



Carlisle Public Schools

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DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP) 25-26 School Year

Massachusetts General Laws, Chapter 71, Section 38Q 1/2I, require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to guide principals and teachers to ensure that all efforts have been made to meet student needs in general education classrooms. The DCAP will support teachers in accommodating the wide range of student learning styles and needs that exist in schools today.

This District Curriculum Accommodation Plan details programs, supports, and strategies available and implemented for the school in Carlisle. It encompasses efforts as follows:

- Analysis of diverse learning styles within the regular classroom
- Accommodations to meet needs of the diverse learning styles within a regular education classroom through differentiated instruction
- Provision of appropriate services and support within the general education classroom
- Services to address the needs of children whose behavior may interfere with learning

DIFFERENTIATED INSTRUCTION

The Carlisle Public Schools are committed to providing differentiated instruction to meet the needs of all students. Principals work with teachers to design and select curricula that reaches all children. They are also available for consultation in cases where a particular child has an unusual need.

Carlisle has adopted a curricular program that provides embedded differentiation for children who have a wide range of strengths and needs, involving resources, materials, processes, and/or products. Carlisle's teachers have also participated in significant professional development in curricular differentiation. Our programs employ a range of approaches to target various learning styles (e.g., simulations, manipulatives, technology, and visuals).

In addition to the required state MCAS testing done in grades 3-8, students are assessed in grades K - 8 in literacy and mathematics using formative as well as curriculum-based instruments. Teachers use DIBELS, Heggerty, STAR Renaissance, ALEK, Beginning and End of the Year math assessments, and writing prompts. This information is invaluable in helping teachers identify student strengths and weaknesses and plan curriculum that meets student needs as well as to group students for small group instruction.

CHILD STUDY TEAMS (CST) & STUDENT SUPPORT TEAMS (SST)

The Child Study Team (CST) is a regular education initiative designed to allow teachers to receive support from professional peers when they have questions about a student's progress for elementary students. The Student Support Team (SST) at Carlisle Middle School functions as a CST for our adolescent learners and involves the same processes and procedures as the CST, as outlined below. Members of the CST/SST may include the principal, director of student services, general education teacher(s), reading specialist, tier II tutors, guidance counselors/psychologists, special educators, and other building personnel such as occupational or physical therapists, speech & language pathologists, BCBA, ELL instructor or other consults as needed.

CST/SST members listen to a teacher's concerns about a specific student. Instructional strategies are offered through a brainstorming format and then considered by the classroom teacher for implementation. Because of the members' varied expertise, instructional strategies often reflect alternative methods of instruction not yet explored by the classroom teacher. In-house consultation services are also an option to consider.

Within approximately 6 to 8 weeks, the CST/SST members reconvene to assess the student's progress. The classroom teacher or school psychologist keeps careful documentation of progress. The members determine if:

- The strategies are effective and the student has made adequate progress or has been provided with more challenging expectations to the level the student is capable of, and the CST/SST process is no longer needed.
- The strategies are effective and there is evidence of some progress and more time to assess is warranted. If so, the CST/SST process should continue, meeting again in six-eight weeks to carefully monitor progress.

- If strategies have not been effective and adequate progress is not evident, the CST/SST should re-evaluate and try alternative strategies. Other, more formal supports may be employed, such as behavioral and ICAP plans. If the members have evidence there may be a disability impeding the student's progress, the student is referred for a special education evaluation that may result in the development of an IEP or 504 Plan if a disability is identified.

TITLE I

Carlisle Title I funds are provided by the federal government to supplement educational services to at-risk students. In Carlisle, Title I funds are targeted to provide direct student services and staff development in reading and mathematics. Supplementary services are provided by the Tier II personnel in collaboration with other teachers and are designed to enable students to better succeed.

Students are identified in grades K-8 using formal assessments as well as classroom teacher input on classroom performance by grade level. Following assessments, the Tier II personnel analyzes and compares results and determines rankings for services, then discusses with grade-level teachers and teams which children will receive services. Title I services are supplementary, that is, above and beyond the typical instruction a child gets as a member of a class. The intervention model employed is a pull-out model for children to receive intervention services. Children will have interventions three to five times per week. At the end of six to eight weeks, meetings with classroom teachers and assessments are used to determine if a child needs to continue with intervention.

LITERACY & MATHEMATICS SUPPORT

Our Literacy Specialist has had specific training in reading and writing development and methods of reading instruction. This focused training allows the specialist to enhance classroom literacy programs through consultation with other staff members, provision of assessments and instruction, guidance in the selection of high-quality literature and other instructional materials, and modeling instructional reading and writing methodologies as well as giving direct instruction as part of our Tier II interventions. We also have Tier II Tutors who have been trained in small group instruction for reading and math and meet with children who have been identified as needing intervention.

DIRECT AND SYSTEMATIC PHONOLOGY INSTRUCTION

Some specialists have received training in reading programs that provide systematic, sequential, explicit phonology instruction. These programs include but are not limited to, Orton-Gillingham, Wilson, and Heggerty. Most students for whom intense direct instruction is provided have been identified as being at risk for reading success and in need of Tier 3 intervention.

Specialists, who have received ongoing training in these specialized, research-based reading and literacy programs, often incorporate the elements of these programs into classroom literacy

instruction. Special education inclusion models provide opportunities for both regular and special education students to receive direct and systematic instruction within the classroom setting, in small groups, and/or individually.

ENGLISH LANGUAGE LEARNERS (ELL)

When a student with limited English proficiency enrolls in the Carlisle Public Schools, an established assessment process using the WIDA screener determines if the student meets the criteria to receive ELL services. ELL services are available to all K-8 students who meet the established criteria. Students participate in the general curriculum with instruction designed to meet their language needs. All students participate fully with their English-speaking peers and are provided support as needed in both academic and non-core academic classes as needed. The district supports all educational and enrichment services afforded non-EL's such as special education services, Section 504 accommodations, Title 1 services, and field trips or community education opportunities. Supports are provided within the classroom or by using a "pull out" mode tailored to meet the unique needs of each student. ELL teachers are involved in consultation, planning, supporting accommodations, and monitoring student progress. All ELL students take the WIDA Access Evaluation each year to help monitor progress. Students who pass the WIDA Access Evaluation are monitored for effective progress at least annually for the next four years.

MENTORING PROGRAM

The Carlisle Public Schools has a long-standing and effective mentoring program for teachers in their first three years of employment in the Carlisle Public Schools. Beginning teachers are provided a mentor with whom they meet regularly, engage in peer observations, review professional development plans, and attend professional development sessions together monthly. In addition, a mentoring support group aids teachers in their second and third years of service.

Expected learning outcomes for the beginning teacher include:

- the development of a thorough understanding of school policies and procedures
- use of a range of student assessment tools
- knowledge and understanding of Carlisle's benchmarks, as well as the Massachusetts Curriculum Frameworks Standards
- implementation of curriculum and instruction that aligns with standards
- use of appropriate classroom management strategies focusing on the development of any identified areas for improvement

Expected learning outcomes for the mentor include:

- demonstration of understanding of the role in providing instructional, professional, and personal support to beginning teachers/therapists
- provision of support to assist the beginning teachers/therapists in addressing developmental areas
- use of strategies, such as peer coaching and reflective practice

SOCIAL COMPETENCY, STUDENT LEADERSHIP AND ANTI-BULLYING PROGRAMS

Carlisle Public Schools provide teacher training in social competency programs. These programs provide models for helping young children develop social competency, leadership and anti-bullying skills in a thoughtful and systematic manner. The district uses the Panorama social-emotional learning model to assist with data collection regarding all students' emotional and social well-being. The program also provides intervention activities designed to build students' life skills. The Panorama Social Emotional Screener and Program is a whole district, K through grade eight. Carlisle also provides social-emotional programs that our entire student population at various grade levels participate in. Components from Responsive Classroom, Owleus, and We Thinkers are used across grade levels. In grades 2 and 3 we use Zones of Regulation to teach children how their body feels with different emotions and strategies for self regulation. Our elementary school psychologist co-teaches with classroom teachers the five key components of the Zones of Regulation, and then the classroom teacher continues to intertwine these components throughout the school year. School psychologists also provide opportunities for friendship groups for students needing extra support in developing social skills.

BEHAVIORAL SUPPORT SERVICES

The school psychologists, BCBA, director of student support services, and principals are available to school faculty to consult or provide direct service as needed for students who are experiencing behavioral difficulties. School-based personnel are trained in behavioral intervention strategies. Through staff development, training in nonviolent crisis intervention strategies (Safety Care) is provided multiple times each year for targeted staff, and there are opportunities for refresher courses for those previously trained. Training opportunities are available for teachers and paraprofessionals to learn a variety of behavior management strategies to use in the classroom.

MCAS SUPPORT

Any Carlisle Public School students who have identified disabilities, as stated by an Individualized Educational Plan (IEP) or through a 504 plan, will receive MCAS testing accommodations that ensure access to the learning assessment. The MCAS is designed to measure a student's knowledge of key concepts and skills outlined in the Massachusetts Curriculum Frameworks. Any student diagnosed with significant disabilities resulting in being unable to access the MCAS tests even with accommodations will participate in the MCAS Alternate Assessment (MCAS-Alt). MCAS-Alt consists of a portfolio of specific materials collected annually by the teacher and student. Staff will collect evidence for the portfolio that will include work samples, instructional data, videotapes, and other supporting information as required by the state.

HOSPITALIZATION/HOME-BASED SUPPORT

Should any Carlisle student require hospitalization or home support as documented by a physician for medical reasons, the student will receive academic support to ensure continued educational access within 10 school days of any absence. Support may include providing academic assignments, reading materials, online learning, and tutoring opportunities. If the student has an Individualized Education Plan (IEP), then the student will also receive services by providers as outlined within the student's IEP.

DCAP SUMMARY

The Carlisle Public Schools is committed to providing instructional practices that are responsive to all student needs and ensure that instructional support is available for students and teachers. The DCAP offered in the Carlisle Public Schools includes remedial and advanced instruction for students, consultative services for teachers, literacy and math support at the elementary and middle school level, services for multilingual students, and other services recommended and consistent with effective educational practices.

Teachers continuously monitor student progress, looking for opportunities to make accommodations to facilitate learning and foster understanding. The district is committed to early intervention and to addressing learning issues in a timely manner based on a team approach. The district's goal is to meet the needs of every child, whether a struggling learner or one who is exceeding grade-level expectations. "Fulfillment of potential" is a key focus of the Carlisle Public Schools.

The DCAP describes both formal and informal routes. In some instances, communication between parents and teachers will be effective in identifying issues and agreeing upon strategies to be implemented. In other situations, teams of educators will be involved in the process, and a more formal written plan may result. Again, parent involvement is an important part of the process. For any concerns that cannot be resolved by these routes, or when there is a lack of progress, a recommendation may be made for formal evaluation to determine if a disability exists or additionally challenging curricula is needed.

The DCAP includes annotated lists of school-based personnel who are available to assist and support classroom teachers in analyzing and accommodating students' individual needs. It also includes a list of sample strategies and other actions from which teachers and collaborating staff may select appropriate accommodations for individual students. The list includes suggestions for accommodating concerns about academic progress, as well as strategies and interventions intended to resolve social and behavioral issues or provide enrichment.

We include a flow chart describing the process for moving from the identification of concern through communications with parents, staff collaboration, articulation of strategies for accommodation or intervention, and periodic review and evaluation of student progress.

Carlisle's district curriculum accommodations outlined in this document are reviewed on an ongoing basis. In the spirit of seamless service and ongoing professional development, support services continue to evolve, guided by the students' needs.

Using the District Curriculum Accommodation Plan

When a pattern of student performance emerges that suggests a student is struggling with academics, socialization, or behavior, teachers should refer to the District Curriculum Accommodation Plan for suggestions to immediately support the student within the classroom environment. A variety of materials and resources are available to accommodate student needs. Teachers are directed to the DCAP Instructional Support Intervention Process flow chart that follows as a first step in the intervention process.

Instructional support must be viewed as a viable intervention strategy, one that is expected to occur for any student encountering learning difficulties. Critical to the process of offering effective instructional support is the gathering of information about the learning environment and the individual student. 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.

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.

Adaptations to teaching and learning styles and classroom climates are designed and implemented before assuming that a student's lack of progress can only be ameliorated by special education. If a disability is clearly evident or strongly suspected and known to be causing learning problems, then a referral for special education should be made promptly. In many cases, however, learning problems are not caused by a disability, and schools are encouraged to have strong instructional support practices.

If the initial interventions do not successfully address the problem, additional interventions may be implemented for a period of time (not to exceed 6-8 weeks without assessment of their effectiveness). One option for intervention is to request the presentation of the student's difficulties to the Child Study Team (CST) or Student Support Team (SST). The initial interventions and any subsequent additional interventions that have occurred within the classroom are then documented as part of the process.

Appropriate instructional support intervention strategies should be tried, documented, and analyzed. When instructional support activities are implemented properly but are not sufficient to enable the student to progress effectively in general education, there is greater information available to indicate if a referral for a special education evaluation is appropriate. When a referral has already been made, information on instructional support 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.

Students may be referred for a special education evaluation at any part of the district curriculum accommodation plan process. If a student is found eligible for special education services, their Individualized Education Program (IEP) will document all goals and necessary accommodations and modifications for progress in the identified area(s) of disability. If a student is found not eligible for special education services following an initial evaluation or a re-evaluation, a letter documenting that decision will be filed in their student folder and an N2 form (Notice of School District Refusal to Act) will be sent home to the family alongside any recommendations. A list of students found not eligible for special education in any given school year will be maintained, and that information will be shared with teachers as the student is promoted to the next grade. Teachers will also receive any recommended accommodations for the incoming student.

Please refer below to:

- Instructional Support Intervention Process Flowchart
- Table 1 Personnel Resources Providing Specific Consulting/Support/Intervention
- Table 2 Elementary and Middle School Accommodations
- Table 3 Accommodation, Modifications, and Intervention Strategies
- Table 4 CST referral form: "Questions That May Help Guide the Assessment of Student Instructional Needs"

FLOWCHART

(Adapted from "Is Special Education the Right Service? A Technical Assistance Guide", MA DOE, March 2001)

**Carlisle Public Schools
District Curriculum Accommodation Plan (DCAP)
Instructional Support Intervention Process Flowchart**

Student Experiences School Difficulties*

Gather Available Information (see TABLE 1 for guiding questions)

<ul style="list-style-type: none"> ● Consult with student, parent(s), and other professionals ● Review student's work habits ● Review portfolio of student's work ● Review student's educational history; check file for information about any previous evaluations 	<ul style="list-style-type: none"> ● Conduct observation of student in multiple environments ● Assess student's performance in curriculum areas ● Identify student's learning profile ● Consider cultural and linguistic background of the student
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**Identify Student Strengths and Needs
CST/SST Process Forms**

**Identify, Implement and Document Strategies
CST/SST Process Forms**

*Use instructional support services, consultative services, enrichment, and academic support programs (see Table 1)
 *Make accommodations to the curriculum (see Table 2)
 *Make accommodations in teaching strategies, teaching environments, or materials (see Table 3)
 *Utilize questions to guide assessment of student instructional needs (see Table 4)

**After 6-8 Weeks (or earlier if appropriate)
Evaluate Strategies and Student Progress**

Difficulty Resolved or Improving	Difficulty Persists	Difficulty Persists and a Disability is Suspected
Continue or increase level of intervention/support in order to sustain improvement	Consider additional alternative strategies, programs, services, or interventions outside of school (revisit Table 4)	Referral for Special Education Evaluation. If student is found "not eligible" return here to reassess and intervene

TABLE 1

Personnel Resources Providing Specific Consulting/Support/Intervention in the General Education Setting in Grades Pre-K-8
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- **School Psychologists**
Liaison between home and school, provide parent and teacher support as well as formal assessment, direct service to groups or individual students, demonstration classes, co-taught classes, teacher consultation, referrals, formal evaluations, staff training.
- **Literacy Specialists**
Teacher consultation for curriculum modification, screening and informal and formal assessment, direct service to groups or individual students, demonstration classes, co-taught classes.
- **Technology Specialist**
Provides teacher consultation for students' technological supports in accessing curriculum. Enriches and enhances learning through improved integration of technology while strengthening the technology skills of students, teachers and staff.
- **OT/PT/Speech & Language Specialists**
Teacher consultation, classroom observations of students, informal screening, parent/home consult.
- **Library Media specialist and Support Staff**
Consultation with teachers regarding resources, support for enrichment/research.
- **Nurses**
Consultation to staff, communication and consultation with parents, direct service to individual students and staff, vision and hearing screening. Serve on CST as needed, develop and manage a health care plan.
- **ELL Teacher**
Direct services for identified students, parent consults.
- **CST/SST**
Provide teacher, director of student support services and principal consultation for student referrals. Plan curriculum accommodations and referrals for other services as needed.
- **Principals/Director of Student Support Services**
Provide support to teachers on academic, social/behavioral issues, and behavioral interventions with students. Schedule accommodations. Arrange and

model vision and principles. Supervise and evaluate staff. Facilitate staff collaboration and communication. Direct service to students.

- Administrative Team
Assist in supporting individual teachers, therapists, and specialists in meeting students' needs, assessing the efficacy of methods utilized, and providing oversight and parental recourse as required regarding legal issues.
- A+ Team (Nurses, Administrators, School Psychologists)
Weekly meetings to address academic, behavioral, and social issues of individuals or groups of students at risk as raised through team meetings and parent or teacher consultations.

TABLE 2

ELEMENTARY CURRICULUM ACCOMMODATIONS

Program and Structure Characteristics Supporting Curriculum Accommodation for General Education Students Pre-K-4

- Small class sizes
- Standardized and other testing data – BAS, DIBELS, Heggerty and MCAS, teacher administered assessments and contents - used to assess achievement and to inform instruction
- Differentiated instruction philosophy and practice
- Literacy specialist and tier II tutor
- Directed professional development for professional and paraprofessional staff
- Portable Computer labs
- Curriculum and instructional activities that address varied learning styles
- District wide Kindergarten screening
- ELL screening and monitoring
- Grade level team structure

MIDDLE SCHOOL CURRICULUM ACCOMMODATIONS

Program and Structure Characteristics Supporting Curriculum Accommodation for General Education Students 5-8

- Standardized and other assessment data – STAR, ALEK and MCAS, teacher administered assessments and contents - used to assess achievement and to inform instruction
- Differentiated instruction in philosophy and practice
- Literacy specialists and tier II tutor
- Directed professional development for professional and paraprofessional staff
- Leveled mathematics classes grades 6, 7 and 8
- Curriculum and instructional activities that address varied learning styles
- School issued 1:1 technology, such as iPads to students in grades 6-8, and access to 1:1 technology for students in grade 5
- Team structure at grades 5, 6, 7 and 8
- After school help in all disciplines
- ELL screening and monitoring
- All those available to elementary school students described above

TABLE 3

**ACCOMMODATION, MODIFICATIONS AND INTERVENTION STRATEGIES
Pre-K-8**

<p>Curriculum/Instruction/Assessment Strategies Provide multi-modal presentations of materials Utilize differentiated instruction and assignments Repeat or reteach concepts Offer peer teaching/group activities Provide individual help in the classroom Include study skills strategies Develop teacher-student contacts Incorporate incentives/rewards Provide tiered projects Utilize multiple intelligence/learning style approaches Utilize graphic organizers Develop integrated curriculum projects Give extended or untimed tests Provide study guides Allow oral testing Provide manipulatives/tactile experiences Use alternate assessments Vary teaching strategies Model content area reading strategies Provide enrichment/extension opportunities Identify student's learning style Provide visual clues Include transition cues Create flashcards Break down tasks Shorten or extend assignments Arrange for small group instruction Provide individual help within the classroom Reduce or increase workload Make contracts with students Utilize homework logs Provide additional wait time Provide reference tools Utilize graphic organizers Teach test-taking strategies and provide practice Incorporate reading and writing strategies</p>	<p>Organizational Strategies Provide agenda system support Utilize flexible grouping Utilize team teaching Utilize an individual progress reporting system Design cooperative teaching Consult and co-planning by grade level teams Invite parental assistance Arrange parent workshops Provide frequent progress reports Introduce technology based supports</p> <p>Intervention/Remedial/Challenge Provide test taking strategies and practice Utilize miscue analysis/prescriptive teaching Develop study skills strategies Consult with teacher mentors Utilize peer buddy systems Offer before/after-school support Schedule counselor meetings Increase parental/teacher communication Utilize study groups Provide assistance with note taking</p> <p>Physical Arrange preferred seating Incorporate stress-release activities Use visual/auditory aids Experiment with use of space Include energizers Remove distractions</p> <p>Technology Incorporate appropriate software Provide calculators Tape record lessons Offer research assistance Take advantage of computer labs Arrange e-mail communication Utilize technology assisted instruction</p>
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Behavioral Intervention Strategies

Classroom interventions by guidance counselor/psychologists or BCBA
Arrange seating accommodations
Develop behavioral plans
Include positive reinforcement and incentives
Utilize charts and graphs to monitor expectations
Adjust classroom management strategies
Facilitate parent support/communication
Consult with school psychologist, specialist staff, CST
Support individual and small group guidance counseling
Change seats
Utilize administrative support
Provide a mentor
Partner with parents

Structural

Change levels (middle school math only-rare)
Use contract learning
Develop alternate assignments

TABLE 4

Questions That May Help Guide the Assessment of Student Instructional Needs

Questions	Assessment Strategies
<p>How does the student perform with/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"> ● Systematic observation of student ● Student work products ● Teacher reports ● Anecdotal records ● Curriculum-based assessment ● Formal/informal test result ● 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"> ● 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?</p> <ul style="list-style-type: none"> ● Family trauma/crisis ● 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 multi-sensory input/output ● A range of instructional materials offered ● Effective behavior management 	<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

<ul style="list-style-type: none"> ● Teaching style matched to student need ● Prompt teacher feedback ● Ongoing assessment ● Uses assessment to guide instruction 	<ul style="list-style-type: none"> ● 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

Please list succinctly summarize (e.g., list when possible) the student's assessment data relevant to the student's current grade (e.g., DIBELS, Heggerty, Marie Clay Letter Names and Letter Sounds, High Frequency Words, BAS, Writing Prompt, Unit Assessments, MCAS Results, etc.). When possible, include assessment data for previous grades if relevant to current concerns.

After consultation with your grade-level team/consult team, please list interventions you implemented for the student (curriculum modifications and accommodations, teaching strategies, materials, changes in classroom environment, etc.)? Which interventions have been successful?

Describe any areas of medical concern that you have not already addressed (Please list pertinent information noted in cumulative or health files).

Describe any areas of behavioral concern, including frequency and setting in which the behaviors occur.

Please mark an X to the left of the item if you have a concern with that academic, social, emotional, behavioral skill, and please indicate what intervention supports you have implemented.

Academic		In Class Accommodations being provided	
Reading		Reading	
<input type="checkbox"/>	Letter Identification	<input type="checkbox"/>	Sight Word Rings/Cards
<input type="checkbox"/>	Phonemic Awareness	<input type="checkbox"/>	Letter/Card Rings
<input type="checkbox"/>	High Frequency Words	<input type="checkbox"/>	Picture/Word Cue Cards

Decoding	Small Group Direct Instruction (Tapping/Blending)
Fluency	Decoding Strategy Visuals
Comprehension	Partner Reading
Vocabulary	Reading Strategy Checklist/Planner
	Model Word Reading Strategies with Students

Academic	In Class Accommodations
Writing	Writing
Fine Motor/Handwriting	Letter Formation Practice
Conventions (Punctuation, Capitalization)	Sentence Starters/Sentence Frames
Language (Sentence Structure, Grammar, Vocabulary)	Graphic Organizers
Generation of Ideas	Word/Idea Webs
Spelling	Post-It Notes
	Visual Planning Checklist

Academic	In Class Accommodations
Math	Math
Number Concepts	Charts/Reference Sheets/Check-lists/Graphic Organizers
Number Recognition	Simplified Word Problems
Calculation Accuracy	Read Problems Aloud
Calculation Fluency	Graph Paper
Applications	Manipulatives
Word Problems	Visuals
	Highlighting
	Word Banks
	Sentence Starters/Frames
	Chunked Assignments by Type of Problem/Adequate Space
	Record/Give Oral Responses
	Direct Instruction in Small Group
	Model Algorithm on Assignments

Academic	In Class Accommodations
Communication	Communication
ELL Related Concerns	Preferential Seating
Language Comprehension	Frequent Teacher Check-Ins
Expressive Language	Strategic Grouping or Partners
Difficulty Following Directions	Repeating/Clarifying Directions
Articulation	Cueing for Transitions/Directions

Academic	In Class Accommodations
Social/Emotional/Behavioral	Social/Emotional/Behavioral
Difficulty Sustaining Attention	Parent Conference
Hyperactivity	Consultation with School Psychologist
Impulsivity	Consultation with School Nurse
Task Avoidance	Fidgets
Noncompliance	Standing Desk
Disruptive Class Behaviors	Access to Quiet Work Space
Verbal Aggression	Noise Buffers
Physical Aggression	Task Lists for task monitoring
Work Refusal	Goal Setting Worksheets
Task Initiation	Time Timers
Task Completion	Color Coded folders
Goal Setting/Planning/Prioritizing	Desk drawers to organize materials
Organization	Visuals to support materials organization
Working Memory	Classroom Coping Tools
Flexibility	Small group debrief to problem solve social conflict
Self-monitoring	Use of Social Thinking Language and Framework
Emotional Self-Regulation	Use of Zones of Regulation Language and Framework
Social Skills	Behavior Charts and Incentive Systems
Anxiety	Lunch dates to improve student-teacher rapport
Depression	Classroom jobs to support transitions
Fatigue	
Frequent Nurse's Visits	

[SST - Note Document Form](#) for Middle School

[SST - Summary Draft v2](#) for Middle School