# Wachusett Regional School District

# District Curriculum Accommodation Plan

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## Overview

The Wachusett Regional School District is committed to ensuring that all students achieve at a high level of success. We recognize that students have diverse learning styles and needs. Instruction in general education classrooms must often be differentiated in order to help all students reach these high levels of achievement. This document is intended to guide principals, teachers and support staff as they adjust instruction to meet the range of learning needs that can be found in any classroom.

## Goals

The District Curriculum Accommodation Plan (DCAP) offers strategies that strengthen and improve the general education program through a process of analysis and collaboration focused on student learning, progress monitoring, and adjustments to practice. The goals of the DCAP are to:

- Support the analysis of student learning needs
- Identify appropriate accommodations to support diverse learning needs
- Address the needs of students whose behavior may interfere with learning
- Encourage parental involvement in school decisions made for their children
- Facilitate collaboration among educators and administration
- Assist general education staff by providing professional development and collaboration, including mentoring and collaborative review of student data

The DCAP includes suggestions for accommodating concerns regarding academic progress. It also offers strategies and interventions designed to mitigate social and behavioral issues. Included are ideas for best practices, sample strategies and other actions from which the teachers and collaborating staff may select appropriate accommodations for individual students. The DCAP is intended to address each grade level, and includes accommodations that support students identified as English Language Learners, at-risk, gifted and talented, behavioral and/or special needs. This document does not represent every adjustment that can be made in the classroom, nor does it limit the accommodations that staff may choose to implement in order to meet a student's learning needs. Examples of forms that might be used or modified to document student progress over time are provided in the Appendixes.

# Tiered Instruction

Support for student learning falls into three categories, or "Tiers."

## Tier 1: General Classroom Instruction

Tier 1 includes high quality general education and effective classroom instruction. Classroom teachers monitor all students to ensure steady progress in school.  Data is collected through assessments and observations. This tier includes modifications made to instruction, routines, materials and environment so that all students are able to learn and demonstrate their understanding of new content.  Appendix A provides a list of approaches and supports that can be applied in the general education classroom on a regular basis whenever appropriate. These aspects of instruction should be considered as integral to the effective instruction for all students, and approximately 90% of our students should meet expectations when these instructional strategies and methods are used. Appendix B and Appendix C provide examples of forms that can be used or modified to support analysis of learning needs and to monitor student learning progress as a result of accommodations that are used.

## Tier 2: Referral to the Instructional Support Team

When a student does not meet expectations even though effective instructional methods have been employed, more individualized accommodations are made in the general education setting. Accommodations are changes to *how* a student learns and how s/he might demonstrate that learning, and may include various aspects of instruction such as how new content is presented, how assessments are conducted, how materials are organized, or how the classroom is set up, for example.  These changes are made in order to provide each student equal access to learning and equal opportunity to show what s/he has learned and is able to do, taking learning style and individual learning needs into consideration.  In Tier 2, a referral is made to the Instructional Support Team (IST), and a Student Success Plan may be developed. The IST is made up of grade level or cross-grade colleagues, an administrator, and others who are involved with the student.  This team confers with the referring teacher and initiates a Student Success Plan.  The Student Success Plan (SSP) asks educators to consider:

> ~ What are the student's learning strengths and learning needs?
> ~ What strategies are already being used to meet the student's specific learning needs?
> ~ What is working?
> ~ What else are we going to do?

The SSP involves setting goals and deciding which accommodations will help the student reach those goals. The accommodations that were considered in Tier 1 are re-examined and adjusted.  Suggestions are made for how to monitor progress. Forms for Tier 2, including referral to the Instructional Support Team, Student Success Plan, and Monitoring Progress at Tier 2 can be found in Appendix D.

## Tier 3:  Intensive individualized support

Tier 3 is for students who require the highest level of support.  These students have been followed during Tier 1 and Tier 2 interventions and demonstrate the need for more intense or individualized services.  At this tier, focused, targeted instruction is implemented so that individual students are assured a positive, productive learning experience. Tier 3 services are accessed through a referral process, and may involve special education staff or the 504 team.

# The DCAP Process

The following flowchart illustrates the steps taken at each of the three tiers. It outlines the process for identifying and documenting increasing levels of educational intervention, from general education to intensive services, and provides support for analyzing learning issues, adjusting instructional practices, and seeking advice from colleagues. It offers suggestions for adjustments that can be made in the classroom so that instruction has a greater impact on student achievement.

Appendix A lists general education supports that can be implemented at all three tiers.

Appendix B provides ideas for more strategic, individualized accommodations in six identified educational areas:

- Instruction
- Assessment
- Environment
- Materials
- Socialization/Behaviors
- Executive Function

Appendix C provides support for documenting student learning needs, setting short-term goals, and monitoring progress.

Appendix D includes forms that can be used when a student is referred to the Instructional Support Team. It is important to note that the referral to the IST is meant to strengthen classroom procedures and student outcomes.  It is not intended to be a direct referral to special education.
> Part 1 is completed by the classroom teacher prior to the meeting.
> Part 2 provides a protocol for use during the IST meeting.
> Part 3 outlines a Student Success Plan.

# WRSD District Curriculum Accommodation Plan (DCAP) Flowchart

Tier 1: Effective Instructional Practices/ General Education Classroom (See forms in Appendix A)
During this phase, teachers use familiar instructional techniques and methods to meet student-learning needs in the general education classroom. Assessments inform instruction. Adjustments are made to instruction and routines to support students in the general education classroom. Student progress is monitored by the teacher.

**If a student does not meet expectations, move to the next step.**

Tier 1: Analyzing Individual Student Learning Needs (Complete forms in Appendix B and C)
If a student is not meeting expectations in the classroom, the classroom teacher:
1. Identifies the student's strengths and challenges
2. Collects data and evidence demonstrating concerns and the impact of interventions/accommodations that are implemented
3. Sets specific learning goals
4. Informally consults with colleagues
5. Adjusts instruction as required to support student's continued gains

**If a student continues to demonstrate difficulties, move to next step.**

Tier 2: Instructional Support Team / Student Success Plan (Complete forms in Appendix D)
If a student continues to exhibit challenges, the teacher may refer the student to the Instructional Support Team (IST) for additional support, help, and ideas. At this phase a Student Success Plan is developed. The steps for this process are:
1. The teacher communicates with the parents/ guardians about concerns.
2. The teacher completes an IST Referral form and informs the principal or designated IST facilitator of the intention to present the student to the Instructional Support Team.
3. The Instructional Support Team reviews information with the classroom teacher and makes recommendations for accommodations and next steps. Specific suggestions are developed, typically focusing on one or more of these areas: Instruction, Assessment, Environment, Materials, Social/Behavior, Executive Function. A Student Success Plan is initiated at this meeting.

Tier 2: Progress Monitoring (Complete forms in Appendix D Part 3)
Following the recommendations documented on the Student Success plan, the classroom teacher implements new strategies and monitors progress for 4 – 6 weeks. Data and evidence is collected and progress is consistently documented in the Student Support Plan. This action may be repeated as needed.

Tier 2: Progress review
Once individualized accommodations have been implemented for 2 or more rounds of Progress Monitoring, decisions are made about how to proceed. Suggestions may be made for further modification of the Student Support Plan, or a suggestion may be made for a consultation with the special education or 504 team. The teacher informs the parents of this next step.

**If learning issues continue, move to the next step.**

Tier 3: Intensive Individual Support
A referral to special education may be indicated if learning issues continue after accommodations have been tried and documented. Tier 3 calls for targeted, focused intervention and close monitoring of progress in learning.

# Additional Resources, Structures, and Support Services

The WRSD DCAP includes many additional supports for the general education program. Some of these are supported through specific programs district wide, such as reading or math, and some are accessed through grants and funding that may be subject to change year to year.

### Building Based Response-to-Invention and Instructional Support Teams

Each school has a team of educators who meet regularly to review teacher concerns and student progress. This team generally includes grade level colleagues or grade level peers and a facilitator, either the principal or assistant principal. Related service providers may be invited, depending on the student's needs. The team makes recommendations to the teacher for appropriate accommodations and interventions. A Student Success Plan may be developed and periodically reviewed or revised by the Instructional Support Team. Communication with families at this point helps strengthen the home-school relationship, and frequently reinforces new strategies and routines.

### Consultation and Collaboration

Collaboration is an integral aspect of the WRSD DCAP. Teachers collaborate with colleagues, administrators, and related service personnel to create effective plans for students. ESL and special education teachers offer advice, and may observe and monitor student success. The special education team chair consults with the Administrator of Special Education on a regular basis, and the principal is included in consultation as appropriate.

### Related Services

Our schools and district employ the service of many specialists for the purpose of assisting students who might need extra support. These specialists work in collaboration with the classroom teacher to develop, model, and modify appropriate accommodations in the general education setting. Areas of support might be related to behavior, speech and/or language, and/or motor skills.

### Mentoring Program

WRSD provides a mentoring program for all first and second year educators, and other educators new to the district as appropriate. New staff participate in a year long Induction Program and work with a veteran teacher on a one to one basis.

### Professional Development

Professional Development is an important goal for our district, providing staff with an opportunity to collaborate and to participate in workshops both within the district and in individual schools. The variety of PD offerings include topics such as instructional and behavioral strategies, current trends in curriculum and assessment, state regulations, and methods of instruction that support students, among others.

### Direct and Systematic Literacy Instruction and Assessment

Direct and systematic literacy instruction, including reading, writing, speaking and spelling, is provided for all students in the district. Included are programs such as Fountas and Pinnell Classroom, Leveled Literacy Intervention, Guided Reading, Empowering Writers, Fundations, BAS assessment, and, as needed AIMSweb and phonics screening.

## Title I

Title I is a general education program provided through a federal grant which is used to support student progress in literacy and math. Funding is subject to change from year to year. Certified teachers and instructional assistants may provide the following services:

- Support within the general classroom setting
- Teacher collaboration for instructional support
- Individual or small group instruction as needed
- Implementation of alternative strategies
- Preview and review of materials and concepts
- Small groupings for assessments

## Counseling

Guidance Counselors, school adjustment counselors, and school psychologists are available as needed to provide direct support and intervention as well as serve as a resource for teachers and families. Access to outside service providers is available as needed.

## Academic Support

In schools where EL students are enrolled, ESL teachers and tutors are available for consultation and for direct student support.  Paraprofessionals and special educators help provide small group instruction, make accommodations, coach students, and repeat or explain directions and concepts. Academic support is sometimes provided through after-school assistance with classroom teachers.

## Family Conferences

Teachers at all levels and teaching teams are available for family conferences as needed to provide open communication and support for student's success.  Appointments are scheduled through the individual school or teacher.

# Appendix A: General Classroom Supports for Tier 1, 2 and 3

At all tiers, classroom teachers monitor all students to ensure steady progress in school. Data is collected through assessments and observations. At Tier 1 and beyond, adjustments are made by the classroom teacher so that each student can meet with success. Below is a list of approaches and supports that can be applied in the general education classroom on a regular basis whenever appropriate. These aspects of instruction can be considered as integral to the effective instruction for all students. Approximately 90% or more of our students should meet expectations when these instructional strategies and methods are used.

- Flexible small group instruction
- Facilitated discussion
- Collaborative and cooperative learning strategies
- 504 Plans
- Altered assessments and assignments
- Assistive Technology
- Tiered Instruction / RTI
- Differentiated instruction and assignments
- Modeling thinking and work completion
- Multi-model instruction
- Use of incentives
- Posted visuals
- Access to technology
- Use of behavior plans
- Motor breaks
- Sensory supports such as stress balls, Velcro taped to desk, rubber bands on chair feet
- Graphic Organizers
- Regular, on-going communication with families
- Seating considerations
- Exemplars
- Rubrics
- Checklists and guidelines

- Pro-social programs such as Responsive Classroom, PBIS, First Step
- Consultation and/or support with related services (OT, PT, speech/language, psychologist, nurse, administrators)
- Use of SEI strategies that support ELL students (per C. Colorado)
  ~ Determine content and language objective~
  ~ Connect to background knowledge
  ~ Provide comprehensible Input
  ~ Include auditory, visual and kinesthetic information
  ~ Use cooperative learning strategies
  ~ Modify vocabulary (Tiered Vocabulary)
- Use of strategies that support students who have language based learning difficulties
  ~ Provide opportunities for success
  ~ Use multisensory approaches
  ~ Break up and structure tasks
  ~ Ensuring automaticity through practice and review
  ~ Provide models
  ~ Include students in the learning process

# Appendix B:  Instructional Interventions and Accommodations

The following charts provide suggestions for instructional interventions and accommodations that can be used in the general education classroom.  Sometimes these actions go beyond the regular established classroom routines.  They represent changes to:

1. Instruction
2. Assessment
3. Environment
4. Materials.
5. Socialization and Behavioral concerns and
6. Executive Function Skills.

In general, on each chart, the category is arranged in a broad developmental sequence from youngest to oldest.  However, any appropriate accommodation can be implemented to meet individual student needs. Space is provided for documenting which strategies are tried, and the level of success that follows.

The suggestions provided in the WRSD DCAP are examples of the wide range of applicable accommodations and are not inclusive of all strategies that may be successful with individual students.

The forms are for teacher use, and can be copied and modified to fit instructional needs.

## 1. Instruction

| | Strategy | Date Initiated | Progress Notes |
|---|---|---|---|
| **Instruction** | Create clear worksheets by blocking some print, cutting into sections, folding or highlighting the worksheet | | |
| | Increase individual conference times with student | | |
| | Alter assignments | | |
| | Differentiate for product, process or content expectation | | |
| | Include both visual and auditory supports (visual images, recordings, fact sheets, graphs, diagrams, interviews, charts) | | |
| | Reteach using a different approach or paraphrasing | | |
| | Incorporate accountable talk/facilitated discussion for small group instruction | | |
| | Use of varied manipulatives to reinforce concepts | | |
| | Break assignment into smaller chunks | | |
| | Use 2 column notes | | |
| | Provide individualized graphic organizers | | |
| | Pre-teach vocabulary, skills or concepts | | |
| | Incorporate project based instruction and experiential opportunities | | |
| | Clearly structure project steps and due dates | | |
| | Provide copies of notes | | |
| | Ask student to verbalize expectations before beginning a task | | |
| | Create an alert for attention to key points | | |
| | Assign peer support to check for understanding, recording information, organizing | | |
| | Create a contract for learning | | |

## 2. Assessment

| | Strategy | Date Initiated | Progress Notes |
|---|---|---|---|
| **Assessment** | Conduct miscue analysis to determine specific reading/ writing issues | | |
| | Limit the number of problems on test, class work or homework | | |
| | Provide increased feedback | | |
| | Vary assessment methods through oral testing and presentation, project work, portfolio development or graphic representation of learning | | |
| | Provide individualized assessments | | |
| | Permit time extensions for assessments | | |
| | Graph student progress | | |
| | Create individualized performance success contracts | | |
| | Allow test re-takes | | |
| | Use rubrics for assignments and evaluation | | |

## 3. Environment

| | Strategy | Date Initiated | Progress Notes |
|---|---|---|---|
| **Environment** | If a student is distractible, reduce extraneous material in the room | | |
| | Post the agenda for the day or lesson | | |
| | Consider how seating supports the child's learning | | |
| | Provide calming music if students prefer it | | |
| | Schedule in quiet time every day | | |
| | Provide adequate space for small group and individual work | | |
| | Establish clear routines for homework return | | |
| | Keep resources and supports readily available | | |
| | Use consistent transition cues and routines | | |
| | Alternate quiet and active tasks | | |

## 4. Materials

| | Strategy | Date Initiated | Progress Notes |
|---|---|---|---|
| **Materials** | Use technology and computer assisted instruction | | |
| | Use document camera or projector to show student work | | |
| | Provide graphic organizers | | |
| | Provide manipulatives | | |
| | Use checklists to manage routines | | |
| | Make reference tools readily available | | |
| | Provide study guides and/or copies of instruction notes | | |
| | Check for effective use of binders and agenda books | | |

## 5. Socialization/Behavior

| | Strategy | Date Initiated | Progress Notes |
|---|---|---|---|
| **Socialization/Behavior** | Clearly post concise classroom expectations | | |
| | Use individual charts and graphs to monitor expectations | | |
| | Provide student with academic choices | | |
| | Designate a "cooling off" location within the classroom | | |
| | Integrate movement | | |
| | Integrate stress reduction strategies | | |
| | Use incentives | | |
| | Provide a "check in/check out" system | | |
| | Develop a behavior plan or contract. Modify level of self-management | | |
| | Communicate frequently with parents | | |
| | Implement logical consequences | | |
| | Hold structured social conferences (Responsive Classroom) | | |
| | Offer schedule modifications | | |
| | Clearly post concise classroom expectations | | |
| | Use individual charts and graphs to monitor expectations | | |

## 6. Executive Function

| | Strategy | Date Initiated | Progress Notes |
|---|---|---|---|
| **Executive Function** | Post the daily schedule and post lesson objectives | | |
| | Establish routines for entering the room, turning in work, | | |
| | "Chunk" work into small components and/or use 2 column notes | | |
| | Provide step by step guidance and dates for project completion | | |
| | Support effective use of binders and folders | | |
| | Use checklists to monitor routines or progress on assignments | | |
| | Prioritize assignments and "must-do's" | | |
| | Provide study guides to support memory | | |
| | Set time limits and give mid-point warnings | | |

# Appendix C: Analyzing Student Learning Needs

## Part 1:  Analyzing Student Learning Needs

Note:  If a student is referred to the Instructional Support Team, this form will be part of the information presented.  All Tier 1 and Tier 2 forms will be included in the student's cumulative folder.

**Student Name:**                                                          **Grade:**

**Teacher:**                                                                    **Date:**

Describe the student's strengths and challenges in the area/s of concern.

| Check Areas of Concern | | Strengths.  Strategies the student uses. | Challenges / obstacles to learning. |
|---|---|---|---|
| | Literacy | | |
| | Math | | |
| | Socialization and/or Behavior | | |
| | Emotional | | |
| | Executive Function | | |

## Part 2:  Goal Setting

Prior information: Consult with prior teacher/s and parents. Has this issue been persistent or is it new?

What previous accommodations have proven to be effective?

What previous accommodations have proven ineffective?

Define 2 specific goals for the next 3 – 6 weeks.  Example: [Student Name] will [goal]  with _____% accuracy or consistency by [date].

Goal 1.

Goal 2.

Describe what supports are already in place for this student in the classroom.

Select at least 2 actions you will take to support the student's learning. Suggestions are provided in Appendix B and C.

Action 1.

Action 2.

How will you measure progress?

## Part 3: Progress Monitoring

Over the course of 4 – 6 weeks, document which accommodations you use and the impact they have on student learning.

| Date | Strategy or Strategies Used | Progress Notes |
|------|------------------------------|----------------|
|      |                              |                |
|      |                              |                |
|      |                              |                |
|      |                              |                |
|      |                              |                |
|      |                              |                |
|      |                              |                |

# Appendix D:  Tier 2: Consultation with the Instructional Support Team (IST)

Note:  The purpose of the IST is to identify specific student-learning goals, and to develop and monitor a Student Success Plan (SSP) that includes goals and action steps.  This is a problem-solving venue that is intended to impact student learning.

**Part 1:** Referral to the Instructional Support Team (To be filled out by the classroom teacher prior to the IST meeting)

**Student's Name:**                                             **Grade:**

**Referring Teacher:**                                          **Date:**

Review the student's cumulative folder. Identify pertinent background information, including cultural and linguistic information, educational history, health concerns, and past events impacting social/emotional well being, as well as any information from the completed form "Tier 1:  Analyzing Student Learning Needs" (Refer to Appendix C). Information from the DESE Early Warming Information System (EWIS) from EDWIN teaching and learning can also be used.

| | |
|---|---|
| **Background Information** | |
| **Educational History** | |
| **Health Concerns** | |
| **Events Having an Impact** | |

## Part 2: Instructional Support Team (IST) Meeting Protocol and Notes (Option 1)

Note:  The purpose of the IST is to consult about student-learning needs, to develop next-step goals for learning, and to create and monitor a Student Success Plan.

**Student's Name:**                                                       **IST # 1  2  3**
**Teacher:**                                                                  **Date of IST meeting:**

Team members present:

1. Initial IST: Teacher presents student issues and concerns.  Include Tier 1 and Tier 2 interventions  (5 min)
   Subsequent meetings: Provide updates regarding student progress.  Include data.

2. Team asks clarifying questions to gain a better understanding of the student as a learner.  Teacher listens.  (5 min)

3. Teacher responds.  (3 min)

4. Consult.  Team offers suggestion and advice.  Teacher listens.  (10-15 min)

5. Based on the information gathered, the IST team creates a Student Success Plan, Part 3.

6. Date for next IST meeting:

## Part 2: Instructional Support Team (IST) Meeting Protocol and Notes (Option 2)

Note:  The purpose of the IST is to consult about student-learning needs, to develop next-step goals for learning, and to create and monitor a Student Success Plan.

**Student's Name:**                                                                                      **IST # 1  2  3**

**Teacher:**                                                                                                  **Date of IST meeting:**

| |
|---|
| Team members present: |
| 1.  Initial IST: Teacher presents student issues and concerns.  Include Tier 1 and Tier 2 interventions  (5 min) <br> Subsequent meetings: Provide updates regarding student progress.  Include data. |
| 2.  Team asks clarifying questions to gain a better understanding of the student as a learner.  Teacher listens.  (5 min) |
| 3. Teacher responds.  (3 min) |
| 4.  Consult.  Team offers suggestion and advice.  Teacher listens.  (10-15 min) |
| 5.  Based on the information gathered, the IST team creates a Student Success Plan, Part 3. |
| 6.  Date for next IST meeting: |

## Part 3: Student Success Plan

This plan is created by the classroom teacher in collaboration with the Instructional Support Team and is modified as progress is made or as needs continue.

**Student's Name:**                                        **Grade:**

**Teacher:**                                               **Date plan is initiated/ updated:**

| |
|---|
| Goal: |
| How will progress be measured? |
| What actions will be taken?<br><br>Action #1:<br><br><br>Action 2:<br><br><br>Action 3: |

**Monitoring Progress**

| Date | Progress Notes and Updated data |
|---|---|
| | |
| | |
| | |

**Next meeting date:**