

Ayer Shirley Regional School District



District Curriculum Accommodation Plan (DCAP)

Revised: March 2016

AYER SHIRLEY REGIONAL SCHOOL DISTRICT

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DCAP Statement

The Ayer Shirley Regional School District ensures that every effort is made to meet individual student needs within the least restrictive setting-the general education classroom. Teachers in the Ayer Shirley Regional School District are continuously monitoring student progress looking for opportunities to make accommodations to facilitate learning and to foster understanding. The district is committed to the concept of early intervention and to addressing learning issues in a timely fashion based on a collaborative team approach. The district's goal in this regard is to meet the needs of every child, whether a struggling learner or one who is exceeding grade level expectations.

The District Curriculum Accommodation Plan will assist the general education classroom teacher in:

- noting students who may have difficulty accessing core curriculum
- adjusting instruction to accommodate diverse learning styles
- problem solving with colleagues and parents to facilitate student achievement and growth
- providing enrichment, assistance and support to promote the success of all learners

It is the policy of the Ayer Shirley Regional School District not to discriminate on the basis of race, color, religion, sex, gender identity, sexual orientation, national origin, age, disability, housing standards, or limited English-speaking ability.

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VISION

Our vision is to connect, engage, and inspire all students in the Ayer Shirley Regional School District to reach academic excellence. We, the educators of the Ayer Shirley Regional School District, will instill habits of reflection and inquiry to challenge our students in setting ambitious academic and personal goals. Students will develop a strong voice to express thoughts and ideas in the community, and the confidence to showcase their talents and successes in preparation for entry into college and the world of work.

MISSION

The mission of the Ayer Shirley Regional School District is to educate-and to graduate-all of our students, and to foster a safe and respectful environment where each student develops the skills, character, and values needed to become a productive member of the global society.

CORE BELIEFS

- ❖ *We have high expectations for all students. Every student deserves a quality education.*
- ❖ *We believe in a personalized learning environment.*
- ❖ *Successful students are independent thinkers and doers, and persevere in finding solutions to problems.*
- ❖ *An educated child is one who has developed and evolved as a “whole child” - in the academic, social, emotional, personal and cultural domains.*
- ❖ *Habits of reflection, setting goals, and measuring one’s progress support lifelong learning.*
- ❖ *Respect for self, property and others is essential to a healthy learning community.*
- ❖ *Psychological and physical safety are necessary for learning.*
- ❖ *Service to others builds character, is supportive of personal growth and career development, and connects students to the real world.*
- ❖ *Educators, students, families, and communities partnering together results in high quality educational programming.*

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MASSACHUSETTS GENERAL LAW REQUIRES DCAP

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 guide principals and teachers in ensuring that all possible efforts have been made to meet student needs in general education classrooms, to support teachers in analyzing performance and growth, and require accommodations in the general education classroom to support the wide range of student learning styles and needs that exist in any school. The statute also encourages teacher collaboration and parent involvement. Another statute, Chapter 71, Section 59C (Parent Councils), was amended to include involvement of the Parent Councils in development, evaluation, and continuing revision of the DACP.

Massachusetts General Laws, Chapter 71, Section 38Q1/2

“A school district shall adopt and implement a curriculum accommodation plan to assist the principals in ensuring that all efforts have been made to meet the students’ needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education programming, including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.”

Program & Structure Characteristics Supporting the DCAP

The revised ASRSD District Curriculum Accommodation Plan includes a flow chart describing the process for moving from the identification of a concern through various educator activities including staff collaboration, articulation of strategies for accommodations or interventions, periodic review and evaluation of student progress and parent communication. Also included is an annotated list of the school-based personnel who are available to assist and support classroom teachers in analyzing and accommodating the individual needs of students. In addition, there is 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 the “whole child”- strategies designed to facilitate academic progress as well as strategies and interventions intended to help resolve organizational and social/emotional/behavioral issues.

The DCAP describes both formal and informal strategies for improved student performance. 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. The Student-Teacher Assistance Team (formerly known as the Child Study Team) facilitates school-based meetings to engage in collaborative problem solving around identified issues and concerns. Parent involvement is an important part of the process. Concerns that cannot be resolved by these routes, or where there is a lack of progress, may result in a recommendation for a formal evaluation to determine if a disability exists or if despite DCAP accommodations and interventions, the team concludes effective progress needs to be reviewed through formal evaluation.

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Highly Effective Instructional Practices That Impact Student Learning

Doug Lemov has researched the techniques high performing teachers use to raise achievement in their classrooms in his 2010 book, *Teach Like a Champion: 49 Techniques That Put Students on the Path to College*.

“Throughout my career working in urban public schools as a teacher, trainer, consultant, and administrator, I’ve had the privilege of watching many champion teachers, often in situations that would overwhelm most of us. These outstanding teachers routinely do what a thousand hand-wringing social programs have found impossible: close the achievement gap between the rich and poor, transform students at risk of failure into achievers and believers, and rewrite the equation of opportunity. And while each of these teachers is unique, their teaching holds certain elements in common”. – Doug Lemov

The following is a list of key instructional techniques for immediate use by ASRSD teachers in any general education classroom:

Instructional Technique:	What does it look like in the classroom?
Set High Academic Expectations	Format Matters It’s not just what students say that matters but how they communicate it. To succeed, students must take their knowledge and express it.
Plan Units/Lessons That Lead to Mastery and Ensure Academic Achievement	Post It Lesson objective is posted in a visible location – same location every day – and identifies your purpose for teaching that day.
Deliver Structured Lessons	Check For Understanding Gather data constantly on what students can do while you’re teaching and act immediately on that knowledge to inform what you do next and how you do it.
Engage All Students	Everybody Writes Set students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.

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Create A Strong Classroom Culture	Do Now Assign a short activity written on the board or on desks before students enter that clearly states what to work on and eliminates excuses leading to distractions.
Set & Maintain High Behavioral Expectations	No Warnings Use minor interventions and small consequences administered fairly and without hesitation before a situation gets emotional is the key to maintaining control and earning student respect.
Build Character And Trust	Normalize Error Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal
Adjust/Improve Pacing	Every Minute Matters Keep a series of short learning activities you've prepared when a two minute opportunity emerges
Challenge Students To Think Critically	Simple To Complex Initially engage students' thinking about a topic in contained, concrete ways and then push them to think more deeply and broadly Hit Rate The rate at which students answer questions correctly should not be 100% (unless reviewing, questions should be harder) nor should it be below 2 out of 3 (there is a problem with how material was presented or the alignment of questions to that material since students are not showing you mastery)

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Access to the Curriculum: All Students

The following is a list of instructional services and strategies for immediate use by ASRSD teachers in any general education classroom:

- Structured Tiered System of Support (MTSS)
- Title I Programs (School-wide ASRMS, targeted assistance Page Hilltop and ASRHS)
- After school support as needed – all disciplines
- Universal screenings in reading, writing and math (K-8)
- Common team/department assessments (Prek-12)
- Systemic access to student data (Edwin, Assessment folders, SIMS)
- MCAS related Educational Proficiency Plan (HS)
- Guidance Services- College Board, PSAT, AP testing
- School Counseling Services
- Service to community monitored by ASRHS Student Council Advisor and Guidance Department
- HS Honors and AP courses in core academic areas
- Strong HS Program of Studies with elective programs for exploration/interest areas
- Course recovery option as needed
- Academic Support (HS) and Title I Extended Academic Day option (as needed for targeted students)
- English Language Development for ELLs
- Translation support for students and families
- School Health Services
- School Nutrition
- Job shadow/internship and externship options
- Electronic access to Google docs/Google Drive
- Technology integration
- Web based learning (Virtual High School) and college/career planning tools (Naviance)
- Extracurricular and co-curricular activities such as contests or other related activities
- Portals (teacher, student, parent)

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Personnel Resources Providing Specific Consulting, Support, and Intervention in the General Education Setting

General Education Teacher

Provides high quality evidence-based instruction for students aligned to standards and informed by ongoing monitoring of student growth and performance

Principal/Assistant Principal

Provides support to teachers on social/behavioral issues, behavioral interventions with students, scheduling accommodations, articulates and models vision and principles, supervises and evaluates staff and fosters shared responsibility philosophy

Student-Teacher Assistance Team (STAT)

Reviews referred cases; implements problem solving, facilitates development of Curriculum Accommodation Plan (if needed)

School Counselors

Acts as liaison between home and school, provides parent and teacher support and consultation, manages 504 referrals, provides direct services to classroom groups and individual students

Mental Health Personnel/School Psychologist

Provides consultation to parents and staff, provides direct service for individual students, referrals

School Nurse

Provides consultation to parents, students and staff, direct services for individual students, offers self-management health instruction

English Language Development (ELD) Instructor

Provides direct services for identified students and consultation to general education teacher in regards to sheltering content instruction

Curriculum Leaders

Provides curriculum and instruction support, assist teachers with curriculum modifications/accommodations, assists with curriculum resource acquisition

Library-Media Specialist

Provides support for student research and teacher and student consultation with regard to available library-media resources to support content instruction

Title I Instructional Staff

Provides direct services for identified students in the general education setting, consultation to faculty for curriculum and instructional interventions and strategies

Special Education Staff

Provides consultation to faculty for curriculum and instructional interventions and strategies. May support targeted inventions in the general education setting

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PROFESSIONAL DEVELOPMENT

Professional development fosters the development and implementation of new and diverse curriculum, pedagogy, and classroom management techniques. In support of the goal to provide educational opportunities that meet the needs of all learners, the following is a sample list of the professional development activities and programs provided this school year:

- New Teacher Induction and Mentoring
- Sheltered English Language Instruction (SEI) (cohort training through June 2016)
- Educator Evaluation
- Curriculum Development and Review
- Assessments/Data to Inform Instruction
- Inclusive Environments
- Behavior Management/Non-violent Crisis Intervention
- Technology Integration Workshops
- Orton-Gillingham Specialized Instruction for Classroom Teachers
- MA Tiered System of Support (MTSS)
- College and Career Readiness Tools
- Social Emotional Learning
- Tuition Reimbursement per contract
- Licensure and Certification Workshops
- Professional Networks
- Leadership Development

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PARENTAL INVOLVEMENT OPPORTUNITIES

Parents play a vital role in their child's education as they are their first teacher and strongest advocate. The Ayer Shirley Regional School District actively seeks to work with parents at all levels of a student's development. Parents are included in a wide variety of school events (team meetings, parent conferences, school functions, etc.) throughout the school year. Communication to parents/families includes the ASRSD website, newsletters, email, etc. Translations are also provided to families whose primary language is not English. Transition activities for students/parents in to school; between the elementary and middle schools; between middle and high school; and from high school to post-secondary life are planned to support successful transitions at every level. The Ayer Shirley Regional School District supports the Ayer Shirley Special Education Parent Advisory Council (SEPAC) which is open to all parents/families whose children may or may not have special needs. Parents and community members offer a broad base of support to all four schools through the elementary and secondary PTOS and the district's educational foundation – Ayer Shirley Education Foundation (ASEF). ASEF sponsors an annual grant cycle offering teachers and administrators an opportunity to apply for grants totaling between \$25-30,000 for supplemental purchases, performances, field trip costs, etc.

Parental involvement is sought and fostered through a variety of activities:

- ASRSD Website
- Social Media: Facebook, Twitter
- Parent Information Sessions (State Assessment MCAS/PARCC Reporting, Curriculum Nights, College Planning, K-Preschool Information Night, etc.)
- Title I Parent Workshops
- School site-based Parent Advisory Councils
- Monthly newsletters from district and schools
- Open House Night
- Kindergarten and Pre-School Orientation
- Implementation of Parent Plus Portal
- Parent-Teacher Conferences
- Quarterly progress and grade reports
- Parent communication encouraged at all levels
- Parental involvement in development of student plans

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What is the Massachusetts Tiered System of Support?

What is a tiered system of support?

The Massachusetts Tiered System of Support (MTSS) is a process, a multi-step approach to providing services and interventions to students who struggle with learning and behavior at increasing levels of intensity. 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, in special education or both. The MTSS framework follows a tiered approach to instruction 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).



www.mass.gov/ese/mtss

Tier 1: Core Instruction and Universal Behavior Support in the General Education Classroom

- Pre-Teach, Teach, Reteach Model
- All students receive high-quality research-based instruction, delivered by the general education teacher, matched to their needs on the basis of on-going assessment and benchmark testing.
- Formative and summative data is collected on student achievement using progress monitoring tools and curriculum-based measurements (CBM).
- Students requiring additional time on learning in specific academic or behavioral skills receive additional support by the general education teacher through the differentiated instruction model including the use of research-based interventions in the general education classroom.
- Teachers evaluate data on an on-going basis to determine the effectiveness of core instruction and when to select and apply Tier 2 interventions to students who do not show adequate progress.

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Tier 2: Core Instruction plus Supplemental Instruction

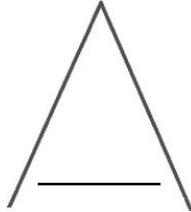
- Students not making adequate progress in response to core instruction in Tier 1 receive additional instruction (by the classroom teacher, Title I staff, reading/math specialists, SPED Teacher in inclusive classroom) matched to documented needs. Small group instruction is offered in the classroom for students below benchmark goals.
- Specific goals are set for all students in Tier 2 and progress toward the goals is monitored- a minimum of every other week. This data collection can be shared with the student based on the grade level and motivational factors.
- Assistance is usually in the areas of reading and mathematics.
 - Non-academic social-emotional and behavioral concerns can also be addressed in Tier 2.
- School based Student-Teacher Assistance Team (STAT) should be meeting at this point to: document the need for support and to create or revise goals for students not making adequate progress given Tier 2 interventions; discuss the need to change the intensity and/or duration of the goals; and possibly change the intervention based on data collected.
- A General Education Curriculum Accommodation-Intervention Plan is developed for the student.
- Teachers evaluate data on an ongoing-basis to determine the effectiveness of Tier 2 interventions and when to apply interventions in Tier 3 to students who do not show adequate progress in Tier 2 General Education Curriculum Accommodation-Intervention plan.

Tier 3: Core Instruction plus Intensive Intervention

- Students not making progress in Tier 2 instruction receive additional interventions matched to documented needs in an individualized or small group setting using intensive interventions (approximately six-eight weeks in duration).
- Students who do not demonstrate documented progress using targeted Tier 3 interventions may be referred for an evaluation and considered for eligibility for special education.
- All benchmark testing, goals, and progress monitoring reports are required for the paperwork associated with requesting a Special Education Evaluation.
- Intervention is to continue during the eligibility phase. SPED teacher, specialists may continue to provide services at this point (i.e. during the comprehensive evaluation).

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MTSS TIERED SYTEM OF SUPPORT FRAMEWORK



TIER III

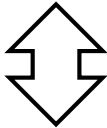
Intensive Interventions

May move to: Comprehensive Evaluation

Provided by: SPED (small group/individual instruction)

Student Population: Few

Time Frame: all of Tier I and II plus approx. 30 additional minutes



PROGRESS MONITORING - DATA COLLECTION

TIER II

Supplemental Instruction

Targeted Interventions

Provided in small groups by: Classroom Teachers,
Specialists (Reading/Math/Title I), Inclusion Teacher

Student Population: Some

Time Frame: approx. 30 additional minutes



PROGRESS MONITORING - DATA COLLECTION

TIER I

General Education

High-Quality, Research-Based Instruction with differentiation

Provided By: General Education Teacher

Student Population: All Students

Time Frame: Entire Academic Day

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TERMS USED IN A TIERED SYSTEM OF SUPPORT (MTSS/RTI)

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.

Aimline

Line on a graph that represents expected student growth over time.

Criterion-Referenced Assessment

An assessment that measures what a student understands, knows, or can accomplish in relation to specific performance objectives. It is used to identify a student's specific strengths and weaknesses in relation to skills defined as the goals of the instruction, but it does not compare students to other students. (Compare to norm-referenced assessment)

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.

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, and most importantly, linked to educational/socially important questions.

Differentiated Instruction

Process of designing lesson plans that meet the needs of the range of learners; such planning includes learning objectives, grouping practices, teaching methods, varied assignments, and varied materials chosen based on student skill levels, interest levels, and learning preferences; differentiated instruction focuses on instructional strategies, instructional groupings, and an array of materials.

Evidence-Based Practice

Educational practices/instructional strategies supported by relevant scientific research studies.

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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.

Fidelity of Implementation & Instruction/Integrity of Intervention Implementation

Implementation of an intervention, program, or curriculum according to research findings and/or on developers' specifications

Formative Assessment /Evaluation

Classroom/curriculum measures of student progress; monitors progress made toward achieving learning outcomes; informs instructional decision making.

Functional Assessment

Behaviors: Process to identify the problem, determine the function or purpose of the behavior, and develop interventions to teach acceptable alternatives to the behavior. Academics: Process to identify the skill gap, determine strategies that have and have not been effective, and develop interventions to teach the necessary skill(s). Intensive Interventions Academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with narrowest tier of an RTI tiered model; also referred to as tertiary interventions.

Intensive Interventions

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

Learning Disability I Specific Learning Disability /SLD

IDEA 2004 defines a Learning Disability/Specific Learning Disability in the following manner: The child does not achieve adequately for the child's age or to meet 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.

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

Learning rate

Average progress over a period of time, e.g., one year's growth in one year's time.

Primary Levels of Intervention

Interventions that are preventive and proactive; implementation is school-wide or by whole

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classroom, often connected to broadest tier (core or foundational tier) of a tiered intervention model.

Problem-Solving Team (Student Support Team – SST)

Group of education professionals coming together to consider student-specific data, brainstorm possible strategies/interventions, and develop a plan of action to address a student-specific need.

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 or an entire class. Also, the process used to monitor implementation of specific interventions.

Remediation

Instruction intended to remedy a situation; to teach a student something that he or she should have previously learned or be able to demonstrate assumes appropriate strategies matched to 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 decision.

Scientific Research-Based Instruction

Curriculum and educational interventions that have been proven to be effective for most students based on scientific study.

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.

Trendline

Line on a graph that connects data points; compare against airline to determine responsiveness to intervention.

Validated Intervention

Intervention supported by education research to be effective with identified needs of sets of students.

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Tiered Systems of Support and Student-Teacher Assistance Teams (STAT)

What is the Student-Teacher Assistance Team (STAT)?

The Student Support Team is comprised of a group of professionals who brainstorm strategies as part of a problem solving process. STATs embody the spirit of teachers helping every student to succeed. The district has adopted the MTSS approach to educational problem solving.

Teacher may seek support from the STAT team if a student is not making adequate academic progress (moderately-significantly below grade level targets as measured by curriculum assessments) or for social-emotional-behavioral concerns.

STATs consider individual strengths, abilities and needs of each student. STATs focus on prevention and early intervention by providing teachers with suggestions for addressing learning, behavioral and social-emotional challenges. The STAT recommends instructional strategies, develops an intervention plan and carefully monitors results.

The steps of this process include:

- Convene team to review current student performance, student work samples and assessment history
- Gain input from parents
- Develop measurable goals and objectives
- Design an intervention plan
- Monitor progress
- Make decisions based on data and make necessary adjustments in instruction

The Student-Teacher Assistance Team may make a recommendation for a special education evaluation if a student has not responded adequately to interventions during the STAT process.

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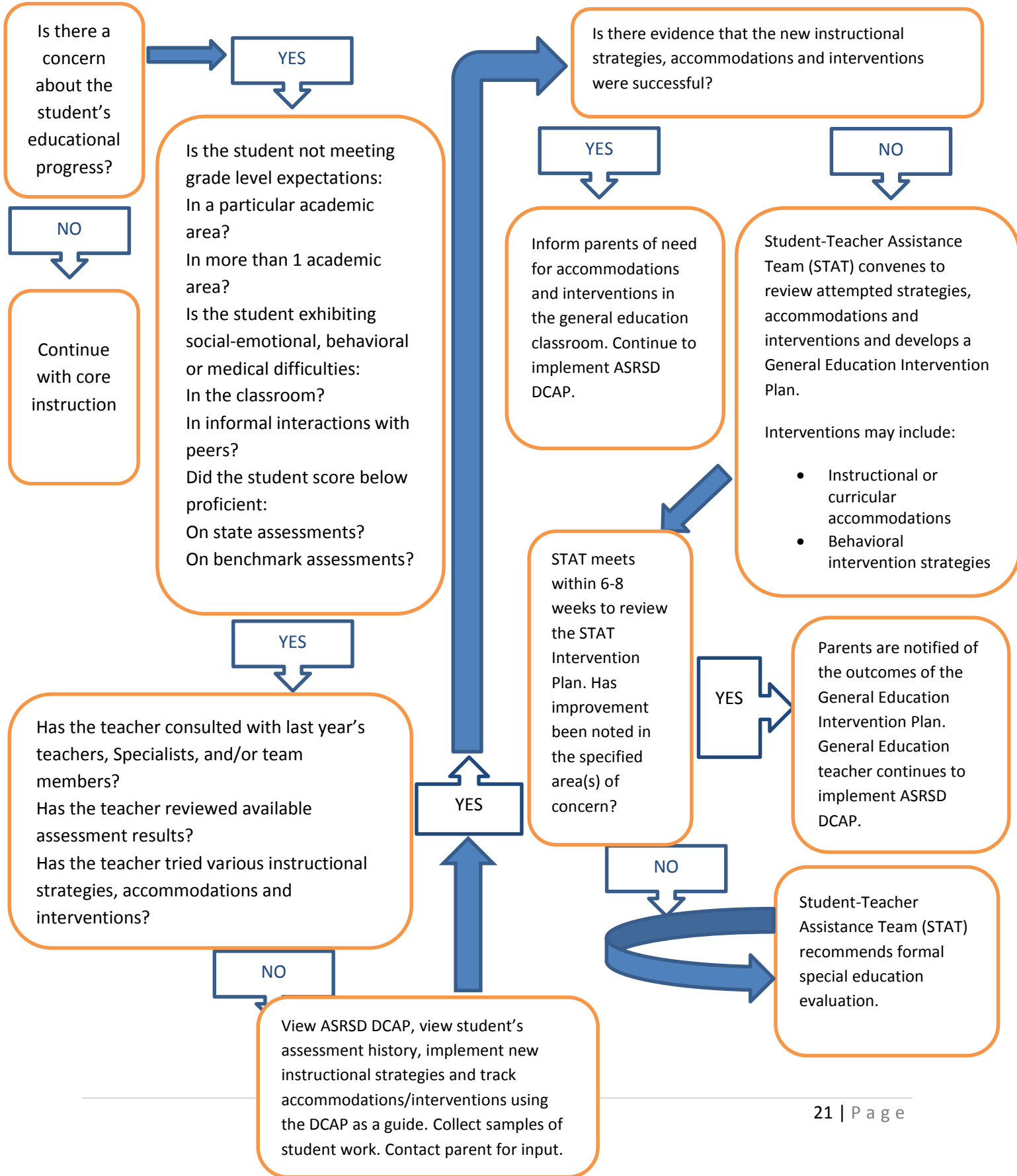
The General Education Collaborative Problem Solving Process: Checklist of Activities

The activities below must be implemented by the general education teacher prior to a request for referral for formal evaluation. The flowchart on the following page indicates how the collaborative problem-solving process supports educating students in the least restrictive setting by designing and implementing targeted supports intentionally linked to evidence of student progress. Each item on this checklist is indicated on the DCAP Flowchart.

- Concern is noted about student's educational progress:
 - Student is not meeting grade level academic expectations
 - Student is exhibiting social-emotional, medical, or behavioral difficulties
 - Student scored below proficient on state standardized assessments (e.g. MCAS, PARCC, etc.) or benchmark assessments
- Teacher has consulted with student's former teachers
- Teacher has contacted parent(s) for input
- Teacher has reviewed available formative and summative assessment data available in the student's CUM Folder and Assessment Folder. Teacher has recorded notes on the above actions on the Educator Summary of Data Review Form
- Teacher has implemented various accommodations, interventions, and instructional strategies using the DCAP as a guide
- Teacher has tracked results and documented accommodations, interventions and instructional strategies attempted as successful or unsuccessful using the forms in Appendix A. Teacher collects samples of student work, anecdotal notes and progress monitoring reports
- Student-Teacher Assistance Team reviews attempted strategies/interventions and follows ASRSD DCAP Flow Chart
- Parents are notified of proposed intervention plan, parent input is documented
- Student-Teacher Assistance Team reconvenes within 6-8 weeks to review the intervention plan. Parent is informed of the need for accommodations and interventions to continue in general education classroom; DCAP guidance continues
- If supporting documents provide evidence of lack of student growth and improved performance, given instruction per the Intervention Plan, Student-Teacher Assistance Team recommends formal evaluation

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District Curriculum Accommodation Plan Flowchart



Appendix A

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GENERAL EDUCATION INTERVENTION AND ACCOMMODATION TRACKING FORM: ACADEMIC

Student Name: _____ Grade: _____ Teacher: _____ Date: _____

Use the column on the right to track implementation efforts as generally (S) Successful or (U) Unsuccessful:	S/U
General Academic Strategies to Improve Student Engagement and Achievement	
Develop/implement Educational Proficiency Plan –EPP (HS only)	
Utilize gradual release of responsibility model (I do, We do, You do)	
Explicitly communicate daily objective/intended outcomes for each period of instruction	
Explicitly communicate how and why the learning goal is relevant and meaningful to students	
Develop flexible skills-based instructional groupings based on assessment data	
Use cooperative learning strategies (e.g. Turn and talk, Partner Read, Group assignments, etc.)	
Pre-teach, reteach important concepts and vocabulary	
Provide differentiated instruction: by process, product or by choice	
Utilize multiple intelligence/learning style approaches	
Provide multi-modal presentations of materials (see-hear-say)	
Provide visuals to support oral directions (e.g. charts, graphs, maps, globes)	
Provide hands-on manipulatives/other multi-sensory instructional aids (e.g. hands-on math tools)	
Provide wait time to allow student to formulate response before moving on	
Explicitly plan and teach academic vocabulary in content lessons	
Activate prior knowledge	
Connect new learning across topics and disciplines	
Provide additional examples, models	
Develop an integrated, interdisciplinary curriculum	
Vary instructional pace	
Incorporate incentives/rewards in support of task completion	
Simplify complex instructions by chunking, one segment at a time	
Break down written assignments/projects into smaller, manageable parts	
Model strategies for reading comprehension in content areas (e.g. Thinking Out Loud)	
Model use of graphic organizers	
Use Highlighters and post it notes to encourage close reading of print materials	
Limit amount of material presented on a single page (window frames)	
Enlarge print or reduce number of items per page/line	
Ask student to paraphrase context to check understanding	
Ask student to repeat, restate, or write directions/instructions	
Reduce workload (e.g. solve fewer problems)	
Development/implement academic contracts with students	

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Assessment	
Monitor student progress through ongoing daily formative assessment and periodic benchmark assessment	
Incorporate student self-assessment as part of progress monitoring	
Utilize rubrics and checklists to clarify scoring criteria for independent assignments	
Offer student alternate ways to demonstrate knowledge through a variety of assessment types (e.g. open response, performance based vs paper based.)	
Offer student alternate ways to demonstrate knowledge through a variety of responses (e.g. Oral response, computer-based response, etc.)	
Provide scribe to record dictated responses	
Offer untimed/extended time for classroom assessments	
Explicitly teach test-taking strategies and offer practice tests	
Modify assessment environment and structure: small group setting, alternate setting, several shorter sessions, etc.	
Provide word banks as needed for writing assignments	
Provide a balance of formative and summative assessment practices	
Language Acquisition/Development	
Define and post intended language objectives if ESL student is present in the class period	
Explicitly teach Tier 2 vocabulary (e.g. words to be used in directions, instruction of the lesson)	
Pre-teach background knowledge, Tier 3 content-specific vocabulary	
Provide sentence frames	
Adjust expectations for written product based on language proficiency level	
Explain cultural references	
Explain complex language such as idioms, metaphors	
Provide bi-lingual dictionary as appropriate	
Provide translation of home-school communication if requested on Home Language Survey	
Technology	
Utilize technology tools/computer assisted instruction to strengthen skill deficits	
Incorporate appropriate content-based instructional software	
Provide a calculator, emphasize problem solving strategies	
Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonics, “spell check, grammar check”	
Utilize listening centers	
Other (please list):	

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GENERAL EDUCATION INTERVENTION AND ACCOMMODATION TRACKING FORM: NON-ACADEMIC

Student Name: _____ Grade: _____ Teacher: _____ Date: _____

Use the column on the right to track implementation efforts as generally (S) Successful or (U) Unsuccessful:	S/U
Attention/Focus	
Visually or verbally prompt student's attention back to task	
Adapt environment to avoid distractions-e.g. special lighting or acoustics	
Balance "brain breaks" and movement with periods of sitting	
Assign chores/duties around room/school as movement breaks	
Provide opportunities to stand/move while working	
Use a timer to assist student to focus on given task (not recommended for students who may feel extreme pressure with the use of a timer)	
Consider seat accommodations – proximity, type of chair, etc.	
Make separate "space" for different types of tasks	
Allow for sensory input such as parent-provided gum or mints, seat cushion, etc	
Allow frequent breaks	
Social/Emotional/Behavioral	
Establish school-wide expectations for behavior, link classroom rules	
Clearly define and post classroom behavior/expectations in positive rather than negative terms in view of all students (e.g. 'Respect Others')	
Explicitly teach and consistently reinforce classroom rules, routines, procedures	
Facilitate parent support/communication	
Consult with school psychologist, school counselor, social worker, special needs staff; consider need for individual or small group counseling	
Develop/implement in-class behavior plans	
Develop student-teacher contracts	
Provide challenge and enrichment projects based on student readiness	
Establish a nonverbal cue between teacher and student for behavior monitoring	
Provide immediate positive reinforcement for appropriate behavior	
Model and reinforce positive self-talk	
Develop list of positive reinforcement/incentives/rewards matched to student interests and needs	
Utilize charts and graphs to monitor expected behavior	
Reinforce self-monitoring and self-recording of behaviors	
Use simple corrective measures and logical consequences	
Analyze student behavior patterns for "triggers" and watch for triggers that often lead to inappropriate actions	
Model strategies for stress relief	
Provide easy access to necessary classroom supplies	
Utilize transition cues	
Other (please list):	

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GENERAL EDUCATION INTERVENTION AND ACCOMMODATION TRACKING FORM: HOMEWORK/ ORGANIZATIONAL/STUDY SKILLS STRATEGIES

Student Name:

Grade:

Teacher:

Date:

Use the column on the right to track implementation efforts as generally (S) Successful or (U) Unsuccessful:	S/U
Organization/Homework	
Provide student checklists, homework log or agenda notebook school wide, require parent checkoff as needed	
Model/reinforce organizational systems (i.e. phone/computer apps, color coding, use of electronic calendar with audio reminders)	
Use common grade level graphic organizers (e.g. Keys to Literacy)	
Explicitly teach note-taking skills (e.g. Two Column Notes)	
Use a consistent routine for notetaking across disciplines	
Provide assistance with note taking or copies of notes as needed	
Check student's recording of assignments and tasks	
Utilize buddy system for homework check-in	
Provide daily schedule with visuals as supports	
Provide differentiated homework assignments	
Set time expectations for assignments and teach student to use a calendar with audio reminders and task lists to track deadlines	
Provide clues (e.g. clock faces) indicating beginning and ending times	
Experiment with a flexible schedule	
Periodically provide in-class time to sort paperwork/files/organize materials	
Provide ongoing home/school communication in support of homework completion	
Study Skills	
Explicitly teach student to use post-it flags, highlighters, index cards to review key concepts and vocabulary	
Explicitly teach study skills related to content	
Offer peer teaching/study group activities	
Provide notes, outlines, and study guides prior to class	
Explicitly teach the use of reference tools, provide research assistance	
Use test prep websites to reinforce important concepts and vocabulary	
Other (please list):	

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EDUCATOR SUMMARY OF DATA REVIEW FORM

Teacher:

Date:

Student Name:

Date of Consultation with previous year teacher:

Results of Data Review:

Summary of Parent Input:

Please maintain this form in a secure location throughout all pre-referral activity.

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GENERAL EDUCATION INTERVENTION and CURRICULUM ACCOMMODATION PLAN

Student Name:	DOB:
Grade:	Referring Teacher(s):
Date of 1 st c Student-Teacher Assistance Team (STAT) Meeting:	
Date Student-Teacher Assistance Team (STAT) will reconvene:	

Student-Teacher Assistance Team (STAT) Members:	Role:	Initials:

Please list additional STAT Team members on separate paper and attach.

Please describe the student’s strengths (academic and non-academic):

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Please describe the concern about the student’s educational progress. Is the student not meeting grade level expectations... in a particular area? In more than 1 academic area?

Is the student exhibiting social-emotional, behavioral or medical difficulties... in the classroom? In informal interactions with peers?

Did the student score below proficient... on state assessments? On District benchmark assessments?

What input has the parent provided?

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Please describe the teacher’s attempted instructional strategies, accommodations and interventions attempted using the ASRSD DCAP as a guide.

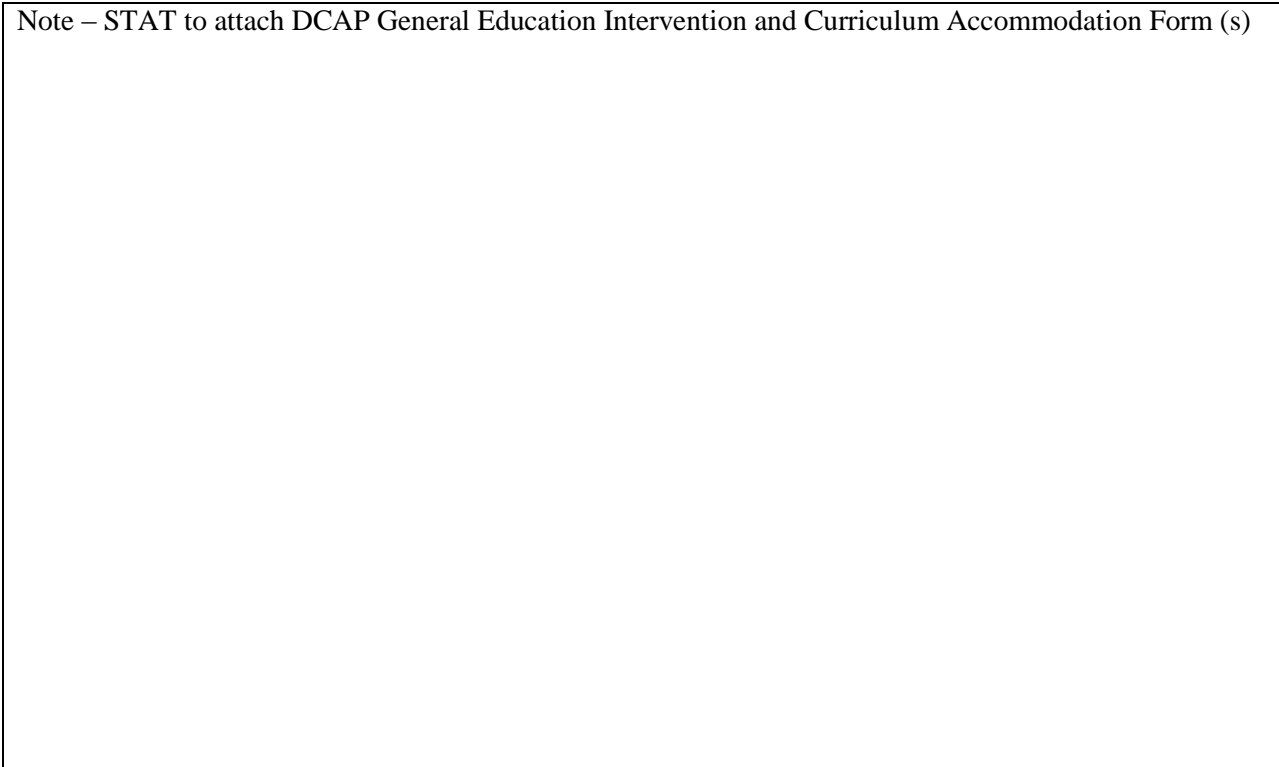
Notes relative to review of student data by STAT:

Notes relative to review of student work samples by STAT:

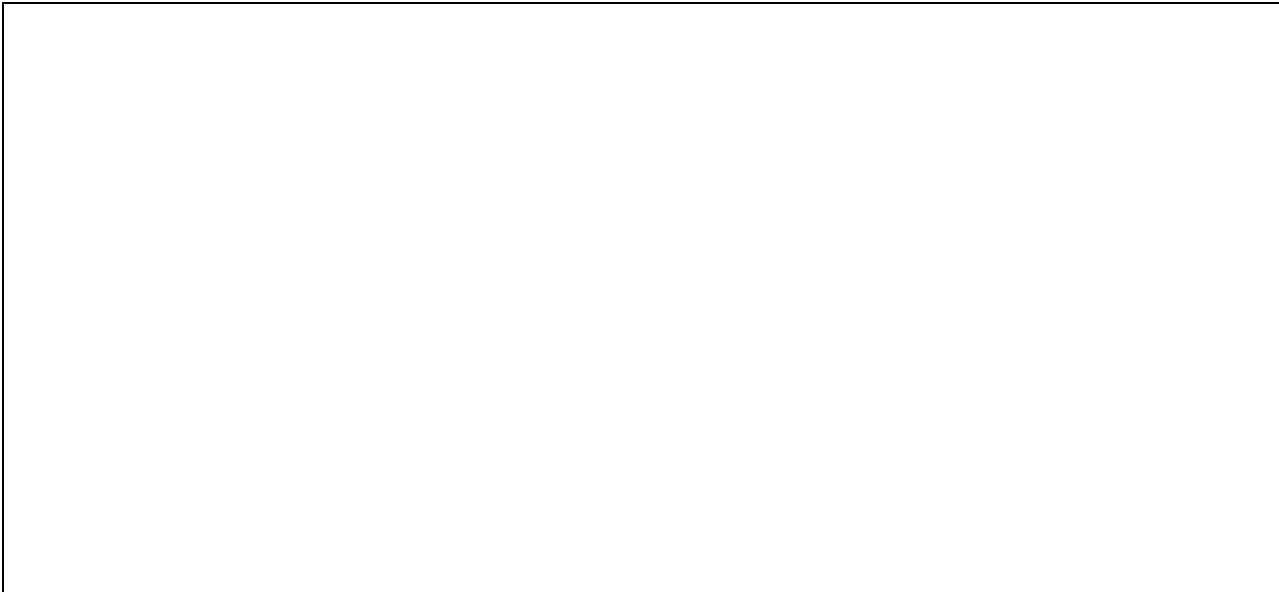
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STAT recommends the following new instructional strategies, accommodations and interventions:

Note – STAT to attach DCAP General Education Intervention and Curriculum Accommodation Form (s)



General, Measurable Goal(s) of this Accommodation-Intervention Plan dated _____



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Has improvement been noted in the plan dated _____ in the specified area(s) of concern?

Note to student's present teacher(s): Please document any additional accommodations prior to STAT reconvening.

Note to STAT members: Be specific in describing the outcomes of the 6-8 week General Education Curriculum Accommodation-Intervention plan.

The Assistant Principal named below is responsible for facilitating the STAT meeting and ensuring completion of the student's GENERAL EDUCATION INTERVENTION and CURRICULUM ACCOMMODATION PLAN:

Assistant Principal Name (please print)

Signature

cc:

Principal*

Parent(s)

STAT Team Members

School Counselors

General Education Teacher(s)

*Principal will instruct teacher(s) each year to review cumulative folders for Education Curriculum Accommodation-Intervention Plans.