

Woburn Public Schools
District Curriculum Accommodation Plan (DCAP)

Introduction

This document is an instructional guide for teachers and administrators. Its use ensures a district-wide, uniform approach to the process of: a) identifying general education students with specific learning needs, b) selecting and utilizing accommodations focused on student improvement and achievement, and c) assisting in the implementation of MA General Law, Chapter 71 Section 38Q½ .

The spirit of the DCAP resides in the commitment and responsibility of all school personnel to assist and instruct each student to reach his or her potential by cultivating a learning environment that responds to the individual needs of its diverse learners.

Massachusetts General Laws, Chapter 71, Section 38Q½

This law requires that each school district in the Commonwealth develop and implement a DCAP. The purpose of the plan is to ensure that "...all efforts have been made to meet students' needs in general education." The plan acts as a guide to administrators and teachers as they analyze and accommodate a wide variety of learning needs within the general education classroom. The plan also defines available resources within the school district and suggests how to utilize these resources. An effective DCAP encourages staff collaboration, mentoring, and parental involvement.

Components of an Effective DCAP

The DCAP should encompass the following:

- Analysis of diverse learning styles within the general education classroom
- Provide accommodation for students' various learning needs, including the specific needs of English Language Learners and those students whose behaviors may interfere with student learning
- Identification and provision of appropriate services and support within the general education classroom
- Provision of direct and systematic reading instruction when necessary
- Parental involvement
- Teacher collaboration and mentoring

Woburn Public Schools Instructional Support Team

The Instructional Support Team (IST) is a universal intervention model that assists and supports students and teachers in addressing the academic, emotional, social, and behavioral needs of our students. This model supports teachers in addressing and identifying student needs to increase academic performance by means of strategies and interventions. The processes and forms contained within this packet have been designed to allow the staff of the Woburn Public Schools the opportunity to provide promising educational methodologies for students in need through a team-based, data-driven model.

Supporting teachers and students in overcoming obstacles to assist our students in achieving their fullest personal and academic potential is the goal. There are four key elements of the program which will bring student learning into focus:

- IST calls upon parents and professionals to work together as a team
- IST requires parents and professionals to engage in out-of-the-box thinking
- IST focuses on intervention for the success of students referred for this process
- IST requires that all team members participate in the generation of an action plan as the basis of progress monitoring

The Referral Process

Students may be referred to IST for assistance with:

- Academic learning issues
- Behavioral patterns that interfere with learning or relationships
- School avoidance and other attendance related issues
- Family matters that may impact educational or social performance

IST referrals may be made by any member of the school community who feels that a student is in need of intervention. IST referrals may also be made by a parent, guardian, or outside service provider who is acting in the interest of a student.

Step 1:

The person making the referral will consult with the Principal or designee to discuss the academic, behavioral, familial, or social issues that may necessitate a formal referral.

Step 2:

The principal will have the final determination of the IST process for a student. In some cases the building principal, in consultation with the Director of Special Education, may opt to bypass IST and refer the student for an initial special education evaluation.

Step 3:

The Principal or his/her designee will coordinate the completion of the IST referral packet and coordinate a date and time for the first IST meeting:

- Parents and professionals who work with the child will be asked to complete forms and prepare data for the initial IST meeting
- For any student referred to IST, a minimum of three meetings should be held prior to referring a student for special education testing, unless otherwise determined by Principal
- There is no requirement to refer a student to special education who is making progress through IST, and as many meetings as necessary may be held

Meetings

Time Frame

The time frame in between each individual IST meeting for any student shall be 20 – 30 school days, but may be adjusted at the discretion of the building principal. To ensure that all students and families have equal access to IST, meetings will be structured to take place within a 30 minute time frame. The following agenda will be used to guide all IST meetings:

- Introductions
- Presentation of data related to reason for referral (clear definition of problem)
- Brainstorm solutions and strategies with experts
- Design an action plan and clearly define personnel responsible for implementation and data collection. Data from this plan must be available at subsequent IST meetings.
- State next steps including date for next IST meeting
- Adjourn

Participants

The IST will be defined differently for each student based upon the nature of his or her needs. The student's Guidance Counselor, a Classroom Teacher of the child will attend related meetings. Other personnel who may be asked to attend may include, but are not limited to:

- Parent/Guardian (at discretion of Principal)
- Student (at discretion of Principal)

- Teacher from this or the previous school year
- Reading Coach
- Math Coach
- Interventionists
- Administrator
- EL Teacher
- Special Education Teacher
- Board Certified Behavior Analyst (BCBA)
- Social Worker/Adjustment Counselor
- School Psychologist
- School Nurse
- Teacher of Visually Impaired
- Teacher of Hearing Impaired
- Speech and Language Pathologist (SLP)
- Occupational Therapist (OT)
- Physical Therapist (PT)
- Translator

IST Chairperson and Participants

Each IST chairperson will maintain a binder with information to be disseminated at IST meetings. Information in this binder will include, but not be limited to available outside supports for families, social activities for students, tutoring and/or booster programs, summer learning opportunities, release forms for parents to sign as necessary.

Role of the Chairperson

- Serves as facilitator of IST process – schedules, sends out invitations for, and attends and chairs all IST meetings
- Ensures completion of all documentation for referral and meetings
- Determines, invites and ensures attendance of appropriate personnel for each meeting
- Obtains information from all relevant staff
- Ensures parent/guardian is contacted to explain process and encourage participation
- Records minutes and communicates status of referrals with pertinent staff for each student
- Maintains records for possible referral to special education
- Communicates meeting outcomes with appropriate personnel
- Ensures action plans are shared with all appropriate personnel

Teacher Participation

- Attends all IST meetings
- Prepares and presents specific requested data
- Assists in the creation of action plan
- Implements action plan with fidelity
- Records data on action plan (progress monitoring) for presentation for subsequent IST meetings

Principal Oversight

- Reinforces team roles
- Supports/provides coverage for professionals to attend IST meetings
- Principal is informed by IST Chairperson of all IST action plans
- Ensures faculty and staff compliance with IST action plans

Use of Data Analysis

IST members are required to come to meetings prepared with student data for analysis and discussion. The types of data may include, but is not limited to analysis of:

- Records from the Cumulative Folder
- Report cards
- Medical records
- ACCESS Data for EL students
- MCAS (Summative Assessment Data)
- Formative Assessment Data
- Attendance record
- Behavioral information
- Disciplinary record
- Screens and checklists made available by related services personnel
- Student observations

Woburn Public Schools
Student Teacher Action Response Team (IST)
Referral Form

Please answer the questions below so that we will be better prepared at the initial IST meeting to talk with you about the needs of this student.

General Information

Person Making Referral:

Date:

Student Name:

Date of Birth:

Dominant Language:

Grade:

Address:

Phone:

Date Parent Was Contacted About Concerns:

By Whom?

Please note any medical or health concerns for this student:

How is the student's attendance this year?

Current School or Agency Support Services or program(s) in place for this student (e.g. counseling, tutoring, etc.):

What are several strengths, talents, or specific interests for this student?

- 1.
- 2.
- 3.

Information About Classroom Performance (Narrative)

1. **What is hindering this student's ability to make progress?**

2. **List any academic, social, emotional, or medical factors that seem to negatively affect the student's progress.**

- 3. If the problem is primarily *behavioral*, how often does the problem occur; how intense is it; and for how long does the problem last?**

- 4. If the problem is primarily *academic*, what specific deficits does the student have in particular academic skills or competencies?**

- 5. How do the academic skills of this student compare to those of same-aged grade level peers in your classroom? (e.g., How does the student compare to peers in reading, math, writing, organizational skills?)**

- 6. Please include scores from district and state assessments.**

7. If the referral/concern is in academics, how much time during the period/day does the student receive instruction in the area(s) of difficulty?

8. Are there settings or situations in which the problem is *less severe* or *minimized*? If so, when?

9. Please list members of your instructional team/building staff whom you would like in attendance:

To receive an invitation to the initial IST meeting:	To receive a copy of the IST Intervention Plan(s) after the initial meeting:

10. What would be the best day(s)/time(s) for a member of IST to observe the student having the difficulties that you describe above? (Please attach a copy of the student's daily schedule if available.)

The key to student success is the use of differentiated instruction within the general education environment. Some students require targeted instruction. The IST will incorporate many of the strategies listed below. The plan will also include the collection of data as a way to monitor individual student achievement. The data will be collected over time with intervening IST meetings to modify the accommodations or increase supports as necessary. A referral for a special education or 504 Accommodation Plan may be recommended for those students who, after a period of unsuccessful interventions, may be made. A formalized assessment for evaluation will assist the team in determining the student's need for specialized instruction or a formal 504 Accommodation Plan.

Possible Presentation Strategies in the Classroom (Teams should identify appropriate grade level strategies)

- Provide handouts and tests that are in dark or enlarged print, double or triple spaced, and easy to read (not too cluttered)
- Erase unnecessary writing on the board
- Use color whenever possible to catch attention
- Give assignments orally and visually
- Video lessons for student use
- Allow the students to take a practice test
- Correct student errors and provide constructive feedback
- Limit the amount of text on a page

Instruction/Assessment

- Examine use of time on tests
- Encourage peer tutoring
- Allow oral testing
- Provide manipulative
- Use alternate assessments and testing techniques (open book, etc...)
- Vary teaching strategies
- Identify student's learning style
- Assign mentors
- Provide visual clues
- Include transition cues
- Provide effective study guides
- Create flashcards
- Break down tasks
- Shorten assignments
- Arrange small group instruction
- Provide individual help within the classroom
- Reduce workload
- Teach two column notes, annotating and close reading skills

Instruction/Assessment (Continued)

- Utilize homework logs
- Provide reference tools
- Teach test-taking strategies and provide practice
- Include study skill strategies
- Provide a variety of question types, including open response
- Frequently check for understanding
- Assess frequently
- Assign appropriate number of problems to allow students to practice
- Extend time limits for assignments
- Reduced length or complexity of assignments
- Give alternate assignments
- Use organizational notebooks/folders/color coding

Behavioral

- Utilize charts
- Provide a mentor
- Adjust classroom management
- Use simple corrective measures
- Guidance Counselor Consult
- Preferential Seating
- Provide positive reinforcement on a regular basis
- Arrange alternative programs
- Communicate with home on status/establish home school communication system
- Sensory Tools (yoga ball chair, Velcro under desk, etc...)
- Implement a Behavior Intervention Plan (BIP)

Instructional Accommodations: Physical

- Arrange preferred seating
- Incorporate stress-release activities
- Use visual/auditory aids
- Experiment with use of space
- Limit distractions

Structural

- Develop alternate assignments

Organizational

- Modify the student's schedule
- Engage family for support
- Provide frequent progress reports
- Preview assignments and provide feedback
- Engage student in goal setting

Remedial

- Schedule counselor meeting
- Arrange peer tutoring
- Take advantage of mentoring
- Utilize study groups
- Provide assistance with note-taking

Technology

- Utilize on-line programs or software
- Provide calculators
- Video lessons
- Offer research assistance
- Take advantage of computer labs/Utilize listening centers
- Speech to Text
- Arrange e-mail communication with families and students if appropriate

The Woburn Public School District's Accommodation Plan (2019) was collaboratively revised by:

Wendy Sprague – Assistant Superintendent for Curriculum and Instruction

Michael R. Baldassarre – Assistant Superintendent for Student Services

Jessica Callanan – Principal, Woburn Memorial High School

Carl Nelson - Principal, John F. Kennedy Middle School

Thomas Qualey – Principal, Daniel L. Joyce Middle School

Wayne Clark – Principal, Shamrock Memorial Elementary School

Robert Nickerson, Principal, Malcolm White Elementary School

Ernest Wells – Principal, Linscott Rumford Elementary School

Kristen Maloney – Principal, Hurd Wyman Elementary School

Marisa Boyajian – Principal, Mary D. Altavesta Elementary School

Ken Kessarlis – Principal, Goodyear Elementary School

Bobbie Finocchio – Principal, Clyde Reeves Elementary School