

# Wrentham Public Schools

## District Curriculum Accommodation Plan (DCAP)

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## **Mass General Law Chapter 71 Section 38Q1/2**

“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.”

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## **District Vision**

The vision of Wrentham Public Schools, in partnership with families and the community, is to educate the whole child, ensuring academic success while developing individual talents and skills. We are committed to this vision and will work diligently to provide the safe, supportive, and structured environment necessary for success.

## **Core Values**

Respect \* Communication \* Collaboration \* Responsibility \* Continuous Growth and Learning

## **Purpose of District Curriculum Accommodation Plan**

Massachusetts General Law (Mass General Law Chapter 71 Section 38Q1/2) requires school districts to implement a District Curriculum Accommodation Plan (DCAP) to help ensure all efforts have been made to meet students' needs in general education. The DCAP includes the following objectives:

- To support general education teachers in analyzing and assessing the diverse student learning styles in their classrooms
- To help teachers implement accommodations to support the diverse student learning styles within the regular education classrooms
- To provide appropriate services and support within the general education classroom
- To address services for students whose behavior may interfere with learning
- To encourage parental involvement in their child's education
- To promote teacher mentoring, collaboration, and professional development

## **General Education Curriculum Expectations and Interventions**

All students are provided with curriculum that is aligned with the Massachusetts Curriculum Frameworks (including the Common Core), and instruction is provided by highly qualified, licensed teachers. Data from common assessments and universal screenings assist teachers in identifying students who may require specific accommodations, and/or additional support services to be successful. General education interventions are provided for any student who is presenting with academic and/or social-behavioral concerns, and their progress is monitored on a regular basis during the interventions. The provision of support services continues until the student is making effective progress. If at any time a disability is suspected, the student will be referred for a special education evaluation; however, the general education interventions should continue, since this progress monitoring data becomes part of the evaluation process.

## Best Instructional Practices

When defining effective, instructional practices, the Wrentham Public Schools acknowledges that a teacher plays three important roles in the course of daily instruction; the instructor, the facilitator, and the co-learner. These roles fluctuate depending on the needs of the students throughout the daily instruction. The following is not a comprehensive list of instructional practices, but rather a collection of effective teaching strategies that are valued and utilized throughout all grades.

All teachers provide:

- A safe, inclusive classroom environment
  - that fosters academic risk-taking and social and emotional growth.
  - where errors are acknowledged as positive opportunities for learning.
  - where students self-evaluate their learning and are encouraged to develop a growth mindset that allows for flexible thinking.
  - where students learn and work individually and cooperatively with others.
- Clear and consistent classroom routines and schedules.
- Learning goals that are clearly communicated.
- Clear criteria / specific expectations for student work.
- Whole and small group instruction that incorporates multi-sensory learning opportunities.
- Evidence-based instruction in all areas.
- Time to check for student understanding, and give specific feedback.
- Opportunities for students to briefly summarize and review lesson objectives.
- Classroom supports in the development of organizational skills.
- Test taking and study strategies in an effort to establish strong habits of mind.
- Ongoing assessment to measure individual student progress.
- Parent and teacher communication regarding student progress.

## General Education Classroom Accommodations

An accommodation is a change in how a student may access information and demonstrate learning. An accommodation does not substantially change the instructional level, content, or performance criteria. The change is made in order to provide a student with equal access to learning and equal opportunity to demonstrate his/her knowledge. The following is not a comprehensive list of all classroom accommodations, but a collection of those that are commonly implemented throughout all grades.

<p style="text-align: center;"><b>Environment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Predictable, structured learning environment</li> <li><input type="checkbox"/> Provide consistent routines</li> <li><input type="checkbox"/> Preferential seating (be specific)</li> <li><input type="checkbox"/> Post visual schedule</li> </ul>	<p style="text-align: center;"><b>Presentation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reduce visual clutter: fewer items on page, simplify format</li> <li><input type="checkbox"/> Graphic organizers / checklists</li> <li><input type="checkbox"/> Visual cues / symbols / acronyms</li> <li><input type="checkbox"/> Reduce quantity of problems without changing content</li> </ul>	<p style="text-align: center;"><b>Instructional Strategy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide models / exemplars</li> <li><input type="checkbox"/> Provide story and sentence starters</li> <li><input type="checkbox"/> Underline or highlight important directions / key words</li> <li><input type="checkbox"/> Break multi-step tasks into step by step process</li> <li><input type="checkbox"/> Break long-term project into small segments</li> </ul>
<p style="text-align: center;"><b>Attention/Organization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Small group to decrease distractions</li> <li><input type="checkbox"/> Use of checklist for multi-step directions</li> <li><input type="checkbox"/> Break down lengthy, multi-step directions into smaller steps</li> <li><input type="checkbox"/> Graphic organizers / story starters</li> <li><input type="checkbox"/> Provide cue words to help sequence ideas for writing</li> <li><input type="checkbox"/> Checklist for editing</li> <li><input type="checkbox"/> Preferential seating – be specific</li> <li><input type="checkbox"/> Verbal / visual cues for redirection</li> <li><input type="checkbox"/> Breaks as needed</li> <li><input type="checkbox"/> Check planner daily</li> <li><input type="checkbox"/> Individual organizational systems</li> <li><input type="checkbox"/> Allow student to vary position while completing work, such as: stand at desk, sit on rug</li> </ul>	<p style="text-align: center;"><b>Communication</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Break down verbal information into smaller chunks</li> <li><input type="checkbox"/> Repeat or rephrase verbal information and directions</li> <li><input type="checkbox"/> Checklist for multi-step directions</li> <li><input type="checkbox"/> Frequent comprehension checks to ensure understanding</li> <li><input type="checkbox"/> Allow extra time to process, formulate and respond</li> <li><input type="checkbox"/> Verbal reminders to utilize to use word retrieval strategies and/or provide phonetic cues and verbal prompts to help with word retrieval</li> <li><input type="checkbox"/> Pair visual cues with auditory information</li> <li><input type="checkbox"/> Develop system of communication between home and school</li> </ul>	<p style="text-align: center;"><b>Classroom Assessments</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Frequent breaks</li> <li><input type="checkbox"/> Untimed</li> <li><input type="checkbox"/> Specified area in classroom</li> <li><input type="checkbox"/> Noise buffers</li> <li><input type="checkbox"/> Reduce amount of information on page</li> <li><input type="checkbox"/> Repeat and/or clarify test directions</li> <li><input type="checkbox"/> Use of a place marker</li> <li><input type="checkbox"/> Provide study guide prior to assessment</li> <li><input type="checkbox"/> Redirect student attention to test</li> </ul>

<b>Social/Behavioral</b>	<b>Assistive Technology</b>	<b>Sensory</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use of classroom behavior incentive program</li> <li><input type="checkbox"/> Provide clear behavioral expectations</li> <li><input type="checkbox"/> Warnings of change in schedule / transitions</li> <li><input type="checkbox"/> Reminders of rules and expectations</li> <li><input type="checkbox"/> Teacher-directed breaks</li> <li><input type="checkbox"/> Positive reinforcement and encouragement</li> <li><input type="checkbox"/> Provide access to counseling staff and/or social development skills group (Lunch Bunch)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Place marker for reading</li> <li><input type="checkbox"/> Provide bright ruler/highlighter for help with alignment/margins</li> <li><input type="checkbox"/> Type written assignments as needed</li> <li><input type="checkbox"/> Listen to audio stories for comprehension</li> <li><input type="checkbox"/> Use of computer-based program to reinforce skills</li> <li><input type="checkbox"/> Pencil grip</li> <li><input type="checkbox"/> Provide clipboard to stabilize paper</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use of fidget toys</li> <li><input type="checkbox"/> Allow student to vary position while completing work, such as: stand at desk, sit on rug</li> <li><input type="checkbox"/> Use of seat cushion/wedge</li> <li><input type="checkbox"/> Allow sensory breaks as needed</li> <li><input type="checkbox"/> Diffused lighting</li> <li><input type="checkbox"/> Reduced visual clutter</li> <li><input type="checkbox"/> Noise buffers</li> </ul>

## Instructional Support Process (Appendices 3 & 4)

If a teacher has concerns about a student's educational or social-behavioral progress...

Ensure that student is being provided with Core Curriculum and Best Instructional Practices. (pg. 2)

Provide student with relevant General Education Classroom Accommodations. (pgs. 3-4)

**If...** student is unable to meet grade level expectations in one or more academic skill/area, **and/or** Student is exhibiting social, emotional, or behavioral difficulties in one or more settings, **then...**

### Gather Student Information

- Complete **Classroom Instructional Support Worksheet**. (pgs. 17-18)
- Learn about student's educational history, and cultural / linguistic background.
- Review the student's cumulative file / previous report cards / attendance.
- Check the student's health records for vision and hearing screening results; consider nutrition.
- Consult with the student's parents, previous classroom teacher, specialists, and other education professionals who have worked with the student.

### Observe and Assess in Area(s) of Concern

- Identify student's strengths and areas of need using **Student Learning Profile Checklist**. (pgs. 19-22)
- Collect and analyze data (universal screenings, common assessments, state and district testing, classroom work samples and assessments.)
- Administer additional informal assessments and/or collect behavioral data.
- Observe frequency and nature of student's difficulty in different settings.
- Consider student's work habits, attention, organization, learning style, etc.

### Choose and Implement Strategies

- Determine specific, manageable, short-term goal for student.
- Select and implement classroom instructional strategy / Tier I intervention.
- Collect data and document student progress for 4 to 6 weeks.
- *Consult with colleagues and/or specialist – reading, math, counselor, OT, PT, SLP. (if needed)*

#### If student performance improves...

Continue classroom strategies and monitor student progress.

#### If student continues to struggle...

- Consult with colleagues and/or specialist – reading, math, counselor, OT, PT, SLP.
- Implement additional and/or revised classroom intervention and document student response for 4-6 weeks.

**If student performance improves....**Continue classroom strategies and monitor student progress.

**If student continues to struggle...**  
Initiate the Student Support Team Process and inform parents.

## Student Support Team (SST) Process (Appendix 5)

If a student continues to struggle after the Instructional Support Process has been implemented, the teacher completes the **SST Referral Form** (pg. 23), and includes copies of all student documentation collected.

Submit all documentation to SST Coordinator and schedule a meeting.

SST members meet with classroom teacher to:

- Discuss specific, skill related student strengths and weaknesses.
- Discuss instructional strategies, classroom interventions, and accommodations already implemented during the Instructional Support Process, and the results.
- Consider observations or screening by specialists, counselors, or related service providers
- Develop an **intervention plan** to include **goal, time, frequency, responsible staff, progress monitoring plan, and implementation tracking plan.** (Appendix 6, pgs. 24-25)
- Establish a follow-up meeting based on student need, intensity of support, and student specific variables - approximately 6 -12 weeks.

Classroom teacher informs parents of intervention plan.

An SST member / specialist is designated to provide consultation to the classroom teacher during the intervention period.

Follow-up Student Support Team meeting is held.

### **If student is making effective progress...**

Either continue with intervention and monitor progress, or reduce frequency and intensity of support service.

### **If student is making limited progress...**

Either modify intervention plan, or increase the frequency and intensity of support service.

### **If student is not making progress and a disability is suspected...**

A referral should be made for a Special Education Evaluation.

## **General Education Support Services**

Instructional support services are available to all students in grade K-6 based on their developmental levels and learning needs. These services include:

- Title I Reading
- Reading and Math Assistance
- English Learner Education
- Counseling Support Services
- Social Skills Groups
- Behavioral Support Plans
- Related Service Short-Term Interventions
- Computer-Based Skill Reinforcement Programs

General education instructional supports that are provided to students each year will be documented by their classroom teachers on a chart in their permanent record files, creating an educational history for each student.

Service providers include:

- Reading Specialists
- Math Specialist
- School Adjustment Counselors
- School Psychologists
- ESL Teacher
- Speech-Language Pathologists
- Occupational Therapists
- Physical Therapist
- Paraprofessionals

### **Title I Reading**

Title I of the Elementary and Secondary Education Act provides financial assistance to state and local educational agencies to meet the needs of academically at-risk children. The goal of a Title I Program is to provide instructional services which support students in meeting the state's challenging performance standards. Identified students receive supplemental educational assistance beyond the regular classroom instruction. Students are selected based on data from informal and common grade level assessments, teacher observations, and recommendations from the reading specialists. Students' scores are ranked and those who demonstrate the most need are determined to be eligible for Title I reading support. Reading specialists and paraprofessionals generally work with small groups of students to reinforce skills in the areas of phonics, reading fluency, and comprehension. Students' progress in reading is updated during the school year using informal assessments.

### **Academic Assistance Program**

The purpose of the Assistance Program is to provide support services in reading and/or math to students who demonstrate performance that is below grade level expectations, and require specific interventions. Services are provided by reading and/or math specialists and paraprofessionals. Students may be referred through the Student Support Team process, and eligibility for the program is determined through a review of students' performance on common grade level assessments, teacher observations, and other academic data.

## **English Learner Education**

Federal and state law requires proper identification and annual language proficiency assessment of students whose first language is not English, or who struggle to complete ordinary classroom work in English (G.L. c. 71A; Title III of the No Child Left Behind Act - NCLB). The law also requires that students identified as English Language Learners (ELLs) are provided with opportunities to receive instruction that is appropriate for their individual language proficiency level, allows them to develop English language proficiency, and affords them equal access to rigorous content area instruction and academic achievement alongside their native English speaking peers. In Massachusetts this means that, with limited exceptions, districts are required to provide ELLs sheltered English immersion (SEI) instruction until they are proficient in English. SEI consists of both sheltered content area instruction and English as a Second Language (ESL) instruction. Once proficient in English, ELLs are to be exited from language programs and monitored for a period of two years.

Students are identified as English Language Learners through the following steps:

1. Administer a home language survey to determine student's primary language.
2. Assess the English proficiency of any student whose Home Language Survey indicates a language other than English is spoken at home or who appears not to speak English.
3. Determine whether the student is an ELL using screening test results and make initial placement decisions.
4. Notify parents and/or legal guardians of language screening assessment results and initial placement. Inform parents of their rights to "opt out" or to secure an SEI program waiver in a language they understand.

## **Counseling and Behavioral Support**

A variety of counseling and behavioral support services are provided across general and special education, and are invaluable to students, teachers, and administrators. The school psychologists, adjustment counselors, and district behaviorist are proactive in their approach to supporting students who experience social, emotional, and behavioral difficulties. These services include consultation with teachers, parents, and outside therapists, student observations, classroom lessons, behavioral assessments, and individual intervention plans. Weekly groups are also available for students that focus on topics such as developing social skills and self-regulation, coping with anxiety, dealing with grief and loss, and family change.

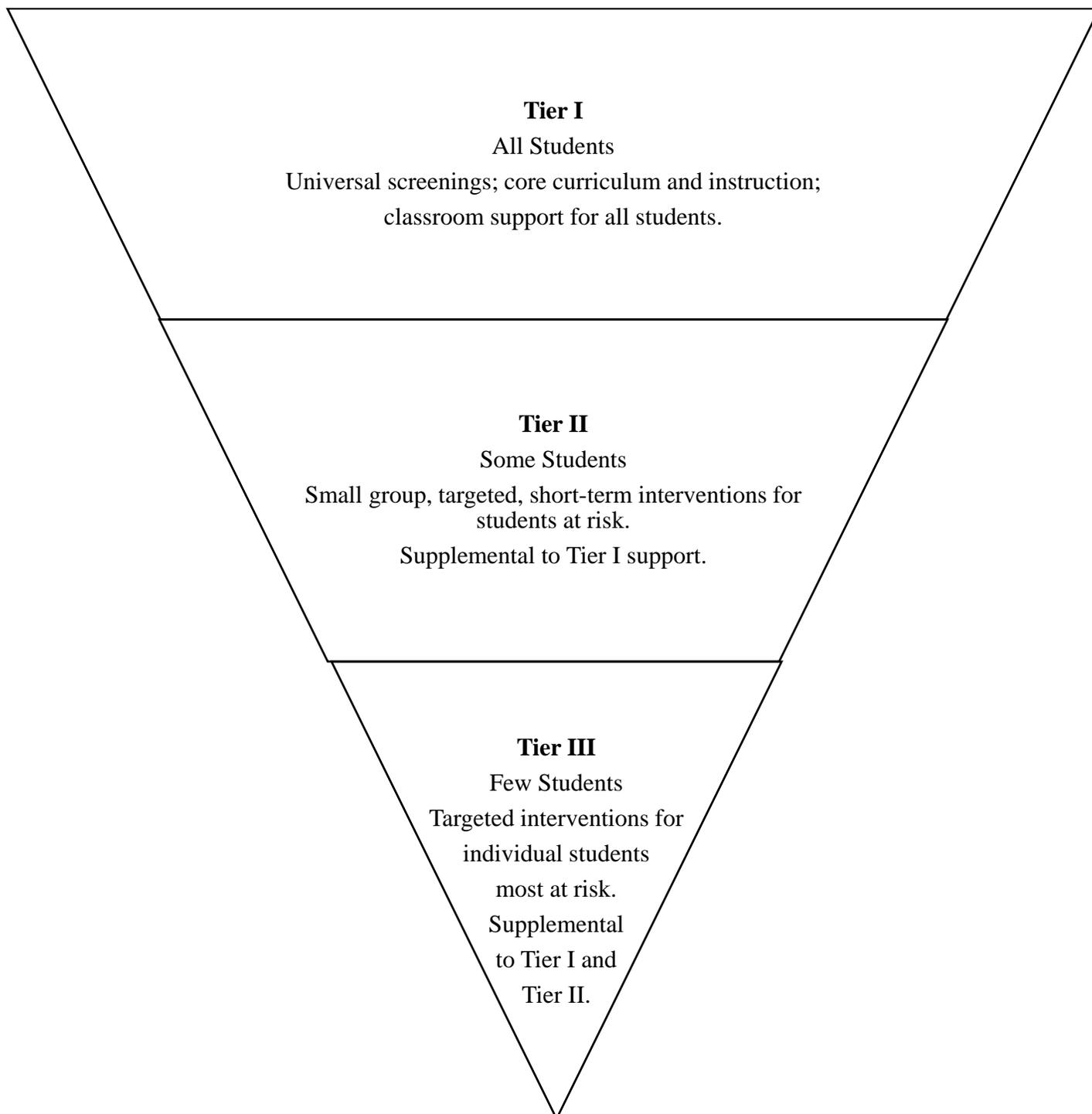
## **Student Support Teams**

Each elementary school has a Student Support Team (SST) which meets regularly to determine strategies for struggling students using a tiered model. Students are provided with increasing levels and intensity of support through general education interventions. Team members include the building principal, a reading specialist, a math specialist, school adjustment counselor, a coordinator, and the classroom teacher. Related services providers (SLP, OT, PT) may also be invited if appropriate. At the end of each SST meeting, a summary form is created with an action plan that includes strategies for the teacher, and a short-term intervention. It may also include recommendations for observations or screenings by related service providers, or reading/math specialists. A follow-up meeting is typically scheduled within 6-12 weeks based on student need, intensity of supports, and other student variables.

If at any time during the process it is suspected that a student may have a disability, the SST makes a referral for a special education, or Section 504 evaluation. The principals and SST coordinators meet with the Director of Student Services throughout the school year to review appropriate accommodations and interventions, as well as any students referred for an evaluation. All supporting general education documentation is provided to the special education evaluation team when a student is referred for a special education evaluation.

## Tiered Intervention Model

A Response to Intervention (RTI) model of tiered intervention is used to provide increasing levels and intensity of support that match the instructional needs of individual students. Core curriculum, instruction, and assessments are aligned with state standards. Supplemental, targeted interventions on specific skills and/or concepts are delivered in addition to core instruction. Teachers are skilled in providing large and small group differentiated instruction aligned with students' developmental levels and learning needs. Specialists provide consultation and targeted interventions to students most at risk for academic and/or social-/behavioral skills.



### Available Resources for Academic and Social-Behavioral Tiered Interventions

	Tier I – All Students	Tier II – Some Students	Tier III – Few Students
	Classroom Teachers, Paraprofessionals (may include specialist consult)	Classroom Teachers and/or Specialists, Paraprofessionals (with specialist consult)	Specialists (in collaboration with Classroom Teachers)
<b>Reading</b>	Reading Street Core Curriculum and Strategic Intervention  Guided Reading Groups  Reading A-Z / Raz Kids  Foundations Phonics and Double Dose  Fluency Instruction/Practice  Lexia	Reading Street Strategic Intervention  Read Naturally  Foundations (gr. 3) Just Words (gr.3-6)  Leveled Literacy Intervention (LLI)  Corrective Reading- Phonics and/or Comprehension	Reading Street My Sidewalks  Telian Lively Letters (K-2)  Wilson Reading (gr. 2-6)  Wilson Fluency  Read Naturally  Story Grammar Marker  Corrective Reading – Phonics and/or Comprehension
<b>Math</b>	Reflex Math  Moby Max	Do The Math  Kathy Richardson, <i>Developing Number Concepts</i>	Do The Math  Kathy Richardson, <i>Developing Number Concepts</i>
<b>Social-Behavioral</b>	Wellness Model  Open Circle  K-2 Mindfulness Program  Gr. 3-6 MARC Bullying Prevention Program  Lunch Bunch	Michelle Garcia-Winner Social Thinking  Coping/Anxiety Groups  Self-Regulation Groups  Behavioral Support Plans	Michelle Garcia-Winner Social Thinking  Superflex Social Thinking  TeachTown Social Skills  Cognitive Behavioral Therapy  Behavior Support Plans

## **Parent Involvement**

When defining effective, instructional practices, Wrentham Public Schools also acknowledges the important role that parents fulfill with regards to student success. Parent support is an integral part of a student's sense of ownership and belonging. The following is a list of suggestions that may maximize home/school involvement and communication.

### **Home Support Strategies**

- ✓ Encourage consistent, structured homework routine.
- ✓ Set-up weekly assignment/test calendars for upcoming dates and/or establish a study routine.
- ✓ Check teacher websites and school emails.
- ✓ Provide student access to ebooks/audio books and math fact review.
- ✓ Support daily reading of grade appropriate books.
- ✓ Initiate dialogue about school curriculum and activities.
- ✓ Create an organized location for school documents, such as corrected papers and notices.

### **Parent Involvement**

- ✓ Attend parent conferences and other informal meetings as needed.
- ✓ Participate in PTO / W.E.S.T. events.
- ✓ Volunteer in classroom, library, computer lab, field trips.
- ✓ Attend School Council meetings.
- ✓ Attend Principal's Coffee meetings.
- ✓ Attend Open House, school curriculum evenings. (e.g. Math Night, Literacy Night)

## **Professional Learning Supports**

The Wrentham School District has many staff members who work in various capacities, such as classroom teachers, reading and math specialists, special subject teachers, special education teachers, counselors, and paraprofessionals. The professional development opportunities listed below have been provided to appropriate staff members to enhance their capacity in their field.

### **Staff Development in Mathematics Curriculum, Assessment & Instruction**

- Job Embedded Professional Development (JEPD) -Standards-Based Direct Cognitive Mathematics Instruction – in-class modeling of lessons.
- Pre and post consultation with educators supported with in-class modeling.
- Curriculum development with grade level teams in mathematics
- Grade level Performance Base task development in mathematics
- Standards-Based rubric design with grade level teams
- Grade level professional development in mathematics instruction to support vertical alignment.
- Staff Development in mathematics instruction for Para-professionals
- Tri-district professional development workshop series:
  - Implementing the CCSS for K-2 Educators
  - Implementing the CCSS for 3-5 Educators (2015)
- Common Planning Time (CPT) weekly by grade level

### **Staff Development in ELA Curriculum, Assessment & Instruction**

- Readers Workshop training
- Writers Workshop training
- DIBELS training (K-2)
- Fountas & Pinnell Leveled Literacy Intervention
- Training in administering the Fountas & Pinnell Reading Benchmark assessment
- Training in using the Foundations Phonics program (K-2) to teach phonics and spelling
- Small Learning Community opportunities - Book groups
- Tri-District professional development workshop series
  - Developing Literacy First
- Common Planning Time (CPT) weekly by grade level
- ELA Interventions:
  - Lexia
  - Leveled Literacy Interventions (LLI)
  - Telian Lively Letters
  - Read Naturally
  - Wilson Reading
  - Just Words
  - Story Grammar Marker
  - Corrective Reading
  - Framing Your Thoughts

## **Staff Development in student Social-Behavioral development**

- Social/Behavioral Interventions
  - Brain Gym
  - Mindfulness
  - MARC Anti-bullying
  - Self-Regulation Strategies
  - Anxiety/Coping Skills
  - Michelle Garcia-Winner Social Thinking
  - Cognitive –Behavioral Therapy
  - ABA-Applied Behavior Analysis
  - QBC- Quality Behavior Competency
  - CALM De-Escalation training

## Teacher Mentor Training Program

The mentoring program in the Wrentham Public Schools provides professional interaction between experienced teachers (mentors) and teachers who are new to the profession or the district (mentees) in a collaborative atmosphere. Through this program, mentors help mentees integrate into the school culture as they develop the knowledge, skills, attitudes, and values that are vital to success in the classroom and beyond. Goals include:

- enhancing new teachers' personal and professional development, thus enabling them to attain higher instructional competence and ensure student success and learning
- guiding and supporting new and beginning teachers as they encounter challenges that are common to new teachers
- providing opportunities for mentors and mentees to reflect upon and refine their teaching practices

New teachers attend an orientation meeting with the Mentor Coordinator prior to the beginning of their first school year. Each is matched with a qualified mentor who has completed the Wrentham Mentor Training Program. New teachers fall into one of the following categories:

**Category I:** First year teachers who participate in a two-year mentoring program which includes meetings with a mentor and attendance at approximately eight formal meetings with the mentor coordinator.

**Category II:** Teachers who are new to the district, as well as those who change grades or content areas

**Level 1:** Incoming teachers who are new to the district and hold provisional or initial license and previously participated in an induction program in another district.

- During the first year in the Wrentham School District, Level 1 mentees participate in a mentoring program which includes working with a mentor and attending formal meetings with the mentor coordinator.
- During the second year, Level 1 mentees may attend monthly meetings and continue working with mentors for an additional 50 mentoring hours. A mentor will not be assigned in the second year unless the teacher has not yet achieved the required 50 hours.

**Level 2:** Teachers who have changed content areas and/or grade levels or who are returning to the district after a hiatus from the classroom.

- During the first year, Level 2 mentees are assigned a mentor for one year and attend monthly meetings.
- During the second year, Level 2 mentees may attend monthly meetings, but mentors will not typically be assigned to them.

# Appendices

## Glossary of Terms

**Accommodation** – A change in how a student may access information and demonstrate learning that allows equal access to curriculum and instruction. Accommodations do not substantially change the instructional level, content, or performance criteria.

**Acronym** - An abbreviation formed by using each first letter from a group of words to form a new word, or an invented combination of letters, where each letter is a cue to an item you need to remember. This can be useful when remembering words in a specified order.

**Assistive Technology** - Any device, piece of equipment or system that helps a student work around learning challenges. Assistive technology can range from simple adaptive tools to high-tech tools.

**Common Assessment** – Any assessment collaboratively developed and administered by multiple teachers within a grade level/subject area as a consistent measure to evaluate student learning. Results are reviewed for the purpose of assessing curriculum, planning instruction and developing interventions for individual and/or small groups of students.

**Common Core State Standards (CCSS)** - Consistent guidelines for what every student should know and be able to do in core academic subjects from kindergarten through 12<sup>th</sup> grade. Common Core focuses on developing critical-thinking, problem-solving, and analytical skills for students to be career and college ready.

**Exemplar** – A completed example or model of a project or assignment.

**Fidget Toy** – A self-regulation tool that may support increased attention, concentration, and relieve stress; often recommended as part of a “sensory diet” for students with sensory processing difficulties.

**Graphic Organizer** – A visual aid, including webs and flowcharts, which can be used to structure and organize writing assignments, help in solving math word problems, and facilitate learning and instruction.

**Growth Mindset** – An idea discovered by Stanford University psychologist, Carol Dweck. Unlike a fixed mindset in which people believe their qualities like intelligence and talent are simply fixed traits, people with a growth mindset believe that their most basic abilities can be developed through dedication and hard work.

**Intervention Plan** – A short term plan developed to provide structured support to a student who is presenting any academic or behavioral concerns. It can be implemented by a classroom teacher, counselor, reading or math specialist, related service therapist, or special education teacher.

**Monitoring Plan** – A process for collecting, recording, and analyzing data throughout the implementation of a general education intervention.

**Noise Buffer** – Tools such as headphones or ear plugs for students who are sensitive to loud noises to help muffle background sounds, especially in venues such as the cafeteria and auditorium.

**Response to Intervention (RTI)** – A model of tiered intervention is used to provide increasing levels and intensity of support that match the instructional needs of individual students.

**Sensory Processing** – The ability to organize sensory information coming from various modalities. Students with sensory issues are usually defined as either hypersensitivity (over-responsiveness) or hyposensitivity (under-responsiveness) to sensory stimuli.

**Universal Screening** – Brief assessment measures that focus on targeted skills; the first step in the process of identifying students with learning difficulties.

**Vertical Alignment** – An overview of knowledge, skills, and student expectations across the grades.

## Descriptions of Support Staff

**Reading Specialist** – A reading specialist supports and supplements classroom teaching, works collaboratively to implement quality reading interventions that are evidence-based, and meet the needs of struggling students.

**Math Specialist** – A math specialist supports and supplements classroom teaching, works collaboratively to implement quality math interventions that are evidence-based, and meet the needs of struggling students.

**School Adjustment Counselor** – A school adjustment counselor supports a comprehensive program for students whose social, behavioral, and/or emotional difficulties are barriers to their learning. A school adjustment counselor consults regularly with teachers, other support staff, and parents within the district, and provides direct interventions to individual and small groups of students.

**School Psychologist** – A school psychologist provides consultation to teachers and school staff, support for families, direct counseling services to individual and small groups of students, and completes cognitive and/or social-emotional assessments as part of the special education process.

**ESL Teacher** – A teacher of students with English as a Second Language (ESL) instructs students who are native speakers of another language, supporting them in their understanding (and development) of social and academic English language in all curriculum areas.

**Speech-Language Pathologist (SLP)** – A Speech-Language Pathologist works with students exhibiting communication difficulties, including those involving receptive and expressive language, articulation, and social pragmatic language. Direct instruction, both individually and in small groups, can be provided either within or outside of the general education classroom as an intervention.

**Occupational Therapist (OT)** – An Occupational Therapist works with students whose learning or behavior may be affected due to difficulties in fine motor skills, visual perception, self-regulation, sensory processing, or underlying problems that may contribute to handwriting difficulty; as well as provide consultation to classroom teachers and families.

**Physical Therapist (PT)** – A Physical Therapist focuses on a student's ability to access the school environment; participate in classroom activities; maintain and change positions in the classroom; as well as manage stairs, restrooms, and the cafeteria.

**Behaviorist** – A Board Certified Behavior Analyst (BCBA) conducts descriptive and systematic functional behavioral assessments, designs behavioral support interventions, and consults to teachers and paraprofessionals for the effective implementation and analysis of the interventions for students with social-behavioral challenges, including students with Autism.

**Paraprofessional** – A paraprofessional provides assistance and interventions to individual and small groups of students under the supervision of classroom teachers, special educators, and specialists.

**ABA Tutor** – A paraprofessional trained in Applied Behavior Analysis. The ABA Tutor provides support and reinforcement to decrease challenging behaviors that prevent the student from reaching his/her full potential, while systematically increasing socially appropriate behaviors, and promote independence. The ABA tutor works closely with teachers/behaviorist to provide direct instruction, collect data, and facilitate instruction in communication & social skills, academic skills, and self-help skills.

**Wrentham Public Schools**  
**Classroom Instructional Support Worksheet**

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **School Year:** \_\_\_\_\_

**Classroom Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

The student is unable to meet grade level expectations / exhibiting difficulty in the following area(s):

\_\_\_ Reading \_\_\_ Writing \_\_\_ Math \_\_\_ Attention \_\_\_ Social Skills \_\_\_ Behavior \_\_\_ Other \_\_\_\_\_

**Briefly describe the area(s) checked:**

**Check that the following have been completed, and note any pertinent information:**

\_\_\_ Educational History / File \_\_\_\_\_

\_\_\_ Previous Report Cards / Attendance \_\_\_\_\_

\_\_\_ Cultural / Linguistic Background \_\_\_\_\_

\_\_\_ Vision \_\_\_ Hearing \_\_\_ Medical \_\_\_ Nutrition \_\_\_\_\_

\_\_\_ Parent Contact & Date \_\_\_\_\_

\_\_\_ Previous Classroom Teacher \_\_\_\_\_

\_\_\_ Specialists \_\_\_\_\_

**Academic** - List or attach all relevant assessment data (state, district, grade-level, informal assessments) and results:

<b>Date:</b>	<b>Assessment:</b>	<b>Results:</b>

**Social-Behavioral** - List or attach all relevant social/behavioral data collected:

<b>Date:</b>	<b>Setting:</b>	<b>Data:</b>

**What are the student's strengths / interests?**

**Classroom Accommodations** – List or attach all accommodations tried, and the results

<b>Accommodation:</b>	<b>Time Period / Setting:</b>	<b>Results:</b>

**Classroom Strategies / Interventions** – List or attach what you have tried to resolve this problem, and the results.

<b>Strategy / Intervention</b>	<b>Time Period / Setting</b>	<b>Results:</b>

**Consultation** – List any colleagues / specialists that you consulted with about this student, and any recommendations that you implemented:

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**Additional Notes:**

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**Please attach all documentation collected through this process.**

### Student Learning Profile Checklist

Student \_\_\_\_\_ DOB \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

<b>Attention</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
<b>Mental Energy:</b>					
Is focused and alert during whole group activities					
Initiates and completes work independently					
Demonstrates steady patterns of classroom behavior					
<b>Processing:</b>					
Can focus on low interest tasks					
Plans responses, anticipates outcomes					
Can discriminate between important and unimportant information					
<b>Production:</b>					
Selects best option before acting / starting task					
Works efficiently with appropriate speed					
Self-monitors and asks for help if necessary					

<b>Language</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
<b>Receptive:</b>					
Demonstrates appropriate phonological awareness and sound/symbol relationship skills					
Understands word meanings, newly taught vocabulary					
Understands verbal information, questions, and verbal directions					

<b>Expressive:</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
Retrieves appropriate words on demand					
Learns and uses new vocabulary and concepts when speaking and writing					
Expresses ideas in complete and grammatically-correct sentences					
Explains ideas clearly and retells events in an organized, sequential way					
Uses descriptive language to expand thoughts or answers with adequate details					

<b>Memory</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
<b>Short-Term:</b>					
Quickly determines important information					
Paraphrases or summarizes newly presented information					
Follows directions without omitting key steps or information					
<b>Active Working:</b>					
Holds onto prior information while continuing to take in new information					
Remembers multiple steps while performing a task					
Holds onto the beginning of the story while reading the end					
<b>Long-Term:</b>					
Easily links and stores new information					
Learns how to follow multi-step rules and procedures					
Remembers facts, patterns, routines					

<b>Neuromotor</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
<b>Gross Motor:</b>					
Coordinates large muscle movements					
Remembers how to engage in specific motor procedures or skills					
<b>Fine Motor:</b>					
Displays appropriate eye-hand coordination (ie. tying shoes, using scissors)					
Manipulates small objects appropriately					
Remembers how to do things with his/her hands					
<b>Graphomotor:</b>					
Writes letters and words with consistent formation and appropriate spacing					
Uses correct pencil grip and pressure					
Sustains handwriting tasks without stress					

<b>Spatial Ordering</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
Can recognize and recall basic shapes / patterns					
Is able to copy and draw designs correctly					
Keeps belongings, supplies, resources available					

<b>Temporal-Sequencing Ordering</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
Follows sequences of steps and routines					
Manages time efficiently					
Tells stories, performs tasks in logical, sequential order					

<b>Social Cognition</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
<b>Social Behaviors:</b>					
Gets along well with peers in structured settings					
Gets along well with peers in unstructured settings					
Can resolve conflicts with peers					
Is sensitive to the needs / feelings of others					
<b>Verbal Pragmatics:</b>					
Accurately conveys feelings through language					
Can engage in the give and take of a conversation					
Is able to self-advocate					
Speaks appropriately depending on the situation					

<b>Higher Order Cognition</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
Can make inferences and predictions					
Uses effective problem-solving strategies					
Shows an understanding of concepts					
Understands/generates appropriate humor					
Able to apply rules and principles					

**Wrentham Public Schools**

**Student Support Team (SST) – Referral Form**

**Referral Date:** \_\_\_\_\_ **Student:** \_\_\_\_\_ **DOB:** \_\_\_\_\_

**Classroom Teacher:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **School Year:** \_\_\_\_\_

**Reason for Referral:**

**Please check area(s) of concern:**

academic  social  emotional  behavioral  attention  organization  communication  motor

**Please check that parents have been informed of concern(s):** \_\_\_\_\_ (date: \_\_\_\_\_)

**Please describe the above area(s) of concern in detail:**

**Background Information:**

1. Please list the general education interventions the student has received during this school year.

2. Was the student ever brought to the Student Support Team?  No  Yes (If yes, please describe.)

3. Is the student currently on a Section 504 plan?  No  Yes (If “yes” please attach.)

4. What was the primary language of the student and parents?

5. Please share any additional information

**Please attach the completed Classroom Instructional Support Worksheet and all the supporting documentation.**

<b>SST coordinator</b>	<b>Date Received</b>
<b>Scheduled meeting date/time</b>	

**Wrentham Public Schools – General Education Intervention Documentation**

<b>Student:</b>	<b>Grade</b>	<b>Teacher:</b>	<b>School Year:</b>	<b>Interventionist:</b>
<b>An intervention is a series of planned activities that are supplemental to those typically occurring in the student's general education program. Interventions should be evidenced-based with progress monitoring at regular intervals.</b>				
<b>What is the presenting problem? (State in specific, measurable terms)</b>				
<b>What data supports the evidence of this problem? (Baseline data can include daily work samples, skills assessments, tests, or documented observations)</b>				
<b>Goal: In specific, measurable terms, what would you like the student to know or be able to do at the end of the intervention period?</b>				
<b>Describe the intervention to be attempted. (who, what, where, when)</b>				
<b>What is the anticipated start date? take place?</b>		<b>End date?</b>		<b>Where will the intervention</b>
<b>How often will progress be monitored?</b>				

**Parent Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## Sample Data Collection Worksheet

**Week 1:**

<b>Date:</b>	<b>Strategy / Intervention:</b>	<b>Results:</b>

**Week 2:**

<b>Date:</b>	<b>Strategy / Intervention:</b>	<b>Results:</b>

**Week 3:**

<b>Date:</b>	<b>Strategy / Intervention:</b>	<b>Results:</b>

**Week 4:**

<b>Date:</b>	<b>Strategy / Intervention:</b>	<b>Results:</b>

**Additional Information:**

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**Cumulative Folder**  
**General Education Supplemental Instructional Supports**

<b>Student Name: DOB:</b>	<b>PK</b>	<b>K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
<b>Teacher Name:</b>								
<b>SST Referral</b>								
<b>Short-Term Service Provider Intervention:</b>								
Speech/Language								
Occupational Therapy								
Physical Therapy								
<b>Reading Support:</b>								
Tier I								
Tier II								
Tier III								
<b>Title I Reading (1-3)</b>								
<b>Wilson Reading</b>								
<b>Math Support:</b>								
Tier I								
Tier II								
Tier III								
<b>Counseling Support:</b>								
Tier I - Lunch Bunch								
Tier II - Group								
Tier III – Individual								
<b>Behavioral Support Plan</b>								
<b>English Language Learner (ELL)</b>								
<b>Enrichment Program (formally GATE)</b>								
<b>Referral for Special Education Evaluation</b>								
<b>Other:</b> please describe								