



Winchendon Public Schools

District Curriculum Accommodation Plan



*A Resource Guide for Teachers, Principals, Student Support Services Personnel,
Paraprofessionals, and Parents to Meet the Needs of all Learners*

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I. Vision Statement for the Winchendon Public Schools Public Schools

The Winchendon Public Schools actualize the promise of education. We fulfill our collective responsibility to provide all students the opportunity for social, emotional and academic success, ensuring each graduate is equipped with the skills, knowledge, and habits necessary to persevere and realize their unique potential.

We believe that every individual can achieve at high levels. This belief is reflected in the high expectations we set for students and ourselves, both in our schools and the community. We share a common vision of effective instruction and driven by data, educators work together to challenge and engage all students in every class every day. Our district and schools support our teachers to provide each student with the support they need for academic success and personal well-being.

We share a culture of possibility. Respectful interactions among all stakeholders enable students to thrive, fostering a positive relationship with the community, and positive images of the schools.

II. What is a District Curriculum Accommodation Plan?

Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). Massachusetts General Laws, Chapter 71, Section 38Q1/2 states that:

“A school district shall adopt and implement a curriculum accommodation plan to assist 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.”

Purpose of DCAP

The Winchendon Public School District recognizes that:

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

It is with these statements in mind that this DCAP was designed. It provides an accounting of resources and accommodations available to all students and classroom teachers. The DCAP provides a process that each school follows in order to support struggling learners.

This plan is intended to guide principals and teachers in ensuring that all possible efforts are made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in any school. By describing in a document the accommodations, instructional supports and strategies that are available in general education, and the process for determining

effective interventions for struggling learners, it is hoped that this DCAP will help support diverse learners in our schools.

The plan encompasses the following:

- Assistance to general education teachers in analyzing, assessing and accommodating diverse learners within the regular classroom;
- Accommodations to meet needs of the diverse learning styles within a regular education class;
- Provision of appropriate services and support within the regular education classroom;
- Services to address the needs of children whose behavior may interfere with learning;
- Encouragement of parental involvement in their children's education;
- Encouragement of teacher mentoring and collaboration;
- Delineation of resources available to teachers in the areas of student support, mentoring, professional development and coaching

School Councils and District Accommodation Plan, Ch. 71 Section 59C Amended Language

The school council, including the school Principal, shall meet regularly and shall assist in the identification of the educational needs of all students attending the school, shall 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 school budget and in the formulation of a School Improvement Plan.

Parental Involvement

The Winchendon Public Schools encourage and foster parent involvement in their child's education. Some of the ways this is done are:

- Home/school communication through the Principal and classroom newsletters
- School website to post school communication
- Parents as members of the Winchendon Public School's school councils and Superintendent's Council
- Working collaboratively with the Winchendon Public Schools PTO, the Winchendon Coordinated Family and Community Engagement coordinator, and SEPAC-sponsored events
- Yearly open house and parent conferences
- Participation in curriculum nights, field trips, seasonal celebrations, and special events
- Parent volunteer programs
- Progress reports and report cards

III. Data-Based Decision Making

A variety of data sources are used in the Winchendon Public School District to analyze students' learning needs, including, but not limited to:

MCAS
Measures of Academic Progress (MAP) testing
DIBELS
ACCESS for ELLs
Classroom and subject specific assessments

The Winchendon Public Schools have aligned their curriculum to the MA Curriculum Frameworks and review and update it on an ongoing basis. Based on the data, teachers analyze each student's strengths and weaknesses, and the supports they will need to progress effectively in the general education classroom.

When a student is identified as having an unfulfilled learning need, the classroom teacher will seek available resources, specialist and teacher consultation, parental input, and professional expertise to clarify the learning challenge. Together, educators will develop and implement strategies and educational techniques that are designed to remediate or accommodate the learner's individual needs. This program will incorporate any regular educational resources that are available and will take into consideration any known educational history or individual information that may be educationally relevant.

IV. The Instructional Support Intervention Process

A strong instructional support intervention system enables school practitioners to identify which aspects of the student's educational environment must be changed to ensure learning in general education. Figure 1 provides an outline of the support process in the general education classroom. Figure 2 provides an outline of the Student Support Team process, again as utilized in the general education setting. Lastly, Figure 3 provides a list of possible assessment directions to assist in determining appropriate instructional support services. The instructional support system should consist of ongoing systemic efforts to accommodate all students' learning needs within the general education classroom.

FIGURE 1: Instructional Support Flow Chart

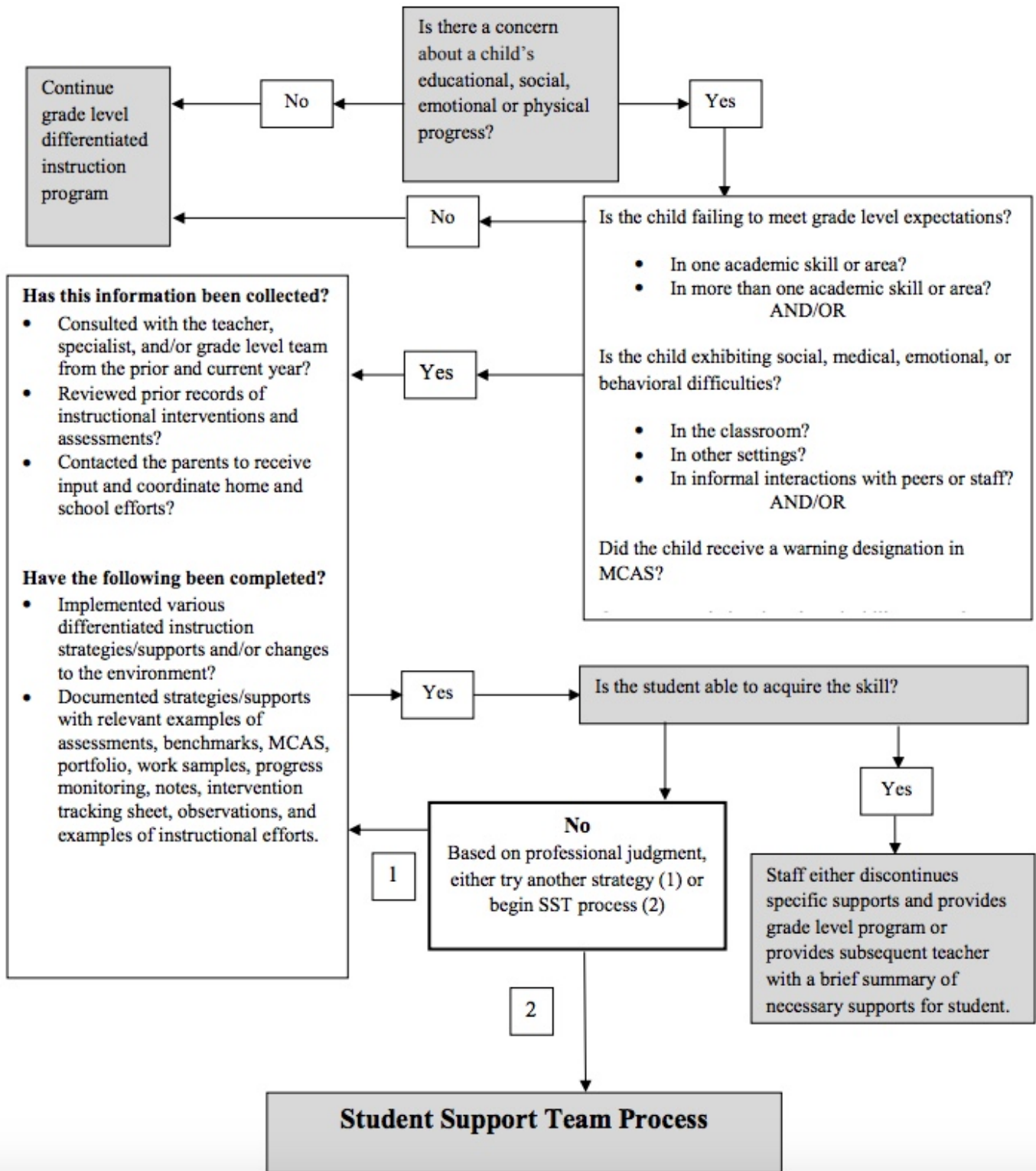


FIGURE 2: Student Support Team Process

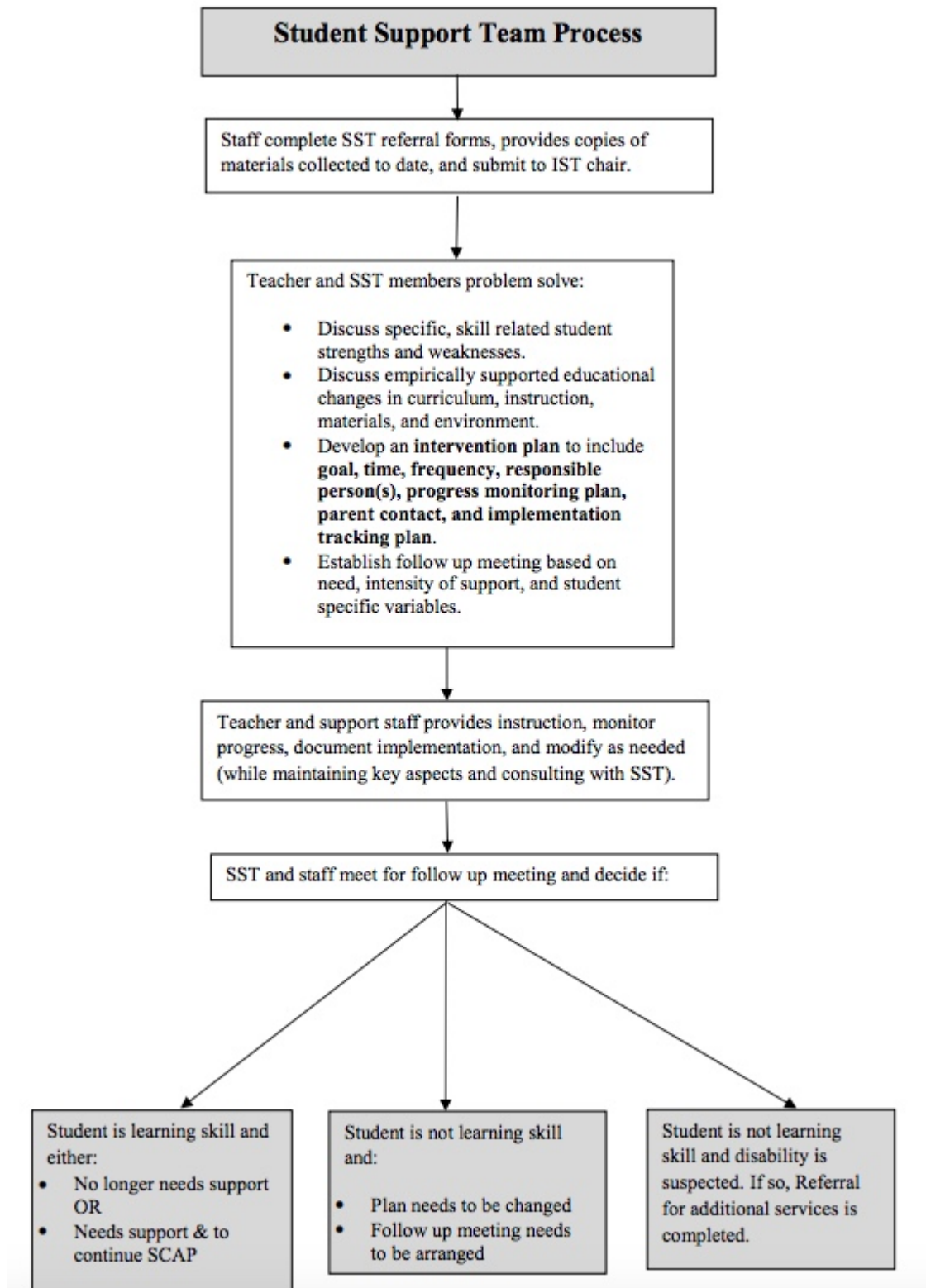


FIGURE 3: Questions That May Help Guide the Assessment of Student Instructional Needs

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

V. Support for English Language Learners

The Winchendon Public Schools are fortunate to have students from a variety of cultural and linguistic backgrounds in our schools. Our ELL students not only are learning to read, write and speak English, but they also speak Spanish, Arabic, Portuguese, Chinese, Vietnamese, Urdu, or other languages.

To ensure that English Language Learners acquire proficiency in English as rapidly and effectively as possible and, within a reasonable period of time and achieve the same rigorous grade-level academic standards that are expected of all students, ELL students have all of the supports available to every student, as well as:

- English proficiency testing upon enrollment
- ACCESS for ELL's yearly testing
- Classroom teachers trained in Sheltered English Immersion
- Support for classroom work
- English Language Development from certified ESL (English as a Second Language) teacher
- Monitoring for an additional four years after reaching proficiency

VI. Differentiation and Supports in General Education

These supports are considered "good teaching strategies" and may be provided within the General Education Program for students who are struggling (when appropriate) and include accommodations to the classroom instruction, student responses, teaching strategies, teaching environment or materials. This list is representative of suggested strategies and is not inclusive of all strategies that may be successful with individual students.

Physical Environment

- Preferential seating
- Strategic classroom design
- Frequent breaks
- Writing aids (slant board, pencil grips, etc.)
- Stress release activities (sensory tools, motor breaks, etc.)
- Remove auditory distractions (use noise cancelling headphones, etc.)

Behavioral

- Positive Behavior Intervention Plan (goal setting, positive reinforcement, check-in / check-out system, point system, etc.)
- Adult mentor
- Alternative seating
- Logical consequences
- Counseling
- Alternative schedule/restructure demands
- Classroom expectations posted in view of all students
- Seating arrangements to prevent behavioral difficulties in the classroom
- Development of student contracts or Individual Behavior Intervention Plans
- Utilization of charts and graphs to monitor expectations
- Contact of parents/facilitation of parent support/development of strategies and fostering of school/home communication
- Consultation with school psychologist, guidance counselor, special needs staff
- Movement breaks and energizers during instructional periods
- Incorporation of stress-release activities

Instructional

- Manipulatives and other hands-on strategies
- Additional small group instruction
- Homework checks/homework help/targeted homework (quality vs. quantity)

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- Work contracts
- Peer tutoring
- Cues for transitions
- Extra help sessions
- Multi-modal presentation of instruction and materials
- Partner or small group instruction
- Cueing and “wait time” or “think time” to encourage participation
- Repetition or re-teaching of concepts with a different approach
- Alternative assessments: oral, multiple choice, computer-based, read aloud. (Tests of reading should not be read aloud.)
- Incentives and reward systems, including student graphing of own progress
- Preferential seating/flexible seating arrangements
- Frequent progress monitoring and feedback to student on progress
- Peer buddy systems for study groups or homework check-ins
- Provision of strategies to parents to support homework completion
- Allowing extended time for those tests that determine a student’s knowledge and mastery of content, but not fluency in the subject area
- Providing a scribe or keyboarding when needed to assess student knowledge
- Cooperative learning strategies

Organizational

- Breaking down tasks into explicit chunks
- Visual aids
- Teaching students to use graphic organizers
- Study guides/structured notes
- Checklists, teacher check-ins, calendars and project organizers to break down long-term assignments
- Student Agenda checks
- Explicit teaching of study skills, note-taking; modeling these skills during instruction
- Homework logs and journals for homework follow-up

Technological

- Instructional software
- Calculator
- Word processor, spreadsheets, presentation software, etc.
- Listening center/audio recording of books
- Google classroom and other platforms that support teacher-student-home communication; good information flow re: student progress and work to be completed; etc.
- Video and audio resources

Personnel and Support Services Available to all Students:

Services	Staff member	Assistance with:
Coordination and Supervision	School administration (All schools)	<ul style="list-style-type: none"> • What sources of support are available within the school? • Support of staff as they implement student services • Consultation to parents • Assistance in development, revision, & evaluation of the curriculum • Development of standards of conduct
Counseling Services	School Psychologist (All schools) School Guidance Counselor / School Adjustment Counselor (All schools)	<ul style="list-style-type: none"> • School related mental health issues • Social skills training • Stress management and mindfulness

		<ul style="list-style-type: none"> • Consultations with parent, student and outside therapists.
School and Career Counseling	School Guidance Counselor / School Adjustment Counselor	<ul style="list-style-type: none"> • Aptitude testing • Career and college guidance
Health Counseling	School Nurse (All schools)	<ul style="list-style-type: none"> • Consultations with parent, student and doctor • Assistance with obtaining MASSHealth and other out of school supports
Behavior Consultation	Board Certified Behavior Analyst School Psychologist (All schools) School Guidance Counselor/School Adjustment Counselor (All schools) Behavior Specialist (Memorial/ TTE) ABA Specialist (Memorial/TTE)	<ul style="list-style-type: none"> • Observation and planning for school based behavioral issues • Developing behavioral plans
Oversight	Director of Pupil Personnel Services	<ul style="list-style-type: none"> • Assistance finding support and services • Collaborative planning with parents and staff • Oversight of services available
Therapeutic Consultation	OT, Speech and Language Specialists	<ul style="list-style-type: none"> • Provide parent and teacher consultation • Classroom observation of students • Informal screenings • General education supports such as articulation training
Student Support Team	School based SST	<ul style="list-style-type: none"> • Consultation to teachers on behavioral and academic issues

VII. Massachusetts Tiered System of Supports

The Massachusetts Tiered System of Support (MTSS), provides a framework for school improvement that focuses on system level change across the classroom, school, and district to meet the academic and non-academic needs of all students, including students with disabilities, English language learners, and students who are academically advanced. It guides both the provision of high-quality core educational experiences in a safe and supportive learning environment for all students and academic and/or non-academic targeted interventions/supports for students who experience difficulties and for students who have already demonstrated mastery of the concept and skills being taught. (DESE 2011)¹

Tier I Instruction

Quality instruction begins with strong curriculum which is aligned to the MA Frameworks, which is differentiated through the use of formative data to provide instruction designed to meet the specific needs of each student. All students are screened on a periodic basis to identify struggling learners who need additional support. This includes gathering accurate and reliable data on all students, interpreting data and using it to make meaningful instructional changes for students.

Tier II instruction

In Tier II, students who have been identified as not making adequate progress in the core curriculum are provided with increasingly intensive targeted instruction, based on levels of performance and rates of progress. Instructional programs are targeted to the student's need and have a strong evidence-base for use. Tier II is a mechanism for systematically evaluating and providing early intervention for students who are at risk for academic or behavioral struggles.

¹ <http://www.doe.mass.edu/sped/mtss.html>

Tier II is defined as “small-group instruction that relies on evidence-based interventions that specify the instructional procedures, duration, and frequency of instruction” (NCRTI, 2010) ²According to the NCRTI, Tier 2 has three characteristics that distinguish it from core instruction: 1) it is evidence-based, 2) it consists of small-group instruction, and 3) it involves a clearly articulated intervention implemented with fidelity. According to this definition, Tier 2 is meant to provide a limited, but targeted, support system for students who struggle to meet grade-level performance standards. The goal of Tier 2 is to remediate academic skill deficits with the idea that in doing so, students will ultimately be successful in the Tier 1 program without support.

Tier III Interventions

A very small group of children do not progress as expected, even though they participated in high-quality curriculum and received small and large group support. If a student is not making growth after a period of time with Tier II supports, the school may introduce more individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These are Tier III supports, and may occur in or outside of the General education classroom.

² National Center on Response to Intervention. (2010, March). Essential components of RTI—A closer look at response to intervention. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention.

Research Based Interventions – Memorial School

Tier I Core Program & Universal supports in the Gen Ed classroom	Tier II Additional small group interventions in the classroom	Tier III Intensive Interventions
<p>Reading</p> <ul style="list-style-type: none"> • Reading Wonders (PreK-5) • Foundations • Daily 5 (K-2) • Footsteps2Brilliance (PreK-3) • Differentiated Instruction 	<p>Reading</p> <ul style="list-style-type: none"> • RTI • School wide intervention time every morning • Reading Wonders Interventions (Pre-K-2) • ERI (Kindergarten) • Read Naturally • Wilson Reading • Lindamood Bell • Leveled Readers • Wisnia Kapp <p><u>Phonics Interventions</u></p> <ul style="list-style-type: none"> • Foundations • Lexia <p><u>Fluency Interventions</u></p> <ul style="list-style-type: none"> • Read Naturally • Lexia <p><u>Vocabulary Interventions</u></p> <ul style="list-style-type: none"> • Lexia <p><u>Composition Interventions</u></p> <ul style="list-style-type: none"> • Lexia 	<p>Reading</p> <p><u>Phonics Interventions</u></p> <ul style="list-style-type: none"> • Wilson Reading, individualized special instruction • MobyMax <p><u>Fluency Interventions</u></p> <ul style="list-style-type: none"> • Read Naturally, individualized special instruction • MobyMax <p><u>Vocabulary Interventions</u></p> <ul style="list-style-type: none"> • Modified Specialized instruction • MobyMax <p><u>Comprehension Interventions</u></p> <ul style="list-style-type: none"> • Modified Specialized instruction • MobyMax
<p>Math</p> <ul style="list-style-type: none"> • Envisions Math-Core • Touch Math (Basic Skills) • Differentiated Instruction 	<p>Math</p> <ul style="list-style-type: none"> • RTI • After school math support (before & after school program) • IXL 	<p>Math</p> <ul style="list-style-type: none"> • Math, individualized special instruction for Special Education Students and ELL students • MobyMax
<p>Writing</p> <ul style="list-style-type: none"> • Reading Wonders <p>Spelling</p> <ul style="list-style-type: none"> • Reading Wonders 	<p>Writing</p> <ul style="list-style-type: none"> • RTI • Reading Wonders Interventions <p>Spelling</p> <ul style="list-style-type: none"> • RTI • Foundations • Reading Wonders Interventions 	<p>Writing</p> <ul style="list-style-type: none"> • Reading Wonders, individualized special instruction for Special Education students and ELL students <p>Spelling</p> <ul style="list-style-type: none"> • Reading Wonders, individualized special instruction for Special Education students and ELL students • MobyMax
<p>Behavior</p> <ul style="list-style-type: none"> • Classroom rules 	<p>Behavior</p> <ul style="list-style-type: none"> • Counseling groups and Lunch 	<p>Behavior</p> <ul style="list-style-type: none"> • Individual Behavior Plans

<ul style="list-style-type: none"> ● PBIS school wide ● Michelle Garcia Winner Social Thinking Program 	<p>Bunch groups</p> <ul style="list-style-type: none"> ● SWIS data tracking ● Parenting Groups ● Michelle Garcia Winner Social Thinking Program ● Student Support Threat Assessment Form (see attached) 	<ul style="list-style-type: none"> ● Check-in/Check-out plans ● School Based Individual Counseling ● SWIS data tracking ● Michelle Garcia Winner Social Thinking Program ● Parenting Groups ● Student Support Threat Assessment Form (see attached)
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Research based interventions – Toy Town Elementary School

Tier I Core & Universal supports in the classroom	Tier II Additional small group Interventions	Tier III Intensive Interventions
<p>Reading</p> <ul style="list-style-type: none"> ● Reading Wonders K-5 ● Daily 5 ● Footsteps2Brilliance (Grade 3) ● Differentiated Instruction 	<p>Reading</p> <ul style="list-style-type: none"> ● RTI ● Reading Wonders Interventions (3-5) <p><u>Phonics Interventions</u></p> <ul style="list-style-type: none"> ● Foundations ● Lexia ● Read Naturally ● Lindamood Bell ● Wisnia Kapp ● Leveled Readers <p><u>Fluency interventions</u></p> <ul style="list-style-type: none"> ● Lexia <p><u>Vocab. Interventions</u></p> <ul style="list-style-type: none"> ● Lexia <p><u>Comp. Interventions</u></p> <ul style="list-style-type: none"> ● Lexia ● Wonders Apprentice Level Readers 	<p>Reading</p> <p><u>Phonics Interventions</u></p> <ul style="list-style-type: none"> ● Wilson Reading, individualized special instruction for Special Education and ELL students <p><u>Fluency interventions</u></p> <ul style="list-style-type: none"> ● Read Naturally ● Reading Wonders, individualized special instruction for Special Education and ELL students <p><u>Vocabulary Interventions</u></p> <ul style="list-style-type: none"> ● Reading Wonders, individualized special instruction for Special Education and ELL students <p><u>Comprehension Interventions</u></p> <ul style="list-style-type: none"> ● Reading Wonders individualized special instruction for Special Education and ELL students
<p>Math</p> <ul style="list-style-type: none"> ● Envision Math ● Differentiated Instruction 	<p>Math</p> <ul style="list-style-type: none"> ● RTI ● IXL ● Prodigy 	<p>Math</p> <ul style="list-style-type: none"> ● Individualized special instruction for Special Education and ELL students
<p>Writing Reading Wonders</p> <p>Spelling Reading Wonders</p>	<p>Writing</p> <ul style="list-style-type: none"> ● RTI ● Reading Wonders Interventions (3-5) <p>Spelling</p> <ul style="list-style-type: none"> ● RTI ● Foundations ● Reading Wonders Interventions (3-5) 	<p>Writing Individualized special instruction for Special Education and ELL students</p> <p>Spelling</p> <ul style="list-style-type: none"> ● Individualized special instruction for Special Education and ELL students
<p>Behavior</p> <ul style="list-style-type: none"> ● Classroom rules ● PBIS school wide 	<p>Behavior</p> <ul style="list-style-type: none"> ● Social skills and counseling groups ● SWIS data tracking ● Student Support Threat Assessment Form (see attached) 	<p>Behavior</p> <ul style="list-style-type: none"> ● Individual Behavior Plans ● Check in/Check out plan ● SWIS data tracking ● Student Support Threat Assessment Form (see attached)

Research Based Interventions – Murdock Middle School & Murdock High School

Tier I Core & Universal supports	Tier II Additional small group Interventions	Tier III Intensive Interventions
Reading- (Curriculum is Course Specific)	Reading-	Reading-
6- English 6	<ul style="list-style-type: none"> ● Mentoring block ● Peer Tutoring ● Targeted Reading Intervention ● Great Leaps ● IXL ● Rewards Plus ● After School tutoring and homework support ● After school help with teachers 	<ul style="list-style-type: none"> ● Wilson (Special Ed. only) ● Individual support for students in ELL or Special Education
7- English 7	<ul style="list-style-type: none"> ● Mentoring block ● Peer Tutoring ● Targeted Reading Intervention ● Great Leaps ● IXL ● Rewards Plus ● After School tutoring and homework support ● After school help with teachers 	<ul style="list-style-type: none"> ● Wilson (Special Ed. only) ● Individual support for students in ELL or Special Education
8- English 8	<ul style="list-style-type: none"> ● Mentoring block ● Peer Tutoring ● Targeted Reading Intervention ● Great Leaps ● IXL ● Rewards Plus ● After School tutoring and homework support ● After school help with teachers 	<ul style="list-style-type: none"> ● Wilson (Special Ed. only) ● Individual support for students in ELL or Special Education
9- English 1 College Prep Honors	<ul style="list-style-type: none"> ● Academic Support Center ● Tutoring with NHS students ● MCAS Prep ● After school help with teachers 	<ul style="list-style-type: none"> ● Wilson (Special Ed. only) ● Individual support for students in ELL or Special Education
10- English II College Prep Honors	<ul style="list-style-type: none"> ● Academic Support Center ● Tutoring with NHS students ● MCAS Prep ● After school help with teachers 	<ul style="list-style-type: none"> ● Wilson (Special Ed. only) ● Individual support for students in ELL or Special Education
11- English III College Prep Honors	<ul style="list-style-type: none"> ● Academic Support Center ● Tutoring with NHS students ● MCAS Prep ● After school help with teachers 	<ul style="list-style-type: none"> ● Wilson (Special Ed. only) ● Individual support for students in ELL or Special Education
12- English IV College Prep Honors	<ul style="list-style-type: none"> ● Academic Support Center ● Tutoring with NHS students ● MCAS Prep ● After school help with teachers 	<ul style="list-style-type: none"> ● Wilson (Special Ed. only) ● Individual support for students in ELL or Special Education

Math (Curriculum is Course Specific)	Math	Math
6- Math 6	<ul style="list-style-type: none"> ● Targeted Math Intervention ● Mentoring block ● IXL ● Prodigy ● After School tutoring and homework support ● After school help with teachers 	Individual support for students in ELL or Special Education
7- Math 7 Pre-algebra	<ul style="list-style-type: none"> ● Targeted Math Intervention ● Mentoring block ● IXL ● Prodigy ● After School tutoring and homework support ● After school help with teachers 	Individual support for students in ELL or Special Education
8- Math 8 (Pre-Algebra) Algebra I	<ul style="list-style-type: none"> ● Targeted Math Intervention ● Mentoring block ● IXL ● Prodigy ● After School tutoring and homework support ● After school help with teachers 	Individual support for students in ELL or Special Education
9- Algebra I CP Algebra I Honors Geometry Honors Geometry CP Algebra II CP Algebra II Honors	<ul style="list-style-type: none"> ● Tutoring with NHS students ● Homework Club ● After school help with teachers ● Academic Support Center 	
10- Geometry CP Geometry Honors Algebra II CP Algebra II Honors Pre-calculus CP Pre-calculus Honors	<ul style="list-style-type: none"> ● Tutoring with NHS students ● Homework Club ● After school help with teachers ● Academic Support Center 	
11- Pre-calculus CP Pre-calculus Honors Functions, Stats, Trig CP Calculus Honors AP Calculus AP Statistics	<ul style="list-style-type: none"> ● Tutoring with NHS students ● Homework Club ● After school help with teachers ● Academic Support Center 	
12- Pre-calculus CP Pre-calculus Honors Functions, Stats, Trig CP Calculus Honors AP Calculus AP Statistics	<ul style="list-style-type: none"> ● Tutoring with NHS students ● Homework Club ● After school help with teachers ● Academic Support Center 	

Behavior	Behavior	Behavior
<ul style="list-style-type: none"> ● Classroom rules ● School Counselor ● PBIS (MMS) ● Advisory Period ● Counseling Curriculum, 6-12 ● Student Council- School Culture 	<ul style="list-style-type: none"> ● Social skills groups ● Counseling groups ● Student contracts ● Conflict resolution sessions ● PBIS Check in/Check out ● Behavior Support Plans ● Student Support Threat Assessment Form (see attached) 	<ul style="list-style-type: none"> ● 1-on-1 Counseling ● Wraparound Services through our Health Center ● Assistance w/ obtaining outside counseling ● Student Support Threat Assessment Form (see attached)

Student Curriculum Accommodation Plan (SCAP) - PreK-5

Student Name:

Grade:

School:

<p>Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow extra time if needed <input type="checkbox"/> Provide alternate forms of assessment (ex. Oral project based, performance based) <input type="checkbox"/> Provide reference tools <input type="checkbox"/> Teach test-taking strategies and study skills <input type="checkbox"/> Use alternate setting for assessments <p>Assistive Technology</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow access to computer labs <input type="checkbox"/> Allow access to low assistive technology tools (ex. Line markers, highlighter, whisper phones, alternate lined paper, slant boards, alternate pencil grips) <input type="checkbox"/> Incorporate appropriate software <input type="checkbox"/> Offer research assistance <input type="checkbox"/> Provide calculators <input type="checkbox"/> Tape record lessons <input type="checkbox"/> Use of Ipads or other device/word processing software, computational aides <input type="checkbox"/> Use of books on tape <input type="checkbox"/> Utilize listening centers <p>Behavioral/Social Emotional</p> <ul style="list-style-type: none"> <input type="checkbox"/> Access to the guidance counselor <input type="checkbox"/> Access to Board Certified Behavior Analyst <input type="checkbox"/> Access to social skills group (ex. Lunch bunch groups, friendship groups etc.) <input type="checkbox"/> Allow opportunity for an emotional break (ex. "break chair") <input type="checkbox"/> Create clear, consistent limits for behavioral expectations <input type="checkbox"/> Provide whole class and individual behavioral plans (ex. Positive reinforcement, rewards and incentives, contracts etc.) <input type="checkbox"/> Teach self-monitoring techniques <input type="checkbox"/> Use of transitional cues <input type="checkbox"/> Check-in-Check out system <input type="checkbox"/> Use of effective classroom management strategies such as reinforcements and incentives <p>Health/Medical (Used in the event of temporary health or medical issues and/or when a 504 is not necessary)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Access to nurse's office and bathroom <input type="checkbox"/> Clearance to leave class 2-3 minutes early <input type="checkbox"/> Extra chair/pillow to elevate extremities <input type="checkbox"/> Permission to carry water bottle <input type="checkbox"/> Preferred seating <input type="checkbox"/> Providing 2nd set of books <input type="checkbox"/> Storing and allowing snacks <input type="checkbox"/> Student Escort <input type="checkbox"/> Use of Elevator <input type="checkbox"/> Wearing hat or scarf 	<p>Instructional Supports</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accept computer-processed or typed assignments <input type="checkbox"/> Assistive technology e.g., word processor, software (see at left) <input type="checkbox"/> Books on tape <input type="checkbox"/> Emphasize points within written text/material. Include study skill strategies <input type="checkbox"/> Incorporate reading strategies <input type="checkbox"/> Models or examples of end products <input type="checkbox"/> Offer before or after school support <input type="checkbox"/> Offer calculators when appropriate <input type="checkbox"/> Offer the use of graphic organizers <input type="checkbox"/> Provide assistance & direction with work <input type="checkbox"/> Provide copy of class notes <input type="checkbox"/> Provide copy of projected material <input type="checkbox"/> Provide enlarged copies of handouts <input type="checkbox"/> Provide manipulatives <input type="checkbox"/> Provide study guides <input type="checkbox"/> Provide visual and transition cues <input type="checkbox"/> Provide wait time <input type="checkbox"/> Vary teaching strategies <p>Organizational</p> <ul style="list-style-type: none"> <input type="checkbox"/> Design long term assignment timelines <input type="checkbox"/> Establish clear routines <input type="checkbox"/> Use cognitive context strategies: essential questions & mastery objectives, activators & summarizers <input type="checkbox"/> Use time management tools, e.g., daily planner, assignment sheet, calendar, timers and agendas, graphic organizers <p>Physical/Structural</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow alternate workspace, such as study carrel or dividers <input type="checkbox"/> Allow for movement & sensory breaks <input type="checkbox"/> Experiment with use of space <input type="checkbox"/> Limit distractions (auditory & visual) <input type="checkbox"/> Offer flexible student groupings <input type="checkbox"/> Provide strategic seating <input type="checkbox"/> Use visual, auditory & transitional aides <input type="checkbox"/> Use transition cues prior to changes in physical space <p>Please check off those accommodations that you have determined are <u>necessary</u> for the student to <u>access</u> general education instruction.</p>
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Staff Signature:

Date:

Student Curriculum Accommodation Plan (SCAP) - Middle School 6-8

Student Name:

Grade:

School:

<p>Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow limited oral testing <input type="checkbox"/> Extended time <input type="checkbox"/> Provide alternate forms of assessments, e.g., oral, project based, performance based <input type="checkbox"/> Provide varied assignments <input type="checkbox"/> Use multiple formative assessments that lead toward summative assessments <input type="checkbox"/> Teach test taking strategies <input type="checkbox"/> Use of alternate setting for assessments <p>Behavioral/Social Emotional</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cue student for change of behavior <input type="checkbox"/> Develop strategies for behavior modification, e.g., charts, contracts, checklists, behavior plans incentives, rewards <input type="checkbox"/> Establish clear routines/expectations <input type="checkbox"/> Use transition cues prior to any changes in established routines <input type="checkbox"/> Use diverse classroom management strategies <input type="checkbox"/> Provide breaks as needed <input type="checkbox"/> Set clearly defined standards <input type="checkbox"/> Access to professional personnel, i.e., counselor, nurse, etc. <p>Health/Medical (Used in the event of temporary health or medical issues and/or when a 504 is not necessary)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Access to nurse's office and bathroom <input type="checkbox"/> Clearance to leave class 2-3 minutes early <input type="checkbox"/> Permission to carry water bottle <input type="checkbox"/> Preferred seating <input type="checkbox"/> Providing 2nd set of books <input type="checkbox"/> Storing and allowing snacks <input type="checkbox"/> Student Escort <input type="checkbox"/> Use of Elevator <input type="checkbox"/> Wearing hat or scarf <p>Please check off those accommodations that you have determined are <u>necessary</u> for the student to <u>access</u> general education instruction.</p>	<p>Instructional/Assistive Technology</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accept computer-processed or typed assignments <input type="checkbox"/> Assistive technology e.g., word processor, ipads or other devices, software <input type="checkbox"/> Books on tape <input type="checkbox"/> Emphasize points within written text/material <input type="checkbox"/> Include study skill strategies <input type="checkbox"/> Incorporate reading strategies <input type="checkbox"/> Models or examples of end products <input type="checkbox"/> Offer before or after school support <input type="checkbox"/> Offer calculators when appropriate <input type="checkbox"/> Offer the use of graphic organizers <input type="checkbox"/> Provide assistance & direction with work <input type="checkbox"/> Provide copy of class notes <input type="checkbox"/> Provide copy of projected material <input type="checkbox"/> Provide enlarged copies of handouts <input type="checkbox"/> Provide manipulatives <input type="checkbox"/> Provide study guides <input type="checkbox"/> Provide visual and transition cues <input type="checkbox"/> Provide wait time <input type="checkbox"/> Vary teaching strategies <p>Organizational</p> <ul style="list-style-type: none"> <input type="checkbox"/> Design long term assignment timelines <input type="checkbox"/> Establish clear routines <input type="checkbox"/> Use cognitive context strategies: essential questions & mastery objectives, activators & summarizers <input type="checkbox"/> Graphic organizers, note-taking templates, templates to support organized writing <input type="checkbox"/> Use time management tools, e.g., daily planner, assignment sheet, calendar, timers and agendas <input type="checkbox"/> Track progress of student's goals <p>Physical/Structural</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow alternate workspace, such as study carrel or dividers <input type="checkbox"/> Allow for movement & sensory breaks <input type="checkbox"/> Experiment with use of space <input type="checkbox"/> Limit distractions (auditory & visual) <input type="checkbox"/> Offer flexible student groupings <input type="checkbox"/> Provide strategic seating <input type="checkbox"/> Use visual, auditory & transitional aides <input type="checkbox"/> Use transition cues prior to changes in physical space
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Staff Signature:

Date:

Student Curriculum Accommodation Plan (SCAP) - High School 9-12

Student Name:

Grade:

School:

<p>Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow students to elaborate orally on tests and quizzes <input type="checkbox"/> Provide an alternate setting when needed. Provide extended time <input type="checkbox"/> Teach test taking strategies <input type="checkbox"/> Track progress of student's goals <input type="checkbox"/> Use multiple formative assessments that lead toward summative assessments <input type="checkbox"/> Use a variety of assessments (collaborative, independent, objective, authentic, etc.) <p>Behavioral/Social Emotional</p> <ul style="list-style-type: none"> <input type="checkbox"/> Access school specialists (counselor, nurse, admin, social worker; psychologists) when needed <input type="checkbox"/> Complete weekly progress reports <input type="checkbox"/> Meet with admin, teacher, guidance to discuss strategies <input type="checkbox"/> Provide escorts /virtual escorts <input type="checkbox"/> Schedule daily check-in <input type="checkbox"/> Set goals <input type="checkbox"/> Use effective classroom management strategies (verbal and non-verbal cueing) <input type="checkbox"/> Use routines – class <p>Communication</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate expectations/syllabi to parents and students <input type="checkbox"/> Complete weekly progress reports <input type="checkbox"/> Discuss concerns with guidance counselors and administrators <input type="checkbox"/> Maintain teacher web sites with up-to-date information <input type="checkbox"/> Phone calls to parents <input type="checkbox"/> Schedule a daily check-in <p>Health/Medical (Used in the event of temporary health or medical issues and/or when a 504 is not necessary)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Access to nurse's office and bathroom <input type="checkbox"/> Clearance to leave class 2-3 minutes early <input type="checkbox"/> Permission to carry water bottle <input type="checkbox"/> Preferred seating <input type="checkbox"/> Providing 2nd set of books <input type="checkbox"/> Storing and allowing snacks <input type="checkbox"/> Student Escort <input type="checkbox"/> Use of Elevator <input type="checkbox"/> Wearing hat or scarf <p>Instructional/Assistive Technology</p> <ul style="list-style-type: none"> <input type="checkbox"/> Build on prior knowledge <input type="checkbox"/> Checklists for long-term assignments <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Notes – powerpoint, skeleton format or guided notes <input type="checkbox"/> Academic Support Center <input type="checkbox"/> Offer after school support <input type="checkbox"/> Provide exemplars & rubrics for projects, essays, lab reports etc. 	<p>Instructional/Assistive Technology (cont'd)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide manipulatives <input type="checkbox"/> Provide rubrics for assignments <input type="checkbox"/> Provide study guides <input type="checkbox"/> Teach study skill strategies <input type="checkbox"/> Teacher Websites list homework and long-term assignments with due dates, and dates for quizzes, tests and exams <input type="checkbox"/> Use of collaborative opportunities (structured group work) <input type="checkbox"/> Use of a variety of instructional techniques (questioning style, wait time, randomized student selection, advanced notice) <input type="checkbox"/> Use technology resources (Eno boards, smart boards and laptop carts) <input type="checkbox"/> Use the library for research <input type="checkbox"/> Vary teaching strategies (student-centered v. teacher-centered, inquiry-based, constructivist and reflective approaches) <p>Organizational</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly post (in student friendly language) and refer to a detailed agenda, homework assignment, essential questions and mastery objectives <input type="checkbox"/> Establish clear classroom routines <input type="checkbox"/> Maintain up-to-date teacher <input type="checkbox"/> Web sites <input type="checkbox"/> Monitor student use of an agenda book <input type="checkbox"/> Provide teacher notes - how to write notes <input type="checkbox"/> Use activators, transition activities and summarizers <input type="checkbox"/> Use graphic organizers <p>Physical/Structural</p> <ul style="list-style-type: none"> <input type="checkbox"/> Limit distractions <input type="checkbox"/> Movement during 56-61 min class – transitions (2-3/lesson) <input type="checkbox"/> Offer flexible grouping <input type="checkbox"/> Organize room – grouping; variety of settings; tables v. desks <input type="checkbox"/> Provide strategic seating <input type="checkbox"/> Use visual, auditory and transitional aides <input type="checkbox"/> Visual aides – whiteboards, smart boards (Only after a meeting with administration and building specialists) <input type="checkbox"/> Ipads and other devices <input type="checkbox"/> Books on tape, mp3 resources <input type="checkbox"/> Calculators where appropriate <input type="checkbox"/> Carbon notebooks <input type="checkbox"/> Assistive software <input type="checkbox"/> Color overlays i.e.: screens <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Hearing aid tool (FM trainers) <input type="checkbox"/> Magnifiers <input type="checkbox"/> Scanner <input type="checkbox"/> Scribes
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Staff Signature:

Date:

Tier 1 and Tier 2 Threat Assessment Form

The Building Student Support Team should initiate a Threat Assessment Form when a student poses a threat, makes a threat, or if there is a concern that a student may be acting out socially, emotionally, and/or violently. (This document does not need to be completed for every threat made between students in the "heat of the moment" such as during a fight). An administrator, school nurse, school counselor, and/or teacher should activate the team when there is a concern in question. The team should include and/or information should be shared with: Building Administrator, School Resource Officer (if available), school counselor, psychologist, social worker (if involved), teacher(s), and any other counselor or therapist involved with the student. The information for this documentation form can be gathered from a number of sources that may include eye witness reports, academic and discipline records, attendance, observations, evaluations, interviews, internet/social media postings, etc.

TIER 1 DOCUMENTATION

Summary Information

Student: _____ School: _____

D.O.B: _____ Gender: _____ Grade: _____ IEP: _____ 504: _____

Parent/Guardian: _____ Phone: _____

Brief Description of the reason of concern and/or incident:

Early Warning Sign Factors (check all that apply):

- History of violent behavior towards others: None Some isolated incidents Significant History
- History of violent/threatening themes conveyed in stories, diary entries, drawings, letters, videos, essays
- "Practicing Behaviors" (progression of harmful acts related to current threat concern)
- Fascination with weapons, bomb making, or other acts of violence/destruction
- Depression SelfHarm Suicide Issues
- History or perception of being bullied or victimized by others

Other relevant details: _____

At-Risk Factors (Check all that apply):

- History of school discipline/legal issues: Oppositional/misconduct Suspension(s) Arrests Probation Incarceration
- Poor student achievement or significant decline in academic progress
- History of Violence/abuse at home in the community

- Difficulty controlling impulses or emotions
 - Irrational ideas or beliefs
 - Significant psychiatric/medical condition(s) or medication needs
 - Failed love relationships
 - Student externalizes blame
 - People are afraid of the student: Peers Staff Community Members
 - Angry reactions are extreme or disproportionate to the situation
 - Drug or alcohol concerns: Specify _____
 - High sensitivity to feedback/criticism
 - Student currently appears or reports that s/he is: Hopeless Anxious Depressed Angry Detached
 - History of violence toward objects, animals, property (vandalism, Animals, fire setting)
 - Student tends to hold on to resentments or harbors a grudge
 - Unpredictable, agitated, or unusual reaction when disciplined
 - Parent reports the student is out of their control
- Student recently experienced: Emotional Trauma Victimization by peers Rejection/Humiliation
 Loss of Family Member or Peer Severe Disciplinary Action
 Other Significant Event _____
- Family History of: Mental Illness Violence Substance Abuse Legal Issues
- Other Concerning Behaviors:

Protective Factors:

- Personal Strengths: _____
- Supportive Relationships: None Few Many Who: _____
- Level of Self Control: Limited selfcontrol Okay with supports Consistent SelfControl
- When in distress, student will usually: Isolate Leave Engage Negatively Seek Positive Support
- Typical adult supervision: Not monitoring Sometimes monitoring Closely monitoring
- Name(s) of persons monitoring: _____
- Public Agency Involvement: DCF Individual Counseling Probation DYS Foster Care
- Other and/or Names of involved _____
- _____

DATE OF MEETING:

SIGNATURES OF MEETING PARTICIPANTS

TITLE

ROLE

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

TIER 2 THREAT/DOCUMENTATION/ACTION PLANNING

Make Immediate Notification:

1. Notify Building Administration immediately----establish need for threat assessment/action planning

2. Contact Emergency Responders for urgent danger/or unsafe situations
3. Contact School Resource Officer for support
4. Contact Superintendent (Principal or designee) to notify of incident
5. Notify District Level Director of Pupil Services and Behavior Specialist(s)
6. Contact a parent/guardian and advise them of action planning process and/or if situation has occurred

Assemble Team & Review Threat Factors/Situation

Interviews Conducted: Student(s) Teacher/Staff Administrator Parent(s) Private Provider Other

Threat Factors (check all that apply):

Type of threat was: Direct/clear Indirect or implied Cluster of concerning behaviors/Warning Signs
 Method of threat: Verbal Nonverbal/Gesture Written Social Media/Online Other
 Identified Target(s): Student(s) Teacher/staff Administration Whole School Specific Group Other
 Name of any specific target(s) identified: _____
 Nature of threat was: Impulsive/spontaneous Calculated, Planned ahead Plausible, possible Unrealistic, Improbable
 Vague with minimal details
 Specific/Details: _____

Student has communicated ideas/intent to attack: YES Specify _____
 NO

Access to Weapons: None known Vague reference Specific and verified At home At friend's

Ability to carry out plan: No ability/training Possible ability Reported ability and training

Motive to harm others: None known Possible reasons Clear motive/triggers

Other Relevant Details: _____

Review findings with Building Team - Determine level of Concern

Convene the SST/Threat Assessment Team and discuss all relevant information regarding the student. As a team, ask the question, ***“To what extent does the student pose a threat to the school/students safety?”*** As a team determine the risk factors identified and determine the level of concern regarding safety/concern. Involve professional/mental health if needed to assist in determining the level of concern.

Low Level of Concern: Risk to the target(s), students, staff, and school safety is minimal. Threat is vague and indirect. Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism. Available information suggests that the person is unlikely to carry out the threat or become violent.

Medium Level of Concern (Contact District Level Administration and Create Action Plan): The threat could be carried out, although it may not appear entirely realistic at present. Threat is somewhat plausible and concrete. Wording in the and information gathered suggests that some thought has been given to how the threat will be carried out (e.g., possible place and time). No clear indication that the student of concern has taken preparatory steps (e.g., weapon, seeking), although there may be an ambiguous or inconclusive references pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: “I’m serious!” Moderate or lingering concerns about the student’s potential to act violently.

High Level of Concern (Pursue Law Enforcement Arrest or Emergency Psychiatric Evaluation): The threat or situation of concern appears to pose an imminent and serious danger to the safety of others. Threat is specific and plausible. There is an identified target and the student has the capacity to act. Information suggests concrete steps have been taken toward acting on the threat. Information and documentation suggest STRONG concern about the student’s potential to act violently.

DEVELOP AN ACTION PLAN

The below is to be used as a guide to formulate an action and supervision plan (not all steps will apply in every situation).

Mental Health Measures

Suicide risk screening (required) completed on: _____ by _____

Emergency Hospital Evaluation: Parent transport Ambulance transport Police Transport

Referral for Mental Health Evaluation Appointment: _____

Follow up Intervention contact by support staff: Psychologist Social Worker Guidance Other _____

Specific steps to address the precipitating/aggravating circumstances or alleviate tension: _____

Safety Measures

Medical Care: Emergency Medical Response/Ambulance School Nurse Other: _____

Police Response: No Action Report Taken Charged Arrested Surveillance Weapons checked at home/school

Intended victim warned and/or parent/guardian notified on: _____ by: _____

Additional Measures to ensure safety: _____

Child Abuse report to DCF on: _____ by: _____

Discipline & Monitoring

Disciplinary action taken: _____

Suspended on: _____ Return on: _____

Modify daily schedule: _____

Check in daily weekly _____ with (name and position) _____

Backpack, coat, and belongings checked-in & check-out by _____

Increased supervision in following settings _____

Student consent to abide by a "no contact" contract in regards to _____

Schedule review of IEP or Section 504 Plan to review goals and placement options and any possible updates of assessments

Date: _____

Parent/Guardian Follow up Steps

Parent will provide the following supervision and/or intervention _____

Will parent give permission to share information with all involved: Yes No

Community resources/Interventions have been viewed by parent/guardian: Yes Date: _____

Other agreements: _____

Signatures/Titles/Date

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____