments/due dates | ☐ Provided opportunities for self advocacy | ☐ Provided breaks |
| ☐ Graphic Organizers | ☐ Activity based learning | ☐ Referred to Counselor |
| ☐ Differentiated instruction | ☐ Reduced sensory stressors | ☐ Referred to Administrator |
| ☐ Extra time in class | | ☐ Called parent/guardian |
| ☐ Extra time outside of class | | ☐ Other: |

Please list student's 3 greatest strengths:

1. _____ 2. _____ 3. _____



Greater Lowell Technical High School
Student Assistance Team (SAT)

Student Assistance Team Checklist

	Completed	Need
Recommendation for SAT Meeting Documentation		
SAT Referral Form		
DCAP Instructional Support Strategies Form-Teacher Feedback		
File review		
504 Plan (if applicable)		
SAT Meeting Preparation		
Date		
Parent Contact (Email/Letter/Phone)		
Attachments		
Student Transcript		
Student Schedule		
Attendance Records		
Discipline Records		
504 Plan (if applicable)		
Other:		



Greater Lowell Technical High School
Student Assistance Team (SAT)

Student Assistance Team Meeting

Attach additional sheets if necessary.

STUDENT NAME	
GRADE/SHOP	
COUNSELOR	
DATE	

Identified area of concern:

Teachers: _____

Parents: _____

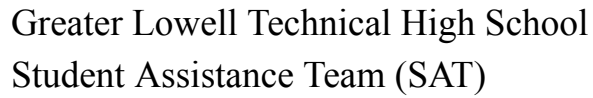
Students Strengths:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

Recommendations of SAT for next steps:

Accommodation plan modified

 Refer to Special Education Pre-Referral Process



SAT Meeting Outcome and Plan for RtI Accommodation for Academic and Technical Teachers

STUDENT NAME	
GRADE/SHOP	
COUNSELOR	
DATE	

Date of SAT Meeting: _____

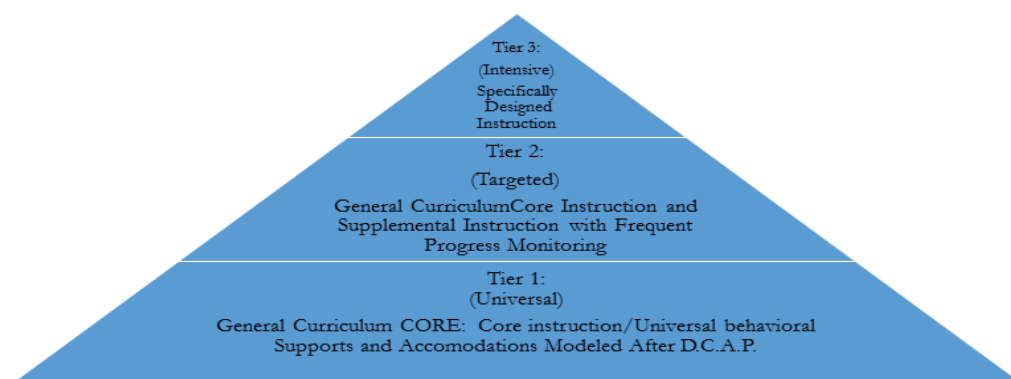
Date of Follow Up Meeting: _____

The following RtI Accommodations have been put in place by the SAT Meeting:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

The SAT will reconvene to review accommodations and determine if the student has seen success and is accessing the curriculum thereby making adequate progress. If you have any questions, feedback or concerns during the RtI process please contact the student's school counselor.

APPENDIX A: RESPONSE TO INTERVENTION TIERS: A GRAPHIC REPRESENTATION



BEHAVIORAL/SOCIAL EMOTIONAL	ACADEMIC/VOCATIONAL
Tier 3: <ul style="list-style-type: none"> • IEP Team Meetings: Performance & Progress/Manifestation Determination • Individual Counseling/Small Group Counseling/Social Skills Group/Grief/Anger Management/Anxiety • Behavior Plan • Functional Behavioral Assessment (FBA) • Contact with Linkage Agencies: Department of Mental Health (DMH), as well as Community Mental Health Agencies • Contact with Department of Children and Family Services (DCF) • Child Requiring Assistance (formerly known as CHINS) • Substance Abuse Education Program (2nd Offender) 	Tier 3: <ul style="list-style-type: none"> • Transitional Occupations Program • Transitional Planning/Worksite Aides • Study Skills Class • Speech Services: Individual and/or Group • Contracted Services: PT and OT • ELA, Biology, Mathematics, Co-taught Inclusion Classes (General Educator and Special Educator or EL Support) • IEP Team Meetings: Initial, Annual/ Reevaluation/ Performance and Progress • Contact with Linkage Agencies: MA Rehab. Department of Developmental Services (DDS) Department of Mental Health (DMH)
Tier 2: <ul style="list-style-type: none"> • School Adjustment Counselor Support via School Counseling Department • Community Counseling Services in School/ Outside Referrals for Counseling • School Resource Officer Consultation with Students, Parents and Staff • Pre-referral/Referral via Student Assistance Team • Re-entry Meetings (Post-Hospitalization, Suspension) • Action Plan/Attendance • 504 Team Meetings/Performance and Progress/Manifestation Determination • R.I.S.E Program • Safety Plans • Tiered Substance Abuse Education Program • Social Media Awareness-Counselors and SROs • Supportive Homerooms • Student Assistance Team • Crisis Team 	Tier 2: <ul style="list-style-type: none"> • Credit Recovery • Essential Concepts of English, Mathematics, ELA, Math and Science Tutors • Reader/Writer Workshop • Pre-Referral/Referral via Student Assistance Team • Summer Enrichment Program • Summer School • English Language Education (ELE) • Parent Meetings/Pre-referral • 504 Team Meetings/Performance and Progress/Annual Review • Academic Boot Camps/Technical Skills Boot Camps
Tier 1: <ul style="list-style-type: none"> • Core Values: Respect, Effort, Accountability, Commitment, Honesty (R.E.A.C.H.) • School Rules/School Resource Officers • Bullying Prevention Intervention Plan • Progressive Discipline/Parent Calls/Letters/Restorative Discipline Practices • School Counseling Services • Food Pantry/Catie's Closet • Strength and Difficulties Questionnaire • Attendance Policy: Parent Calls/Letters/Attendance Monitor • Child Requiring Assistance • Teen Health/Upper Health/Social & Emotional Curriculum • Screening, Brief Intervention, Referral to Treatment • Threat Assessment Team (TAT) 	Tier 1: <ul style="list-style-type: none"> • Standards-Based/Competency-Based Curriculum • Differentiated Instruction • Before and After School Teacher Assistance • Homework Assistance/Tutoring • Instructional/SEL Strategies • Parent/Student Portal • Parent Meetings/Contact via Calls and Emails • Curriculum Planning • Career Planning/MyCAP • SEI Endorsement and Strategies • Literacy Action Team • Project-Based Learning • DCAP

APPENDIX B: RtI TERMS: AN OVERVIEW

Accommodation: Change made to instruction and/or assessment that does not change the expectations for performance or change the construct that is being measured. Accommodations provide access to buildings, curriculum and assessments.

Assistive Technology: Assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device.

AYP - Adequate Yearly Progress: A statewide accountability system mandated by the No Child Left Behind Act of 2001, which requires each state to ensure that all schools and districts make Adequate Yearly Progress as defined by states and approved by the US Department of Education.

Curriculum Based Assessment (CBA): Measurement that uses direct observation and recording of a student's performance in the local curriculum as a basis for gathering information to make instructional decisions.

Curriculum Based Measurement (CBM): Tools for measuring student competency and progress in the basic skill areas of reading fluency, spelling, mathematics, and written language.

Data Points: Points on a graph that represent student achievement or behavior relative to a specific assessment at a specific time.

Data-Based/Data Driven Decision Making: A process of collecting, analyzing, and summarizing information to answer a question and to guide development, implementation, and evaluation of an action. Data-based decision making is continuous and regular.

Differentiated Instruction: Process of designing lesson plans that meet the needs of the range of learners; which includes planning learning objectives, grouping practices, teaching methods, varied assignments and varied materials based on student skill levels, interest levels, and learning preferences.

Equitable instruction: Also known as equitable teaching, is a classroom method that ensures all students have the resources and opportunities they need to succeed academically and socially. It's different from equality, which is providing the same resources to all students, regardless of their needs. Equitable instruction requires instructors to recognize and address structural barriers that may prevent students from reaching their full potential.

Evidence Based Practice: Educational practices/instructional strategies supported by relevant scientific research studies.

Explicit Instruction: Systematic instructional approach that includes a set of delivery and design procedures derived from effective schools' research merged with behavior analysis; essential components of well-designed explicit instruction include:

- Visible delivery features of group instruction with a high level of teacher and student interactions
- The less observable, instructional design principles and assumptions that make up the content and strategies to be taught.

Former English Learner (FEL): Previously English Language Learners (ELLs) but have since met the district's criteria to exit ELL services. FLEP students are no longer required to receive formal ESL instruction, but they still need to be monitored.

Formative Assessment/Evaluation: Classroom/curriculum measures of students' progress; monitors progress made toward achieving learning outcomes; informs instructional decision making.

Functional Assessment:

- Academic: Process to identify the skill gap, determine strategies that have and have not been effective, and develop interventions to teach the necessary skill(s).
- Behaviors: Process to identify the problem, determine the function or purpose of the behavior, and develop interventions to teach acceptable alternatives to the behavior.

IDEA- Individuals with Disabilities Education Act: a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

Intensive Interventions: Academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with the narrowest tier of the RtI tiered model; also referred to as tertiary interventions.

Learning Disability/Specific Learning Disability (SLD): The child does not achieve adequately for the child's age or meet the state approved grade level standards in one or more of the following areas when provided with learning experiences and instruction appropriate for the child's age or state approved grade level standards (IDEA 2004):

- Oral Expression, Listening Comprehension , Written Expression, Basic Reading Skill, Reading Frequency Skills, Reading Comprehension, Mathematics Calculation, Mathematics Problem Solving

Learning Rate: Average progress over a period of time. I.e.: one year's growth in one year's time.

Metacognitive Strategies: Techniques that help people become more aware of their thinking processes while learning. They can help students develop a sense of agency in their learning, and improve their ability to self-regulate and manage their motivation. Metacognitive strategies can be divided into three stages: planning, monitoring, and reviewing.

Modifications: A change to curriculum, setting, approaches, interventions and/or personnel that is significantly different to same grade/same age peers. Provided by or overseen by an individual with a specific license.

Multilingual Learners (MLs): Referring to students who are, or have been, consistently exposed to more than one language. This inclusive term includes a variety of student groups who use other languages in addition to

English, including English learners (EL), former English learners (FEL), students whose first language is not English, heritage language learners, world language learners, students in dual language programs, etc. This shift in terminology takes an asset-based approach to 1) acknowledge that students' first languages and cultures are a strength; and 2) emphasize the importance of literacy and proficiency in multiple languages.

Multimodal: Characterized by different ways of presenting, accessing, and learning information. An example of multimodal texts includes comics/graphic novels, picture books, newspapers, brochures, print advertisements, posters, storyboards, digital slide presentations, e-posters, e-books, and social media.

Multi Tiered System of Supports (MTSS): According the Every Student Succeeds Act (ESSA, 2015), a multi-tiered system of support is “a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students’ needs, with regular observation to facilitate data-based instructional decision making.”

Primary Levels of Intervention: Interventions that are preventative and proactive; implementation is school-wide or by the whole classroom. These interventions are often connected to the broadest tier of a tiered intervention model.

Progress Monitoring: A scientifically based practice used to assess students’ academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students to monitor implementation of specific interventions or with a whole class.

Remediation: Instruction intended to remedy the situation; to teach a student something (s)he should have previously learned or be able to demonstrate; assumes appropriate strategies matched to a student learning have been used previously.

Response to Intervention (RtI): Practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make changes in instruction or goals, and applying child response data to important educational decisions.

Scaffolding: An instructional practice where a teacher gradually removes guidance and support as students learn and become more competent. Support can be for content, processes, and learning strategies. This requires careful planning, initial assessment of students’ prior knowledge and monitoring of growth to determine which supports are needed and which can be removed. As a student grows, they begin more difficult challenges that require new supports that will eventually fade. The goals of scaffolding are to increase student proficiency and develop their skills as self-regulated learners. This is achieved by providing an appropriate amount of instructional support based on student needs and context complexity. As students grow as learners, scaffolding can be changed, reduced or removed over time.

Scientific Research Based Instruction: Curriculum and educational interventions that have been proven to be effective for most students based on scientific study.

Section 504: Part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met.

Strategic Interventions Specific to Need: Intervention chosen in relation to student data and from among those that have been documented through education research to be effective with like students under like circumstances.

Systematic Data Collection: Planning a time frame for and following through with appropriate assessments to set baselines and monitor student progress.

Transition Cues: Cues used to support children with their typical routine but also to support them through changes in routines or disruptions in activities. Transition cues can be presented verbally, auditorily, or visually.

APPENDIX C: PARENT INFORMATION HANDOUT

RESPONSE TO INTERVENTION AND STUDENT SUPPORT TEAMS

What is Response to Intervention (RtI)?

The RtI process is a multi-tiered approach to providing services and interventions to students who struggle with learning and behavior at increasing levels of intensity. It is a proactive, data driven process. The progress students make at each stage of intervention is closely monitored. Results of this monitoring are used to make decisions about the need for further research based instruction and/or intervention in general education, special education, or both. RtI uses a tiered approach which includes general education instruction (Tier 1), supplemental small group/individual instruction (Tier 2), and, if necessary, more intense instruction with more frequent monitoring (Tier 3).

What is the Student Assistance Team (SAT)?

The Student Assistance Team is comprised of a group of professionals who brainstorm strategies as part of a problem solving process. The GLTHS SAT has adopted the Response to Intervention (RtI) approach to educational problem solving. Your student's teacher may seek support from the SAT team if your student is below grade level expectations based on curriculum assessments or behavior observations.

SAT's consider the individual strengths, abilities, and needs of each student. SAT's focus on prevention and early intervention by providing teachers with suggestions for addressing learning, behavioral, and social-emotional challenges. The SAT recommends instructional strategies, develops an intervention plan, and carefully monitors results. The steps of this process include:

- Identify the problem
- Devise an assessment plan
- Develop measurable goals and objectives
- Design an intervention plan
- Monitor progress
- Make decisions based on data and make necessary adjustments in instruction

If it is determined that a student is not making effective progress in the classroom, the teacher will first make appropriate accommodations to the classroom and vocational instruction/technical area using the DCAP as a resource. If the student responds well to the accommodations and begins to make effective progress, the teacher will continue with the regular education program. If the student does not begin to make effective progress, the teacher will initiate the Student Assistance Team (SAT) process utilizing the process outlined.

The SAT may make a recommendation for a 504 initial referral or a special education evaluation if a student has not responded adequately to interventions during the SAT process.

APPENDIX D: ADDITIONAL SAT FORMS



Greater Lowell Technical High School
Student Assistance Team (SAT)

Date:

RE:

Dear Parent/Guardian:

Your Student's success is important to us. Our goal is to ensure effective learning so that your student will have a positive learning experience.

In supporting this goal, Greater Lowell Technical High School (GLTHS) offers a multi-step approach to providing services and interventions to students who struggle with learning and behavior at increasing levels of intensity. This approach is called Response to Intervention (RtI) and involves a team of individuals who provide consultation, support, and intervention in the general education setting in collaboration with families. This team is called the Student Assistance Team (SAT).

At your request the meeting is scheduled for: _____ at _____. If you have questions or would like to reschedule for a different date and time please contact: School Counselor at _____@gltech or 978-441-_____.

We look forward to meeting with you.

Sincerely,

School Counselor

We Strive To R.E.A.C.H.
Respect - Effort - Accountability - Commitment - Honesty



Greater Lowell Technical High School
Student Assistance Team (SAT)

SAT Attendance Sheet

STUDENT NAME	
GRADE/SHOP	
COUNSELOR	
DATE	

<u>Name</u>	<u>Role/Position/Title</u>

APPENDIX E: STUDY SKILLS RESOURCE FOR THE GENERAL EDUCATION SETTING

Academic success in high school comes from hard work and good study habits. To help ensure students are successful the following tips and strategies have been compiled to be used as a resource. While this list is not exhaustive, GLTHS hopes it serves as a starting point to not only continued, but enhanced academic success.

Stay Motivated

Have a positive attitude and surround yourself with positive people - Choose people who support and encourage you. These are the people who will help you achieve your goals and dreams.

Set goals - Goals give you direction. They help you decide where you want to go and what you need to do. Create a list of both short term goals (i.e.: get an A on Monday's test), and long term goals (apply to a 4-year college/technical college) on your Naviance account. Track your progress in Naviance and get those goals completed!

Focus on your strengths -Your strengths are where your future lies! Identify your talents and strengths and look for ways to nurture and develop them. Not sure what your strengths may be? Log onto your Naviance account and take the Strengths Explorer Assessment!

Time Management

We all have the same amount of time: 24 hours a day/168 hours a week. How we use our time is time management. When you use your time wisely, you have time for the things you need to do, and you still have time for the things you want to do. The following are suggestions for effective time management:

Organization - Being organized is a tremendous time saver and the key to effective time management. When you are organized, you know what you have to do, and you have the information and materials you need. To help you stay organized here are some tips and strategies:

- Use a monthly calendar - Post a monthly calendar in a visible, prominent place in your home on which your student(s) can add due dates, deadlines, tests and quiz dates, etc. Referring to and adding to a calendar is a habit that needs to be developed. Encourage your student to look at it every day and check it against their school agenda book.
- Use an agenda book - Students should have an agenda book where they can record homework and assignments daily. Teachers expect their students to write their homework down every day. There is usually a classroom routine that is followed to get the students to write down their assignments.
- Set a daily homework time and a homework place - Set a time that is realistic and accounts for after school activities/responsibilities at a place where supplies are available and distractions are minimal.
- Make To Do Lists - Each day make a list of all the things you need to do. Rate each item as an A - must do today, B - should do today, C- want to do today, but it can wait. Take all the A's and rank them in order of importance. Do the same with the B's and C's. Rewrite your list with the A's at the top (in order of importance), followed by the B's and C's. Cross off things as they get done. At the end of each day, take the tasks that didn't get done and put them on the next day's list.

Study Strategies

Teachers will sometimes give students a specific task to prepare for a test, i.e. a study guide to complete and review. However, if no specific task is assigned, students often rely on “going over” their notes. This method of studying has not been found to be an effective means of studying. For effective study to occur it is helpful for the student to “create” a product. Listed in this section are product oriented strategies that may work for different students and for different types of tests and quizzes.

Flashcards - use index cards or cut paper into cards. On one side of each card write the word/question and on the other write the definition/answer on the reverse. Flip through the cards saying each word/question and definition/answer to yourself. Check for your own understanding until you know all answers without having to look at the card. If you would prefer an electronic version of flash cards check out the free Quizlet app where you can create flashcards and mini quizzes to help you study.

“Splat Mat” Strategy - This strategy works well when preparing for a unit test in a content area or basically anything that can be divided into distinct topics. This is also best started a few days before the test when you are dealing with a whole chapter or unit. It may work well the night before a quiz covering a small amount of material.

Step 1: Divide a blank piece of notebook paper into four sections. Using either your textbook or class notes, create four main topics which represent the material on which you will be tested. For example: if you are preparing for a reading test on a story you could label the four sections: characters, setting, events of the plot, literary terms/important vocabulary.

Step 2: Using notes and the textbook, write in each of the four sections specific information that falls under each of the four headings you have assigned to each of the four sections of the paper. Do this in “bullet” format using keywords and phrases.

Step 3: Once this is complete you should read it over several times. Try explaining the material to another person using this sheet as a study guide. Talking it through out loud always helps.

Step 4: Divide another piece of blank paper into four sections and write your four headings in each section. Can you fill in all the details from memory? If you can, you know your stuff!

Chunking information - Using index cards or pieces of paper cut to card size write “chunks” of information you need to know. If the test you are preparing for is on a chapter in a textbook, you may be able to summarize a section on its own card. The sections in most of the textbooks are defined by its headings. You can write the heading on one side of the card and the important details from the section on the other side of the card. Write the details as bulleted notes, if possible, for easier studying and retention. Color can help memory so use a highlighter to highlight key words in both the heading and bulleted notes. It is recommended you create these “chunked” cards as you work through the chapter so that when test day arrives you have a ready set of flashcards made for studying. This, in effect, creates a “chunked” study guide.

Studying for a Math Test: Using Your Textbook - When you find out what sections in the chapter your test/quiz will cover, do some of the problems for each section. Be sure to do the odd numbered problems because the answers to the odds are usually in the back of the book. It is good to check that your answer is correct after doing each problem. If you get some problems wrong, find the explanations and examples in the book for that type of problem. You may need a reminder of how to work through the problem. The best way to prepare for a math test is to practice the skill!

Mnemonics- To remember a list you can use mnemonics. Simply take the first letter of each word on your list, in order if order is important, and create a sentence where each word of your sentence starts with the first letter of the words on your list.

Example: You need to remember the thirteen original colonies in a way that makes it easy to place them on a map. You make up a sentence with the first letter of each of the colonies: New Hats Mean Ribbons Include Cute New Jewels, Don't Miss New Year's Party, Visitors Never Call So Consider Gathering.

Memorizing these sentences allows me to remember that New Hampshire, Massachusetts, Rhode Island, Connecticut, New Jersey, Delaware, Maryland, New York, Pennsylvania, Virginia, North Carolina, South Carolina and Georgia are the thirteen colonies and the order they are listed in allows for easy placement on the map. The key is to be able to easily remember the sentence to trigger the information...sometimes the sillier the better! It just has to be something you remember.

Taking Notes

Taking good notes is an essential task for effective studying. Having good classroom notes will help you do better on tests and the practice of taking notes in class will help you pay attention and get the most out of your classes. Studies have shown that about 50% of what a person hears is forgotten in 20 minutes so listening is not enough. Write down information you need.

Note Taking Systems

➤ Three Ring Binders/Notebooks

Have a 3-ring notebook for each subject or one larger multi-subject notebook with tabs for multiple subjects. Three ring notebooks can make it easier to insert pages. If you miss a class, you can get a copy of the notes and simply insert the page where it belongs. You can also hole punch handouts and organize them into your notebook

➤ Format your Notes

- Start a new page for each class and day. At the top of the page write the name of the class, date, page number and the topic of your notes.
- Use only one side of the paper and skip lines between ideas/subjects. This will give you space if you want to add something later.
- Leave a wide margin on the left side of each page for keywords (topics, people, places, events, etc.)
- Don't write in complete sentences and don't worry about punctuation, grammar or spelling.
- Use symbols/abbreviations to help you take notes faster.

Listening Skills

➤ Be an Active Listener

Imagine this scene: You are listening to the radio and the DJ announces that he's going to play a new song by your favorite artist. You stop what you are doing and listen carefully. You want to hear every word so that you can understand the meaning of the lyrics.

In this scene, you went from passive to active listening. When you are actively listening in class you aren't just hearing the words that are spoken, you are thinking about and trying to understand the information that is being presented. You must be an active listener to take good notes.

➤ Recognize important information

You can't write down everything that's being said. To take good notes you must be able to identify the information that's most important.

■ Listen for Verbal Clues

✓ Louder and slower speech, information that's repeated, phrases such as "the main point".

■ Write down anything that's written on the board or overhead.

At the end of class take quick stock of your notes from that day while the information is still fresh in your mind. Take this time to ask your teacher a clarifying question, rewrite anything that is confusing, fill in blanks or highlight the most important information.

Textbook Reading

To do well in your classes you must be able to understand and remember the information you read in the textbook. To help comprehend and retain more of what you read, go through the following three steps:

1. Survey - Before you dive in, take a moment and do a quick overview of what you will be reading by reading titles, headings, and everything in bold/italic print. Make sure to view pictures, graphs and charts. Read the intro, summary and look over the review questions.
2. Read - Read the assigned chapters focusing on key information. Turn each heading into a question and read the accompanying section with the intent of answering that question.
3. Review - After you have finished reading, take a few minutes to review by surveying the chapter again and check for understanding. At this time, you should be able to answer the chapter review questions.

General Tips for Textbook Reading

- Have a quiet place to read, good lighting, and a sturdy comfortable chair.
- Determine where and when is the best place and time for you to concentrate on your reading.
- Read introductions and summaries carefully. They contain the most important information.
- If you are reading material that is particularly difficult or important, read it out loud, or take notes as you read.

Preparing for an Extra Help Session with a Teacher

Check with your teacher to determine their after school day. Arrive at the after school session prepared with at least one of the following:

- Specific questions you wrote down you would like to ask.
- A test or quiz that you took or homework assignment with which you had trouble

Being prepared allows both you and the teacher to use the time efficiently and productively.