What is a District Curriculum Accommodation Plan?

Dennis-Yarmouth Regional School District

DISTRICT CURRICULUM ACCOMMODATION PLAN

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Educators in the Dennis-Yarmouth Regional School District are continuously monitoring student progress looking for opportunities to make accommodations that facilitate learning and foster understanding. The district is committed to a collaborative approach in identifying needs and providing timely interventions. 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. "Empowering each student to achieve excellence with integrity in a changing world" is the key focus of the Dennis-Yarmouth Regional School District.

Massachusetts General Laws: Section 38Q1/2 added to Chapter 71:
"A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet 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 program 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."
Recent amendment made to Chapter 71, Section 59C
"The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of the students attending the school, make recommendations to the principal for the development, implementation, and assessment of the curriculum accommodation plan required pursuant to Section 38Q1/2, shall assist in the review of the annual budget, and in the formulation of a school improvement plan, as provided below."

Purpose

This District Curriculum Accommodation Plan (DCAP) emphasizes how general education can be maximized to support student learning and growth. Adaptations to teaching and learning styles and classroom climates can and should be designed and implemented before making an assumption that a student's lack of progress can only be addressed by special education. Appropriate instructional support intervention strategies must be implemented, documented, and analyzed for all students. **The plan is intended to guide all district staff in ensuring that all possible efforts have been made to meet student needs in general education classrooms and to support instructional staff in analyzing and accommodating the wide range of student learning styles and needs that exist in any school. The success of the DCAP is dependent upon a team approach.** To help

meet the needs of diverse learners in the general education environment, Dennis Yarmouth's District Curriculum Accommodation Plan provides for the following:

- To assist general education teachers in analyzing, assessing, and accommodating diverse learners;
- To highlight support services and instructional delivery options available within general education settings;
- To document tiered academic and non-academic interventions available for struggling learners;
- To delineate resources available to teachers in the areas of student support, mentoring, professional development, and coaching.

Tiered Supports

The Dennis-Yarmouth Regional School District is devising and implementing a Multi-Tiered System of Support (MTSS) in order to accommodate the diverse and dynamic needs of students. MTSS meets the academic (instructional) and non-academic (social, emotional, behavioral or health-related) needs of all students by providing high-quality, core educational experiences in a safe and supportive learning environment. The Dennis-Yarmouth Regional School District is committed to ensuring that schools are utilizing data for decision making, are monitoring student progress, and are using evidence-based, tiered interventions, enrichment opportunities, and strategies to support student growth. All tiers are designed around shared, effective teaching strategies and ensure equitable access for all students. The Dennis-Yarmouth Regional School District's MTSS work involves all teams and personnel, including but not limited to teachers, coaches, interventionists, special educators, paraprofessionals, counselors, and specialists.

Students who are experiencing continued difficulty academically, socially, or emotionally are identified by educators and referred to the Student Support Team (SST) for collaborative review, action planning and progress monitoring. After analysis of evidence of student learning, supports and interventions are selected to address the student's specific areas of need and implemented in the appropriate setting. Movement amongst the three tiers is fluid and is not determined or defined by specific designations, such as diagnosed disabilities. Rather, movement is supported by data from universal screeners, diagnostic assessments, progress monitoring, and how a student responds to one level of intervention. Adjustments to support strategies are based on team-determined measures of student learning.

Tier 1 - Core Universal Instruction and Support

Tier 1 supports are available to all students through a general education program and the core curriculum and instruction provided to all students. Each school offers a high-quality core curriculum and instruction program that is effective, engaging, developmentally appropriate, and based on best practices. Tier 1 instruction includes differentiation for students allowing for various modes of delivery, learning needs, and methods for demonstrating understanding. Schools strive to

have 80-90% percent of the total student population learn key concepts, content, and skills through instruction in this tier. *See table below for examples, and see section Accommodations and Accommodations and Instructional Strategies to Assist Students in Accessing the Core Curriculum.*

Tier 2 - Targeted Supplemental Interventions and Support

Tier 2 provides students with targeted, research-based interventions. These interventions enhance, support, and provide access to the core curriculum and are provided **in addition to the core instruction.** Tier 2 involves identifying students' specific needs and providing targeted interventions and enrichment opportunities that utilize alternative instructional approaches given by highly qualified educators. Schools strive to have less than 15% of the total student population receive instruction through supplemental interventions in this tier. See table below for examples. *See table below for examples, and see section Accommodations and Accommodations and Instructional Strategies to Assist Students in Accessing the Core Curriculum.*
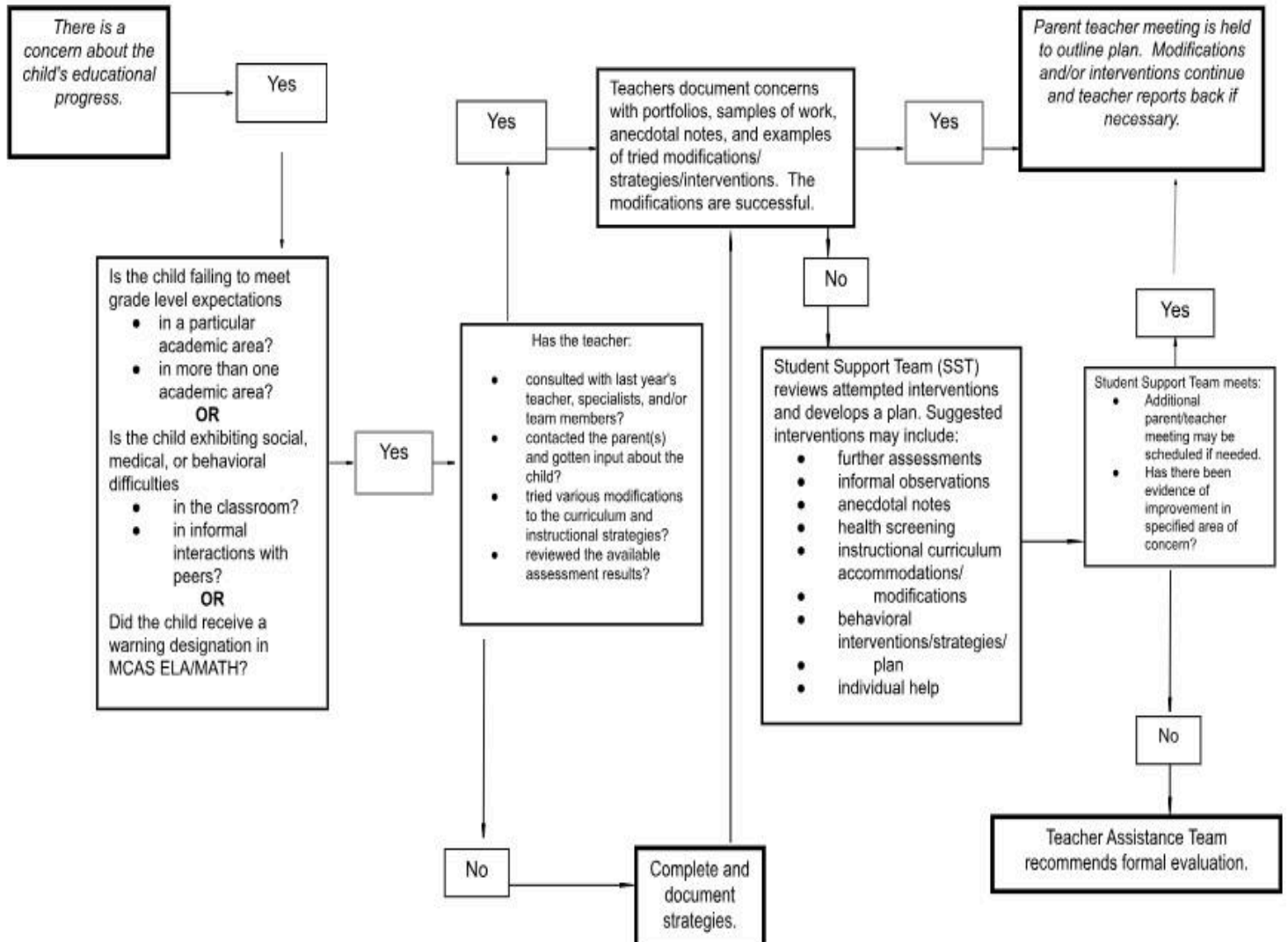
Tier 3 - Intensive Individualized Interventions and Support

Tier 3 provides intensive interventions to students who are at substantial risk of not meeting grade-level expectations. These students are identified through universal screening, progress-monitoring, assessment data, and referral through the Student Support Team (SST). Intense interventions are provided to struggling learners for longer periods of time, and the students' progress is monitored with increased frequency. These interventions are provided in addition to the core instruction. Schools strive to have less than 5% of the total student population receive instruction through these intensive interventions. See table below for examples. *See table below for examples, and see section Accommodations and Accommodations and Instructional Strategies to Assist Students in Accessing the Core Curriculum.*

MTSS Examples, Resources, and Strategies			
Please note that this table provides MTSS examples at DYRSD but it is not an exhaustive list of all tiered supports or strategies.			
	Tier 1	Tier 2	Tier 3
Academics	- Curriculum Maps - DY Approved Curriculum Resources - Universal screener and benchmark data (e.g. NWEA MAP Growth, NWEA	- Small group interventions both in and out of the classroom - Tailored and individualized activities, both embedded into the core	- Individual intervention both in and out of the classroom - SST referral

	Reading Fluency Dyslexia Screener, Benchmark Assessment System, Math benchmarks, ● Whole group and small group instruction ● Differentiated instruction ● Data analysis to identify tiered instruction needs	curriculum and provided during intervention blocks ● Additional modeling, checks for understanding, progress monitoring, corrective feedback, and series of supports and scaffolds	
Social and Emotional	● Culturally responsive environments ● Calmer Choice ● Building a sense of community ● Embedding SEL instruction into academic learning ● Positive relationships	● Small group pull out sessions with support staff, social workers, or counselors ● Small group coaching in specific skills ● Check-in and check-out systems	● One-on-one counseling ● Intensive individualized SEL instruction ● Mental health services ● Multi-agency collaboration ● SST referral
Behavioral	● District and school behavior systems (e.g. Positive Behavioral Interventions and Supports (PBIS)) ● Proactive and restorative approach to discipline ● Positive teacher language: reinforcements, reminders, redirection ● Positive behaviors are explicitly taught and reinforced	● Classroom-based behavior systems (e.g. PBIS) ● Classroom management ● Classroom or student behavior contracts and incentive plans ● Problem-solving with students and parents ● Use of responsive classroom practices ● Check-in and check-out systems	● Individualized behavior plans and incentive contracts ● Counseling ● Modified schedule ● Alternative placements and settings ● SST referral

Curriculum Accommodations Flowchart

There is a concern about the child's educational progress. → **Yes**

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Is the child failing to meet grade level expectations
- in a particular academic area?
- in more than one academic area?

OR

Is the child exhibiting social, medical, or behavioral difficulties
- in the classroom?
- in informal interactions with peers?

OR

Did the child receive a warning designation in MCAS ELA/MATH?

→ **Yes** →

Has the teacher:
- consulted with last year's teacher, specialists, and/or team members?
- contacted the parent(s) and gotten input about the child?
- tried various modifications to the curriculum and instructional strategies?
- reviewed the available assessment results?

→ **Yes** →

Teachers document concerns with portfolios, samples of work, anecdotal notes, and examples of tried modifications/strategies/interventions. The modifications are successful.

→ **Yes** →

Parent teacher meeting is held to outline plan. Modifications and/or interventions continue and teacher reports back if necessary.

From "Has the teacher" → **No** → **Complete and document strategies.**

From "Teachers document concerns..." → **No** →

Student Support Team (SST) reviews attempted interventions and develops a plan. Suggested interventions may include:
- further assessments
- informal observations
- anecdotal notes
- health screening
- instructional curriculum accommodations/modifications
- behavioral interventions/strategies/plan
- individual help

→

Student Support Team meets:
- Additional parent/teacher meeting may be scheduled if needed.
- Has there been evidence of improvement in specified area of concern?

→ **Yes** → (to Parent teacher meeting)

→ **No** →

Teacher Assistance Team recommends formal evaluation.

Universal Strategies for Curriculum, Assessment, and Instruction

Lesson/ Unit Planning

- Draft content and language objectives to which lesson activities are aligned
- Draft an agenda of the lesson in advance
- Use concrete examples of concepts before teaching the abstract
- Plan for accommodating needs of specific students
- Scaffold tasks as needed through use of graphic organizers, supplemental materials, or chunking assignments into smaller components that build toward a culminating student product

Lesson Delivery

- Multimodal presentation of information
- Utilize cooperative learning strategies when appropriate
- Assign roles to students during group work (e.g.: project manager to lead and clarify expectations, directions reader, recorder, materials gatherer, presenter etc.)
- Create hands-on learning activities
- Provide wait time for responding to questions or formulating thoughts for discussion
- Use technology assisted instruction
- Teach vocabulary intentionally and in context
- Highlight important concepts to be learned in text of material
- Include transition cues
- Repeat or re-teach key concepts as needed
- Relate information to the student's experiential base
- Reduce the number of concepts presented at one time
- Re-teach by varying the methods using repetition, simpler explanations, more examples, and modeling
- Assign tasks at an appropriate reading level
- Provide consistent review of any lesson agenda before introducing new information the next day

Assessment

- Provide exemplars of proficient work
- Conduct frequent checks for understanding
- Provide study guides
- Provide alternative assessment options (Ex: allow for oral assessment)
- Preview test vocabulary/concepts
- Provide additional time or assessment of work completed during regular time
- Administer test in short periods
- Break tasks into smaller units or chunks
- Read test aloud to student
- Preview language of test questions.
- Change format visually.
- Administer in large print format.
- Answers dictated to scribe.
- Have students type responses.
- Clarify directions or questions
- Provide visual and auditory directions
- Evaluate student understanding using multiple formats (oral, alternate assessments, project-based)

Lesson Materials

- Minimize assignments requiring copying
- Provide copy of class notes
- Use rubrics wherever possible
- Use vocabulary/word banks
- Allow student to obtain and report information utilizing: recorders, dictation, calculators, computers, interviews, and fact sheets

Classroom Routines

- Provide predictability by establishing classroom routines and implement them consistently

Design Lessons for Clarity

- Share lesson goals with students each day.
- Have students repeat objectives and directions.
- Check for student progress in relation to lesson goals during or at the end of lesson/unit.
- Provide a daily agenda to students with visuals if necessary.
- Plan lessons with student performance and enduring understandings as objectives.
- Identify essential questions students should be able to answer at the end of the lesson or unit.
- Identify key vocabulary and repeat that vocabulary often during a lesson.
- Provide students with regular opportunities to engage actively in instruction.
- Check for understanding frequently.
- Incorporate opportunities for student movement into lessons when appropriate.
- Incorporate "Wait Time" into lessons.
- Preview new concepts.
- Break down tasks into smaller steps, and check/monitor after each step.
- Provide models or exemplars.
- Provide rubrics of expectations

Instructional Strategy

- Extend time requirement for assessments/assignments.
- Utilize multiple intelligence/learning style approaches.
- Allow breaks.
- Reduce assignments that require copying.
- Develop alternate assessments.
- Use transition cues.
- Use technology assisted instruction.
- Provide after or before school help regularly.
- Flexible grouping.
- Repeat or reteach concepts.
- Offer peer teachers/group activities.

Build a Context for Material

- Make content relevant to students by using real world application
- Make available examples of finished products
- Use a familiar context when introducing concepts
- Have student identify key information and main ideas
- Relate lesson parts to the whole

Provide Added Supports

- Teach note-taking strategies
- Provide a word bank with key vocabulary, words, and visuals
- Provide varied opportunities for student practice
- Provide uncluttered workspaces.
- Allow scrap paper with lines and ample room, especially on tests, for uncluttered computation
- Provide timely feedback
- Provide opportunities for student revision
- Provide progress reports for parent signature.
- Provide study guides a week in advance.
- Use study sheets to organize material.
- Design/write/use long-term assignment timelines.
- Establish Routines that Support Learning
- Provide preferential seating for students who appear distracted.
- Develop a system of non-verbal cues for class attention.
- Use consistent and familiar routines.
- Provide students with opportunities to problem solve individually or in small teams and to share their thinking out loud with others.
- Communicate regularly with special education personnel.
- Explicitly tie the lesson to the main idea of the previous lesson and/or to the overall unit.
- Define clear and consistent expectations.

Behavior and Self-Regulation

- Allow student to stand in the back of the room if they become too fidgety.
- Allow frequent movement/motor breaks during the day or between tasks.
- Provide a copy of schedule and preparation ahead of time whenever there are changes in routine.
- Establish a line of communication with parent/guardian.
- Develop self-monitoring strategies.
- Use charts and graphs to monitor expectations.
- Develop a flexible schedule when possible.

Work Production and Output

- Increase monitoring of work production during seat work.
- Write in agenda the assignments due and prioritize assignments.
- Have the parent monitor the agenda for homework assignments.
- Reduce required copying from the board or book; provide photocopy of notes prior.
- Permit student to work in a less distracting location.
- Provide a second set of textbooks for home.
- Allow student to work for a predetermined number of minutes on homework and stop. Parent signature needed.
- Have student type up their responses.
- Reduce homework amount.
- Assign a peer tutor to help with homework completion and review of topics.
- Give directions in small, distinct steps (written/visual/verbal).

Reading Strategies

- Use graphic organizers to aid in recall and comprehension.
- Provide supplemental material at an appropriate reading level to enhance understanding of curriculum.

- Pair with a reading partner.
- Use audio text.
- Pre-teach challenging vocabulary.
- Provide study guides to help identify key information.

Writing Strategies

- Use of speech to text option.
- Reduce written workload.
- Use of writing templates/organizers.
- Allow for students to hand in writing on template.
- Copy of notes prior to class.
- Extended time on writing assignments.

Math Strategies

- Use of calculator
- Embed formulas into exams.
- Reduce the number of problems on a given page.
- Extended time on assessments.
- Use of a study guide when taking an exam.
- Use of graph paper to keep numbers organized.
- Provide sample math problems and projects.
- Frequently check for accuracy and provide more immediate corrective feedback.

Materials

- Arrangement of material on page.
- Text-to-speech technology.
- Speech-to-text technology.
- Highlight tests/study guides.
- Use supplementary materials.
- Large print texts.
- Marker to guide reading.
- Large graph paper for math.
- Pencil grips.
- Graphic organizers.
- Assignment notebook.
- Special equipment (e.g. FM monitor, computer/tablet, headphones).
- Calculator.
- Manipulatives (across curriculum).

Accommodations and Instructional Strategies to Assist Students in Accessing the Core Curriculum

Below is a list of accommodations that support access to the core curriculum. This list is not intended to be exhaustive, but rather illustrative.

Attentional Strategies

- Change activities frequently to accommodate diverse learners
- Limit teacher talk time
- Plan varied activities during class periods including at least one that allows for movement
- Give directions and information in small chunks
- Establish relevance and purpose for learning by relating to previous experiences
- Seat student close to teacher
- Increase space between desks
- Use proximity to the student to redirect student attention
- Use agreed-upon cues to redirect student attention
- Make a positive personal comment every time the student shows any evidence of interest
- Make frequent checks for assignment progress/completion
- Give advance warning of when a transition is going to take place
- Provide an overview of the lesson before beginning
- Use timers
- Utilize kinesthetic aides

Behavioral Strategies

- Recognizing positive behaviors
- Change seating
- Provide incentives
- Establish a classroom behavior management system that focuses on positive reinforcement for appropriate behaviors.
- Define clear and consistent expectations
- Frequent positive 2-way communication with parents
- Allow students to access identified support staff when needed
- Develop student/teacher contract
- Be mobile around the teaching space, modeling behavior
- Incorporate stress-release activities into class

Executive Functioning Strategies

For Teaching
- Give step-by-step directions and have students repeat them back
- Give the student an outline of the lesson
- Say to the student, "This is important because…"
- Have a consistent daily routine
- Review previous skills before teaching new ones
- Frequent checks for understanding (for content, directions etc.)
- Frequent progress reporting and feedback to students
- Utilize transition cues

For the Classroom
- Post an agenda for the lesson, as well as goals/ objectives

- Read aloud lesson agenda for students
- Post a list of routines and daily schedule
- Read aloud daily schedules to start the day/class period
- Read directions aloud and present visually when able
- Be clear and succinct with directions
- Highlight keywords and phrases on printed worksheets or projected documents
- Number/order steps for task completion
- Provide templates, models, graphic organizers

For Organization and Time Management
- Provide students with a daily checklist of tasks/ responsibilities
- Monitor student progress through tasks
- Use and check an agenda to record assignments
- Chunk large assignments into smaller tasks each with specific deadlines
- Create checklists for complex assignments
- Use colored folders to organize work
- Do not grade students for neatness or penalize them for messiness

For Work and Test-Taking
- Provide students with exemplars of high-quality work and rubrics to inform student work
- Provide students with a description of the assessment format ahead of time so students can focus on the content
- Determine grade based on work completed. Do not penalize late or partial work by taking points off
- Allow students to use a computer to complete long writing assignments

Interventions for Attention-Seeking Students

- Establish and consistently reinforce clear and concise classroom expectations
- Avoid power struggles
- Avoid the use of confrontational techniques
- Provide students with choices
- Devise a classroom helper system and assign students duties (distributing papers, updating classroom calendar, etc.) and responsibilities.
- Assign activities that require some movement
- Designate a "cooling off" location within the classroom
- Use praise generously
- Ignore attention-getting behavior for a short time
- Avoid criticizing the student in front of others
- Speak privately to students about inappropriate behavior
- Communicate frequently with parents
- Monitor levels of tolerance and be mindful of signs of frustration

Motivational Strategies

- Have goal-setting as an all-class activity
- Determine student interests and learning styles and then design flexible activities accordingly
- Build student contracts and encourage student input into contract requirements
- Provide the student with formative feedback within the classroom

Sensory-Motor Interventions

For Physical Comfort and Focus
- Adjust seating so feet are flat on floor

- Use alternative seating (wiggle chair, stand up desk, exercise ball)
- Attach stretchy exercise band to chair legs or desk (for students who need to bounce feet)
- Allow student to utilize handheld fidgets
- Provide earplugs or muffling headphones for students who are sensitive to or distracted by noise

For Self-Regulation and Organization
- Create daily class routine and stick to them
- Tell student ahead of time when anticipating a change in routine
- Build in sensory breaks throughout day
- Establish clear starting and ending times for tasks
- Work out signal for when student is overwhelmed or in need of break
- Create proactive behavior plan for handling sensory triggers (before they lead to overload or meltdowns)
- Have chewing gum available if oral sensory is needed

Classwork and Testing for Teacher
- Reduce the need for handwriting (fill in the blanks, short answers, oral response and extra writing time)
- Provide quiet space so student is not overwhelmed by outside noises
- Seat student away from distractions (doors, windows, noises etc.)
- Minimize the amount of visual information on a page
- Provide ample white space for student to provide response on paper

Classwork and Testing for Student
- Reduce visual distractions by utilizing blank pieces of paper to block out all but a few questions on worksheet
- Use folders to create privacy screen
- Utilize pencil grips, slant board or other type devices when writing
- Use technology for writing if easily fatigued

Social-Emotional Strategies
- Use transition cues prior to any changes
- Communicate changes in routine ahead of time, whenever possible
- Establish clear routines and expectations
- Intentionally group students with appropriate peers
- Provide structured conversation prompts
- Prep students prior to calling on them in class
- Monitor levels of tolerance and be mindful of signs of frustration
- Utilize counselor (school adjustment or school counselor) as needed
- Provide wait time
- Provide breaks, including in-class movement breaks, as needed

District Curriculum Accommodation Plan
General Categories

Accommodation Strategies	Description
Support services through the education program	- Academic support classes and tutoring (before, after, and during school) - Summer school; Homework clubs, - Schoolwide Title I, Special Education staff and services - ELL staff and services - Mentoring, volunteers
Assistance to classroom teachers for analysis and to accommodate various students' learning needs, and to manage students' behavior effectively	- Professional development activities, e.g., graduate courses, workshops, etc., in: early literacy and middle school literacy, standards-based instruction, behavior management, conflict resolution and de-escalation training. - Special education staff, psychologists, social workers and behavioral therapists support classroom teachers regarding intervention and modification strategies for individual students. - Para educators
Direct and systematic instruction in literacy	- Instruction and assessment aligned to Massachusetts Framework - Instructional decision-making based on assessment data - Systematic instruction of reading
Teacher mentoring and collaboration	- District Mentoring Induction Program for teachers new to the district, - mentee/mentor training - Time for collaboration: in-service, grade level and department meetings, study groups, summer curriculum projects, peer observations, staff, team and department meetings - School and District leadership teams - Professional Learning Communities
Instructional modifications and/or changes; additional instructional time or block scheduling	- Extended learning opportunities and out-of-school services for additional academic support, e.g., summer school, extended year services, tutoring and homework clubs, small group academic support - Library access and technology access - Lengthened school day for students in K-7
Review of local curriculum to align with state learning standards	Curriculum Leadership Councils for each major discipline; new texts, materials and assessments are standards-based and align to state learning standards
Review of school policies and discipline codes	District level through the School Committee and per school through the -School Councils and staff.
Additional staffing or consultation on academic development, behavioral issues, issues related to Student performance	- Instructional Coaches - Support Staff/Interventionists - Social Workers, Psychologists - Alternative Learning Program - ELL staffing - School-based behavior program - Board Certified Behavior Analysts (BCBAs)

Supports For Multilingual Learners

Dennis-Yarmouth Regional School District is a Sheltered English Immersion (SEI) district. Multilingual students receive grade-level instruction by the use of strategies designed to promote English language acquisition while ensuring access to core classroom content. Instructional strategies such as visuals, graphic organizers, anchor charts, labels, word banks, and the strategic use of home languages enable students to demonstrate their knowledge and leverage their strengths in the general education classroom.

All multilingual learners are taught by SEI-endorsed content teachers and receive systematic language acquisition instruction from their ESL teachers. ESL instruction takes place in pull-out, push-in, or self-contained classroom models.

Involvement of Parents in the Process

Instructional support is most effective when parents are involved. Parental input is valuable when gathering information about the student. Parental support and reinforcement of instructional strategies in the home environment increases the effectiveness of any instructional support. Opportunities for parental involvement include, but are not limited to:

- School Councils
- New Student Welcome Meeting
- School-Based Parent Teacher Organization (PTO)
- Special Education Parent Advisory Council (SEPAC)
- English Language Parent Advisory Council (ELPAC)
- Open House/Curriculum Nights
- School transition meetings
- Family education opportunities
- Newsletters/school and classroom
- District/school website
- Title I Family Engagement Events
- Parent/Guardian conferences (K - 7)
- College Preparation Workshops (DYHS)
- Technology Support/Training
- Translation services (documents, meetings, etc.)

Professional Development for Staff

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

Professional Development/Resources for All Staff

Resources for Staff PreK-12
District Resources: ● New Educator Orientation ● Course Reimbursement ● New Program Adoption Training ● English Language Educator Coordinator Coordinator ● Assistant Superintendent of Student Services and Instruction ● Assistant Directors of Student Services ● Directors of Instruction (Humanities and STEM) ● Assistant Director of Digital Learning ● District Board Certified Behavior Analysts ● Director of Health Services **Building-based Resources:** ● Professional Learning Communities (PLC) ● School Counselors/Social Workers/Adjustment Counselors ● K-10 Instructional Coaches ● PBIS Coaches

Student Support Team (SST)

The Student Support Team (SST) provides support for general education teachers as they work with a diverse group of students. The team is school-based and uses a collaborative problem-solving approach. SST ensures that the needs of students are identified and that an array of interventions and solutions are outlined and implemented. The support of counselors, curriculum or technology specialists, administrators, and appropriate personnel may provide ideas and/or peer assistance to their colleagues or offer suggestions for better utilization of resources or staff time.

Prior to referral for a special education evaluation, all efforts must be made to meet a child's needs within the context of services that are part of the regular education program. Such efforts and results will be documented, with a copy maintained in the student's record. No instructional support program or other intervention may limit a parent's right to refer his/her child for a special education evaluation. However, effective 6/30/05, the SST must be sure that students who are referred for problems with reading are using a scientifically based research reading program within the instructional setting.

How the Process Works
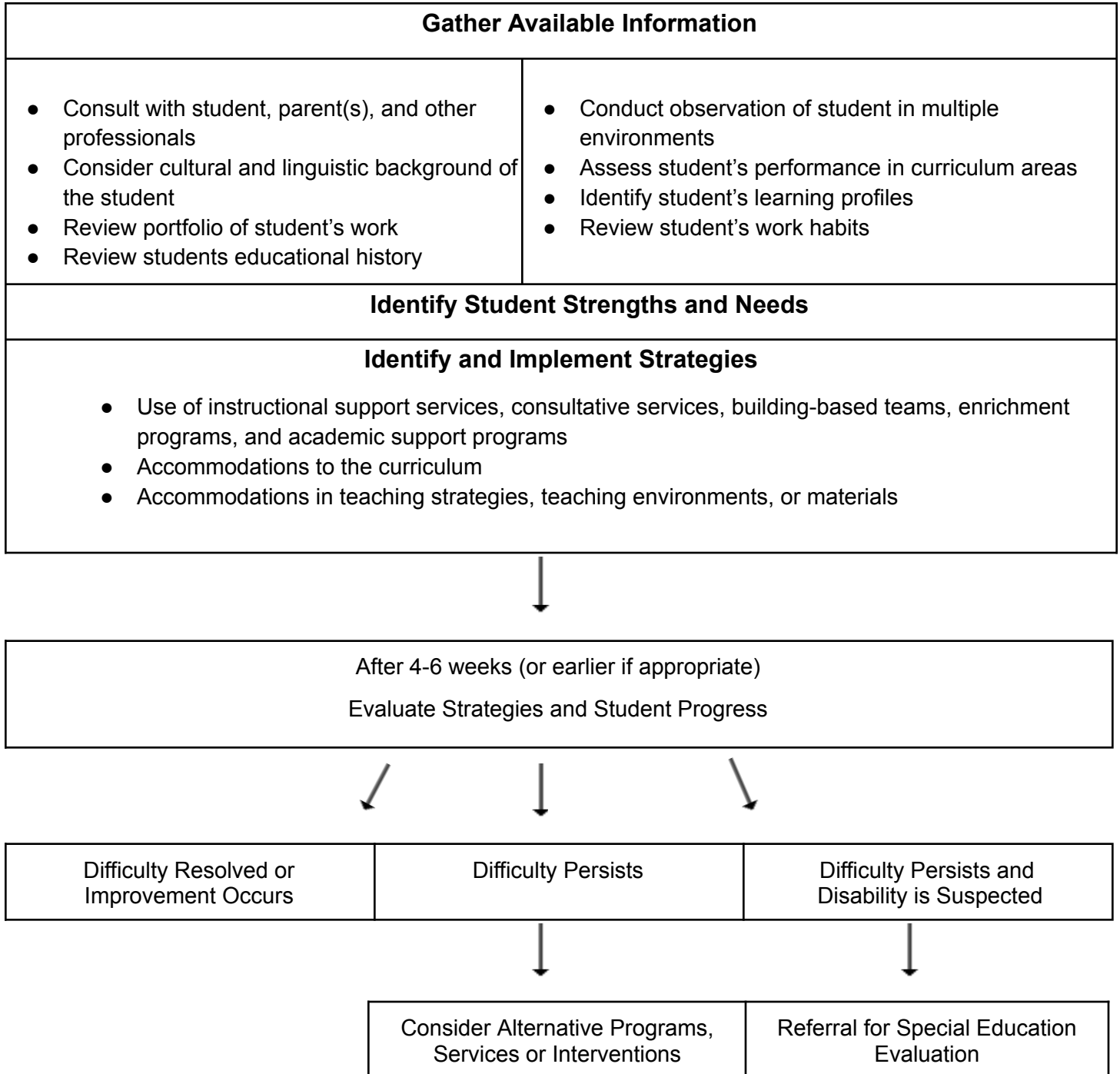
- When a teacher is seeking assistance regarding a student experiencing difficulty in his/her classroom, a SST meeting form is submitted to the principal.
- All documentation is compiled and stored at each building in a place designated by the principal.
- The coordinator acts on the request, scheduling the meeting to review the information and data submitted by the referring teacher.

- At the SST meeting, the team collaborates with the teacher to identify strategies and designs an implementation plan and monitoring procedures.
- A follow-up meeting is scheduled for 4-6 weeks or sooner if appropriate. At that time the strategies and their impact are reevaluated and further changes are discussed.

SST INTERVENTION PROCESS

Student Experiences School Difficulties*

Gather Available Information	
- Consult with student, parent(s), and other professionals - Consider cultural and linguistic background of the student - Review portfolio of student's work - Review students educational history	- Conduct observation of student in multiple environments - Assess student's performance in curriculum areas - Identify student's learning profiles - Review student's work habits

Identify Student Strengths and Needs

Identify and Implement Strategies

- Use of instructional support services, consultative services, building-based teams, enrichment programs, and academic support programs
- Accommodations to the curriculum
- Accommodations in teaching strategies, teaching environments, or materials

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After 4-6 weeks (or earlier if appropriate)

Evaluate Strategies and Student Progress

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Difficulty Resolved or Improvement Occurs	Difficulty Persists	Difficulty Persists and Disability is Suspected

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Consider Alternative Programs, Services or Interventions	Referral for Special Education Evaluation

*The law requires that no instructional support program nor any other intervention limit the right of a parent to refer a student for a special education evaluation. However, if a referral for a special education evaluation has been made and the district has asked for and received parent consent to evaluate, the evaluation information from instructional support program should be made available to the special education team to consider when determining if the student is eligible for special education.

District Personnel Resources

Assistive Technology

Assistive Technology services and evaluations are provided through contracts with outside agencies.

Before/After Care

K-5 schools provide before and after care services through a third party provider for families who need extended day supervision prior to the start of the school day and after the school day ends. Students have access to enrichment activities, academic and social emotional support, and physical activity.

Behavior Support

The district employs Board Certified Behavior Analysts and Clinical Consultants. They provide consultation and support across the district and to the Therapeutic Programs. These individuals provide behavior consultation and behavioral assessments (Functional Behavior Assessments - FBA's).

Certified Orientation and Mobility Specialist

COMS are professionals who have been trained to work with students with vision loss. Orientation and Mobility (O&M) training usually focuses on navigating familiar environments first, such as the classroom or home setting. Depending upon an individual's needs and abilities, this training may extend beyond the school campus to the community, including public agencies such as libraries, public transportation systems, and independent living environments.

Care Solace

This online resource connects students, staff, and their families to mental health and substance use providers.

Educational Services- Home or Hospital

When the school district must provide an education to students outside of the regular school building, building principals and/or the guidance department will notify Student Services to arrange educational services.

EL Family Liaisons

Liaisons act as an intermediary between immigrant families, the school district, and community; implements strategies and activities to build the capacity of families to be active participants in the education of their children.

Instructional Coaches

The district employs instructional coaches to assist teachers/staff with curriculum implementation, data analysis and use, interventions, and accommodations for students. They also demonstrate and co-teach classes.

Library Media Specialists

There are media specialists or library support staff persons in each school building. They consult with teachers regarding resources for student enrichment and research.

Nurses

Nurses are in each building to provide consultation for staff, communication and consultation with parents, direct service to individual students and staff, as well as vision and hearing screenings. The nurse serves on the student support team as necessary and can attend team meetings for students who require health care plans.

Occupational Therapists

The district employs occupational therapists shared across school sites. They are responsible for delivering occupational therapy services and consultation to staff as necessary. They complete occupational therapy evaluations and progress reports on their students.

Paraprofessionals

The district employs many paraprofessionals who assist our students. Some are assigned to specific students and others offer targeted classroom support as directed by the classroom teacher.

Physical Therapists

The district employs physical therapists shared across school sites. They are responsible for delivering physical therapy services and consultation to staff as necessary.

School Counselors/Adjustment Counselors/Social Workers

School counselors and social workers provide families and staff members with consultation and communication to support social emotional growth and foster home-school connections. They provide students a range of school related counseling services, including crisis intervention and social skill groups. They can also chair student support team meetings. At the High School level, counselors provide support with college/career and other post- secondary planning. Additional counseling services may also be contracted with outside agencies.

School Psychologist Psychologists are responsible for achievement, psychological, behavioral, and cognitive testing for special education referrals and re- evaluations. They attend team meetings and share assessment results with parents. In addition, they may have a counseling caseload of students, provide assessments for students attending out of district schools, and provide consultation to parents, teachers, and other staff.

Speech/Language Pathologists

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

Teacher of the Visually Impaired

TVI are educators who have been specially trained to work with students with low vision or blindness and hold teaching licenses issued in their special field by the Massachusetts Department of Elementary and Secondary Education. They provide services to students from birth through age 21 with uncorrectable vision pathologies and/or to students who function as blind, including students with multiple disabilities.

Title 1 Teachers

The school district employs several teachers that work within the buildings that are identified as a Schoolwide Title One Program to provide support to students in reading and in mathematics.

Transition Specialist

The Transition Specialist guides staff and families through the process of transitioning from age 14-22 and adult services, programming, post education, and adult life.

Translation Supports

Translation supports are provided by the Family and Community Liaisons at both the school and district level in addition to third party translation services.