Winthrop Public Schools

Winthrop School District
1 Metcalf Square
Winthrop, MA 02152

DISTRICT CURRICULUM ACCOMMODATION PLAN
(DCAP)

A Resource Guide for Teachers, Principals,   Student Support Services Personnel, Paraprofessionals, and Parents to Meet the Needs of All Learners of the   Winthrop School District Learning Community

May 2015

Introduction to DCAP

Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to guide administrators and staff in ensuring that all possible efforts are made to meet the needs of students in the general education setting by supporting teachers in the analysis and accommodations of student learning styles and needs. The DCAP document is intended to support the efforts of educators to provide effective interventions for struggling learners.

Massachusetts General Laws, 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."

The Winthrop Public Schools DCAP has five main objectives and is based on the Massachusetts Educator Evaluation System

The district promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

- The district promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

- The district promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

- The district promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

- The district provides promotes the learning and growth of all students and staff through ethical, culturally proficient, skilled, and collaborative practice.

Mission Statement

The mission of the Winthrop Public Schools is to promote and support student-learning PreK-12 by teaching students in a challenging yet nurturing learning environment. We will prepare our students to be productive citizens who will contribute to their community and to the global community of the 21st century.

Essentially, the law requires that the District Curriculum Accommodation Plan be adopted by the district and individualized for each school building. The purpose of this planning is to continually strengthen and improve the general education program, for the benefit of *all* students.

The Winthrop Public Schools DCAP addresses various strategies that will help to achieve that objective, including:

Assistance to Regular Education Classroom Teachers – Such assistance includes such things as professional development that will help them to analyze and accommodate various students' learning needs, including students who are English Language Learners, and to manage students' behavior effectively.

Support Services – These include services that are available to students through the regular education program, including services to address the needs of students whose behavior may interfere with learning.

Reading Services – This means the direct and systemic instruction in reading for all students.

Mentoring and Collaboration – This includes such things as mentoring new teachers and common planning time.

Parental Involvement – This includes opportunities that encourage parental involvement in their children's education such as school and district councils, PTO, websites, connect-ed, and conferences.

The DCAP provides plans for each of the levels (elementary, middle and high school) describing the process for moving from the identification of a concern through communications with parents, staff collaboration, and articulation of strategies for accommodations or intervention and periodic review and evaluation of student progress. Also included is an annotated list of the school-based personnel who are available to assist and support classroom teachers in analyzing and accommodating the individual needs of students. As well, there is a list of sample strategies and other actions from which teachers and collaborating staff may select appropriate accommodations for individual students. The list includes suggestions for accommodating concerns about academic progress as well as strategies and interventions intended to resolve social behavioral issues.

The DCAP describes both formal and informal routes. In some instances, communication between parents and teachers will be effective in identifying issues and agreeing upon strategies to be implemented. In other situations, teams of educators will be involved in the process and a more formal written plan may result. Again, parent involvement is an important part of the process. Concerns that cannot be resolved by these routes, or where there is lack of progress, may result in a recommendation for a formal evaluation to determine if a disability exists

Teachers in Winthrop are continuously monitoring student progress looking for opportunities to make accommodations to facilitate learning and foster understanding.

Overview of Accommodations

Accommodations are changes in how a student gains access to information and demonstrates his/her learning. Accommodations do NOT change the instructional level, content or performance criteria. Such changes are made to provide a student with equal access to learning along with an equal opportunity to be able to show what he/she knows or can do.

For many, the following list of accommodations would simply be thought of as best educational practices. Examples of accommodations may include changes to the following:

1. Presentation and/or format and procedures (visual models vs. lecture)
2. Instructional strategies
3. Time/scheduling
4. Environment
5. Equipment
6. Architecture
7. Test taken orally
8. Large print textbooks
9. Additional time allowed to take tests
10. A locker with an adapted lock
11. Weekly home-school communication tools, such as notebook, daily log book, etc.
12. Peer support for note taking (or teacher prepared notes)
13. Lab sheets with highlighted instructions
14. Graph paper to assist in organizing and lining up math problems
15. Tape record lectures
16. Use of a computer/word processor for writing assignments

Early Elementary Curriculum Accommodation

Program and Classroom Characteristics and Structures Supporting Curriculum Accommodation for Regular Education Students

- Small class sizes staffed by highly qualified personnel who demonstrate core content knowledge

- Standardized (formative/summative) testing data: MCAS, DIBELS, GRADE, Baseline Reading Tests Houghton-Mifflin, teacher administered assessments and content used to assess achievement and to inform instruction through pre/post test score comparisons

- Differentiation of instruction to include various learning modalities

- Professional development for both professional and paraprofessional staff members

- Building teams who develop Action Plans to increase student achievement through Whole Faculty Study Groups (looking at student work, determination of the essential question: "What do we want students to know and be able to do in accordance with the MA Curriculum Frameworks learning standards?" then designing instruction and assessment tools to reach student learning goals

- District-wide Kindergarten screening

- Building based cultural enrichment activities (involving family interaction)

- Curriculum based "academic choice" instruction and activities to meet the   needs of ALL learners

- Writing portfolio system

- Standardized and informal assessments as part of a testing data base: MCAS,   pre/post assessments (formative/summative data to measure progress over   time)

- Developmental reading evaluations and support

- Extracurricular activities related to academic areas or other related activities

Personnel Resources Providing Specific Consultation/Support/Intervention in the Regular Education Setting

- Reading Specialists – Teacher consultants for curriculum modification or accommodations, screening and informal/formal assessment(s), direct service to groups or individual students, demonstration classes, co-taught classes, reading resource materials

- Behavioral Specialists – Behavioral interventions with students, management strategy support for teachers

- School Adjustment Counselor(s) – provides teacher consultation, support to students and families, liaison for social/community agencies

- Occupational Therapist/Physical Therapist/Speech-Language Pathologist – consultation contacts for regular education staff, may conduct classroom observations of students for the purpose of informal screening(s), parent/home consult capacity

- Nurses – offer consultation to staff, training of personnel to enhance awareness of what to watch for in psychopharmacological effects, and practice of universal precautions in student injury situations, direct service to individual students and staff, vision and hearing screening, serves on Teacher Assistances as needed

- District/School Psychologist –Staff training, referrals, informal/formal special education evaluations

- English as a Second Language (ESL) Tutor – limited, grant-funded services for identified students

- Administrative Team (SST) – Support to teacher on social/behavioral issues, behavioral interventions with students, scheduling accommodations, articulation and implementation of vision and principles, supervision and evaluation of staff, fostering of philosophy of accommodation

- Teacher Assistance (SST) – Review of staff, principal and parent referred cases including review of a child's cumulative file, determination of progress in curriculum review

- Technology Assistants – support to both staff and students with hardware and software options/training

- Assistant Principal/Principal – support to teachers on social/behavioral issues, behavioral interventions with students, scheduling accommodations, articulation and modeling of vision and principles, supervision and evaluation of staff, fostering of accommodation philosophy

Suggested Accommodations, Modifications, and Interventions that May Be Recommended, But Not Limited to Regular Education Students

Physical

- Arrange preferred seating
- Incorporate stress release activities
- Use visual/auditory aids
- Experiment with use of space
- Include energizers (creative movement, Brain Gym)
- Remove distractions
- Consider a better student/teacher match

Structural

- Change instructional levels (differentiate!)
- Use contract learning
- Develop alternative assignments (differentiate!)
- Cross grade levels (older peers teach younger)

Behavioral

- Change seats
- Utilize charts
- Provide a mentor
- Refer parents to agency
- Provide a set of rewards
- Plan parental programs
- Adjust behavior management
- Use corrective measures
- Provide ongoing praise
- Refer to mediation
- Arrange alternative programs that are innovative in style
- Utilize charts/graphs to monitor expectations and provide a visual for student self-check monitoring
- Individual and small group guidance counseling ("lunch bunch", mediation, social circles)
- Develop behavioral intervention plans (BIP)
- Consult with school psychologist, social worker, special needs staff
- Facilitate parent/support communication
- Classroom interventions by guidance counselor
- Incorporate positive reinforcement incentives/rewards
- Adjust classroom management strategies

Organizational

- Implement a progress reporting system
- Reduce the student's schedule
- Insist upon frequent progress reports
- Utilize homework logs
- Invite parental assistance
- Arrange parent workshops/help opportunities

Remedial

- Provide test taking strategies and practice
- Utilize miscue analysis/prescriptive teaching
- Develop study skills strategies
- Consult with teacher mentors
- Schedule counsel or meetings
- Improve parental communication

- Find a buddy reader
- Provide assistance with note taking

Technology

- Incorporate appropriate software
- Schedule computer-assisted instruction
- Tape record/video lessons
- Take advantage of computer labs often

- Use listening centers
- Arrange email communication
- Post homework at online sites

Curriculum/Instruction/Assessment

- Provision of multi-modal presentations of materials: visual, auditory, "hands- on"
- Utilize differentiated instruction and assignments (academic choice projects)
- Develop alternate assignments
- Repeat or reteach concepts (spiraled review)

- Offer peer teaching/group activities
- Model content area reading strategies (directly taught)
- Provide individual help in the classroom (one on one conferences with   students with specific feedback)
- Include study skills strategies
- Use of technology/computer assisted instruction (Lexia, Tenmarks)
- Provision of challenge projects encouraging student creativity
- Offer of oral/untimed testing
- Use of multiple intelligence/learning style approaches DIFFERENTIATION
- Model use of graphic organizers
- Utilize team teaching – cooperative teaching
- Consult with and co-plan by grade level teams

- Arrange seating accommodations
- Allow extended time on tests
- Provide manipulatives
- Use alternate assessments
- Identify learning style
- Assign mentors
- Provide visual cues
- Include transition cues
- Provide effective study guides
- Create flashcards
- Break down tasks
- Small group instruction
- Reduce load (less is more)
- Provide wait time
- Provide reference tools
- Teach test-taking strategies and provide practice
- Teach reading strategies
- Utilize flexible grouping

UPPER ELEMENTARY/MIDDLE SCHOOL CURRICULUM ACCOMMODATIONS

Program and Classroom Characteristics and Structures Supporting Curriculum Accommodation for Regular Education Students

- Small class sizes staffed by highly qualified personnel who demonstrate core content knowledge

- Standardized (formative/summative) testing data: MCAS, DIBELS, GRADE, Baseline Reading Tests Houghton-Mifflin, teacher administered assessments and content used to assess achievement and to inform instruction through pre/post test score comparisons

- Differentiation of instruction to include various learning modalities

- Professional development for both professional and paraprofessional staff members

- Building teams who develop Action Plans to increase student achievement through Professional Learning Communities (PLC's) (looking at student work, determination of the essential question: "What do we want students to know and be able to do in accordance with the MA Curriculum Frameworks learning standards?" then designing instruction and assessment tools to reach student learning goals

- Building based cultural enrichment activities (involving family interaction)

- Curriculum based "academic choice" instruction and activities to meet the   needs of ALL learners

- Accelerated / Intervention classes in math at grades 4, 5, 6 and 7

- Computer labs (with assigned support staffing)

- Team structure at grades 6 and7

- Strong elective program for exploration and to meet interest areas (differentiation)

- Remedial reading classes

- Writing portfolio system

- Standardized and informal assessments as part of a testing data base: MCAS,   pre/post assessments (formative/summative data to measure progress over   time)

- Detention, In School Diversion program

- Honors courses offered in core academic areas

- Retention or repeating of specific courses

- After school help available in all disciplines/core academic areas

- Developmental reading evaluations and support

- Academic summer school reading program for identified students (tuition based)

Personnel Resources Providing Specific Consultation/Support/Intervention in the Regular Education Setting

- Reading Specialists – Teacher consultants for curriculum modification or accommodations, screening and informal/formal assessment(s), direct service to groups or individual students, demonstration classes, co-taught classes, reading resource materials

- Occupational Therapist/Physical Therapist/Speech-Language Pathologist – consultation contacts for regular education staff, may conduct classroom observations of students for the purpose of informal screening(s), parent/home consult capacity

- Library Support Staff – Winthrop is very fortunate to in-house staff and local librarians available for consultation with teachers to determine resources for content specific materials, support for enrichment and research

- Nurses – offer consultation to staff, training of personnel to enhance awareness of what to watch for in psychopharmacological effects, and practice of universal precautions in student injury situations, direct service to individual students and staff, vision and hearing screening, serves on Teacher Assistances as needed

- District/School Psychologist –Staff training, referrals, informal/formal special education evaluations

- English as a Second Language (ESL) Teacher – Direct services for identified students

- Administrative Team (SST) – Support to teacher on social/behavioral issues, behavioral interventions with students, scheduling accommodations, articulation and implementation of vision and principles, supervision and evaluation of staff, fostering of philosophy of accommodation

- Teacher Assistance (SST) – Review of staff, principal and parent referred cases including review of a child's cumulative file, determination of progress in curriculum review

- Technology Assistants – support to both staff and students with hardware and software options/training

- School Adjustment Counselor(s) – provides teacher consultation, support to students and families, liaison for social/community agencies

- Therapists (outside agencies) – Teacher consultations, observations of students

- Literacy Support Personnel (ELA and Math Collaborative Professional Development Teachers) WFSG – Direct instruction, consultation regarding curriculum modifications in the area of reading, writing, and math

- Technology Assistants (District) – support to both staff and students with hardware and software options/training

- Assistant Principal/Principal – support to teachers on social/behavioral issues, behavioral interventions with students, scheduling accommodations, articulation and modeling of vision and principles, supervision and evaluation of staff, fostering of accommodation philosophy Behavioral Specialists – Behavioral interventions with students, management strategy support for teachers

Suggested Accommodations, Modifications, and Interventions that May Be Recommended, But Not Limited to Regular Education Students

Physical

- Arrange preferred seating
- Incorporate stress release activities
- Use visual/auditory aids
- Experiment with use of space
- Include energizers (creative movement, Brain Gym)
- Remove distractions
- Consider a better student/teacher match

Structural

- Change instructional levels (differentiate!)
- Change instructors
- Use contract learning
- Cross grade levels (older peers teach younger)
- Develop alternative assignments (differentiate!)

Behavioral

- Change seats
- Utilize charts
- Provide a mentor
- Refer parents to agency
- Provide a set of rewards
- Plan parental programs
- Adjust behavior management
- Use corrective measures
- Provide ongoing praise
- Refer to mediation
- Arrange alternative programs that are innovative in style
- Utilize charts/graphs to monitor expectations and provide a visual for student   self-check monitoring
- Individual and small group guidance counseling ("lunch bunch", mediation, social circles)
- Develop behavioral intervention plans (BIP)
- Consult with school psychologist, social worker, special needs staff
- Facilitate parent/support communication
- Classroom interventions by guidance counselor
- Incorporate positive reinforcement incentives/rewards
- Adjust classroom management strategies

Organizational

- Provide a school-wide agenda system
- Develop flexible/modified schedule
- Implement a progress reporting system
- Rotate the student's schedule
- Reduce the student's schedule
- Invite parental assistance
- Arrange parent workshops/help opportunities
- Insist upon frequent progress reports
- Utilize homework logs
- Include an extended day program

Remedial

- Provide test taking strategies and practice
- Utilize miscue analysis/prescriptive teaching
- Develop study skills strategies
- Consult with teacher mentors
- Offer after-school support
- Schedule counsel or meetings

- Improve parental communication
- Find a buddy reader
- Arrange peer tutoring
- Take advantage of tutoring
- Utilize study groups
- Provide assistance with note taking

Technology

- Incorporate appropriate software
- Schedule computer-assisted instruction
- Provide calculators

- Take advantage of computer labs often
- Use listening centers
- Arrange email communication
- Post homework at online sites

Curriculum/Instruction/Assessment

- Provision of multi-modal presentations of materials: visual, auditory, "hands- on"
- Utilize differentiated instruction and assignments (academic choice projects)
- Develop alternate assignments
- Repeat or reteach concepts (spiraled review)

- Offer peer teaching/group activities
- Model content area reading strategies (directly taught)
- Provide individual help in the classroom (one on one conferences with students with specific feedback)
- Include study skills strategies
- Use of technology/computer assisted instruction (Lexia, Tenmarks)
- Provision of challenge projects encouraging student creativity
- Offer of oral/untimed testing
- Use of multiple intelligence/learning style approaches DIFFERENTIATION
- Model use of graphic organizers
- Arrange seating accommodations
- Allow extended time on tests

- Encourage peer tutoring
- Provide manipulatives
- Use alternate assessments
- Identify learning style
- Assign mentors
- Provide visual cues
- Include transition cues
- Provide effective study guides
- Create flashcards
- Break down tasks
- Small group instruction
- Reduce load (less is more)
- Provide wait time
- Provide reference tools
- Teach test-taking strategies and provide practice
- Teach reading strategies
- Utilize flexible grouping
- Utilize team teaching – cooperative teaching
- Consult with and co-plan by grade level teams

HIGH SCHOOL CURRICULUM ACCOMMODATIONS

Program and Classroom Characteristics and Structures Supporting Curriculum Accommodation for Regular Education Students

- Small class sizes staffed by highly qualified personnel who demonstrate core content knowledge

- Differentiation of instruction to include various learning modalities

- Professional development for both professional and paraprofessional staff members

- Building based cultural enrichment activities (involving family interaction)

- Curriculum based "academic choice" instruction and activities to meet the needs of ALL learners

- Leveled classes in core subjects at grades 8-12

- Team structure at grades 8

- Strong elective program for exploration and to meet interest areas (differentiation)

- Remedial reading classes

- Detention, Saturday detentions

- Honors courses offered in core academic areas

- Computer lab use with assigned support staffing and training

- MCAS preparation options

- Academic summer school programs for identified students

- Continuing Education options: college fairs

- Standardized and informal assessments database (MCAS, teacher administered assessments, College Board testing)

- Advanced Placement (AP) coursework offered

- ESL support (including all materials translated for parents/guardians)

- Independent study opportunities

- Extracurricular and co-curricular activities such as contests or other related activities

- Course/grade level acceleration

- Retention or repeating of specific courses

- Before school help available in all disciplines

Personnel Resources Providing Specific Consultation/Support/Intervention in the Regular Education Setting

- Occupational Therapist/Physical Therapist/Speech-Language Pathologist – consultation contacts for regular education staff, may conduct classroom observations of students for the purpose of informal screening(s), parent/home consult capacity

- Library Support Staff – Winthrop is most fortunate to have in-house staff and local librarians available for consultation with teachers to determine resources for content specific materials, support for enrichment and research

- Nurses – offer consultation to staff, training of personnel to enhance awareness of what to watch for in psychopharmacological effects, and practice of universal precautions in student injury situations, direct service to individual students and staff, vision and hearing screening, serves on Teacher Assistances as needed

- District/School Psychologist –Staff training, referrals, informal/formal special education evaluations English as a Second Language (ESL) Teacher – direct service for identified students, teacher/parent consultations

- Teacher Assistance – Review of staff, principal and parent referred cases including review of a child's cumulative file, determination of progress in curriculum review

- School Adjustment Counselor(s) – provides teacher consultation, support to students and families, liaison for social/community agencies

- Guidance Counselors – Liaison between home and school, parent consultation, teacher support, referrals, file manager, liaison for social/community agencies, chairperson/facilitator of Teacher Assistance

- Administrative Team – Support to teacher on social/behavioral issues, behavioral interventions with students, scheduling accommodations, articulation and implementation of vision and principles, supervision and evaluation of staff, fostering of philosophy of accommodation

- Therapists (outside agencies) – Teacher consultations, observations of students

- Department Lead Teachers – Curriculum and instruction oversight, teacher assistance with curriculum modifications, curriculum resource acquisition and allocation

- Technology Assistants – support to both staff and students with hardware and software options/training

- Assistant Principal/Principal – support to teachers on social/behavioral issues, behavioral interventions with students, scheduling accommodations, articulation and modeling of vision and principles, supervision and evaluation of staff, fostering of accommodation philosophy

Accommodations, Modifications, and Interventions that May Be Recommended, But Not Limited to Regular Education Students

Physical

- Arrange preferred seating
- Incorporate stress release activities
- Use visual/auditory aids
- Remove distractions
- Consider a better student/teacher match
- Experiment with use of space
- Include energizers (creative movement, Brain Gym)

Structural

- Change instructional levels (differentiate!)
- Change instructors
- Use contract learning
- Cross grade levels (older peers teach younger)
- Develop alternative assignments (differentiate!)

Technology

- Incorporate appropriate software

Organizational

- Experiment with a flexible schedule
- Include an extended day program
- Reduce the student's schedule
- Invite parental assistance
- Arrange parent workshops/help opportunities
- Insist upon frequent progress reports

Remedial

- Offer after-school support
- Schedule counsel or meetings
- Improve parental communication
- Find a buddy reader
- Arrange peer tutoring
- Take advantage of tutoring
- Utilize study groups
- Provide assistance with note taking

Behavioral

- Change seats
- Utilize charts
- Provide a mentor
- Refer parents to agency
- Provide a set of rewards
- Plan parental programs
- Adjust behavior management
- Use corrective measures
- Provide ongoing praise
- Refer to mediation
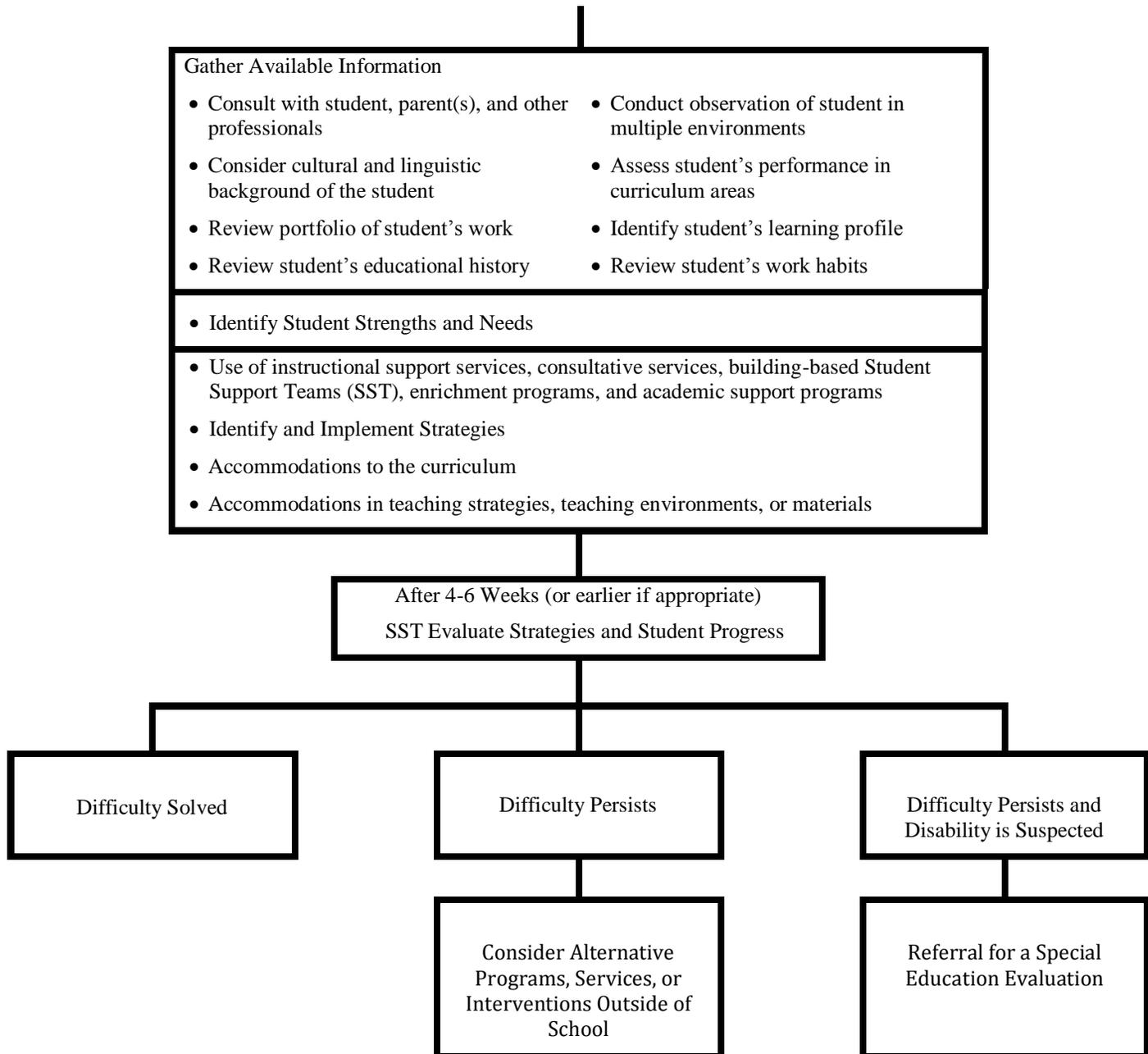- Arrange alternative programs that are innovative in style

Instruction/Assessment

- Allow extended time on tests
- Encourage peer tutoring
- Allow oral testing
- Provide manipulatives
- Use alternate assessments
- Vary teaching strategies
- Identify learning style
- Assign mentors
- Provide visual cues
- Include transition cues
- Provide effective study guides
- Create flashcards

- Break down tasks
- Shorten assignments
- Small group instruction
- Provide individual help
- Reduce load (less is more)
- Make contracts with students
- Include tactile activities
- Utilize homework logs
- Provide wait time
- Provide reference tools
- Schedule computer-assisted instruction
- Provide calculators
- Tape record/video lessons
- Offer research assistance
- Take advantage of computer labs often
- Use listening centers
- Arrange email communication
- Post homework at online sites
- Provide graphic organizers
  *www.readwritethink.org
- Teach test-taking strategies and provide practice
- Teach reading strategies
- Include study skill strategies

INSTRUCTIONAL SUPPORT INTERVENTION PROCESS

…General Education Student Experiences School Difficulties

Gather Available Information

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

- Identify Student Strengths and Needs

- Use of instructional support services, consultative services, building-based Student Support Teams (SST), enrichment programs, and academic support programs
- Identify and Implement Strategies
- Accommodations to the curriculum
- Accommodations in teaching strategies, teaching environments, or materials

After 4-6 Weeks (or earlier if appropriate)

SST Evaluate Strategies and Student Progress

Difficulty Solved	Difficulty Persists	Difficulty Persists and Disability is Suspected
	Consider Alternative Programs, Services, or Interventions Outside of School	Referral for a Special Education Evaluation

WINTHROP PUBLIC SCHOOLS (EARLY ELEMENTARY)
REQUEST FOR S.S.T. FORM

Name:_____ D.O.B:_____Teacher/Grade: _____

Child's Primary Language: _____   Is parent aware of concern? Yes   No

Reason for Referral: (nature of the student's problem so that it is clear in what way the TST can assist)

_____

_____

_____

Area(s) of specialist likely to be most useful: speech/language   OT   PT   psychologist

Please provide a summary of the student as follows:

School history: (year, grade, school—include EI)_____

Any attendance, behavioral, family, emotional concerns that may be affecting school performance:

_____

Any past evaluations, outcomes:_____

What are the student's strengths:_____

Is the student currently or has the student received reading services? ☐ Yes ☐ No

If yes, with whom?_____

Is the student currently or has the student received ELL services?   ☐ Yes ☐ No

If yes, with whom?_____

Is the student currently or has the student received services from the school adjustment counselor?

☐ Yes   ☐ No

Academic Skills**

**Please attach work product/formal/informal testing where appropriate.

** Please bring DIBELS and progress monitoring info to SST.

Reading   N/A   at grade level   below grade level   working to potential

(Check those skills present):

☐ realizes left to right progression   ☐ recognizes rhyme

☐ can recite alphabet   ☐ generates rhyme

☐ recognizes upper/lower case letters   ☐ can match letters to sound

                                                                   ☐ recognizes frequently used words

                                                                   ☐ applies decoding skills

                                                                   ☐ shows phonological awareness

☐ demonstrates listening comprehension   ☐ applies knowledge of letter patterns

Math N/A   at grade level   below grade level   working to potential

General description of weakness: _____

Written Language N/A   at grade level   below grade level   working to potential

General description of weakness: _____

Motor Skills

Fine Motor

General description of weakness: _____

Hand dominance:	established	not established
Adequate pencil grasp:	established	not established
Scissor skills:	established	not established

Gross Motor

General description of weakness: _____

Demonstrates bilateral coordination:	established	not established
Crosses midline:	established	not established

Communication Skills

Expressive Language Skills

Word Retrieval	poor	adequate	good
Articulation	poor	adequate	good
Ability to stay on topic	poor	adequate	good
Formulate grammatically correct sentences	poor	adequate	good

Receptive Language Skills

Ability to answer "wh" questions	poor	adequate	good
Can follow multi step directions	poor	adequate	good
Relies on visual cues excessively	yes	no	

Behavior/Attention (Please check where appropriate)

No behavior problem__   Domineering__   Shy__ Distractible__   Impulsive__

Restless__   Aggressive__   Passive__   Withdrawn__   Disruptive___

Non-Compliant__   Poor Social Skills__ Other:_____

Report any other factors that appear to be impacting the student's ability to make effective progress:

Please list all strategies that have been tried:

Please list attached work product if provided (i.e. running record, DIBELS, assessment, test):

_____   _____
Signature of Referring Professional   Date

WPS (Elementary/Secondary)
STUDENT SUPPORT TEAM (SST) REQUEST FORM
Teacher/School Staff Referral

Student Name	ID #	Date of Birth	Date
Staff Referring Student:	Role:		
How long have you known the student?	Language Spoken at Student's Home		
Parent Name(s): Parent Contact Information:	Parent Contacted Prior to SST referral? ☐ Yes ☐ No		

Reason for Referral: Be sure to include academic, behavioral and/or social concerns.

Where do the problem(s) occur? (*Check all that apply***)**

☐ Classroom (list which classes) ☐ Hallway ☐ School grounds ☐ Gym	☐ Bus ☐ Home ☐ Cafeteria ☐ Other (describe) _____

Academic Assessment Information:

MCAS Scores	
Mathematics	Year_____ Score: _____ Year: _____ Score: _____
ELA	Year_____ Score: _____ Year: _____ Score: _____
Science	Year_____ Score: _____ Year: _____ Score: _____
Grade Level	
Math	
Reading	
Writing	

Student Strengths: (*Check all that apply*)

☐ Positive attitude	☐ High expectations for self.	☐ Transitions easily
☐ Hard worker	☐ Organized	☐ Takes pride in appearance
☐ Trustworthy	☐ Good sense of humor	☐ Athletic
☐ Works well in groups	☐ Cooperates	☐ Musically talented
☐ Works well independently	☐ Responsible	☐ Artistically inclined
☐ Respectful of authority	☐ Creative	☐ Motivated
☐ Has leadership qualities	☐ Other:	

Academic Concerns: (*Check all that apply*)

☐ Grades declining	☐ Poor reading skills	☐ Does not follow directions
☐ Slow rate of work	☐ Poor math skills	☐ Low retention rate
☐ Incomplete assignments	☐ Poor writing skills	☐ Disorganized
☐ Does not work well independently	☐ Does not work well with others	☐ Other:

Behavioral Concerns: (*Check all that apply*)

☐ Verbally disruptive	☐ Bullies others	☐ Attention seeking behaviors
☐ Physically disruptive	☐ Destroys property	☐ Steals/cheats/lies
☐ Physically aggressive	☐ Easily distracted	☐ Avoided by peers
☐ Verbally aggressive	☐ Hostile when criticized	☐ Easily frustrated
☐ Victim of bullying	☐ Argumentative/defiant	☐ Truant/tardy
☐ Other:		

Personal Concerns: (*Check all that apply*)

☐ Poor hygiene	☐ Difficulty moving/ uncoordinated	☐ Burn marks
☐ Sleeps in class/lethargic	☐ Nausea/vomiting	☐ Evidence of self-mutilation
☐ Agitated/nervous	☐ Bloodshot eyes	☐ Obese or under weight
☐ Other:		

Other Comments/Concerns

Classroom Interventions Previously Tried
What strategies have been used prior to the SST referral? **(***Check all that apply***)**

Strategy	Length of time strategy used	Results?
☐ Instructional accommodations Specify:		
☐ Modified curriculum		
☐ Materials modification Specify:		
☐ Alternative materials		
☐ Tutoring		
☐ Assistive technology		
☐ English as a second language support		
☐ Daily behavior chart		
☐ Positive behavior supports		
☐ Assigned seating		
☐ Problem-solving conference		
☐ Attendance monitoring		
☐ Parent conference		
☐ Other: _____		

Student Data and Evidence

Documentation must be provided for each student concern. The following are examples of the types of evidence that may be used by the SST team to determine appropriate response. Check off each type of documentation that you are submitting and attach to this referral form.

☐ Student work samples **(required)**

☐ Attendance records **(required)**

☐ Record of discipline referrals **(required)**

☐ Class quizzes and tests **(required)**

☐ Curriculum-based measures

☐ Observations

☐ Student portfolio

☐ Student interview notes

☐ Parent interview notes

☐ Interviews with colleagues and/or specialists (summary notes)

☐ Other: Specify

AREA/DESCRIPTION	William P. Gorman Fort Banks Elementary	Arthur T. Cumming Elementary School	Winthrop High School
Assistance to Regular Education Classroom Teachers Such assistance includes professional development that will help teachers analyze and accommodate various students' learning needs, including students who are English language learners, and to manage students' behavior effectively. As well, data is available from a variety of sources to assess student achievement and to inform instruction.	A number of professional development opportunities are available to all teachers, including: • DIBELS • Math Strategies • Data Analysis • Scholastic Reading Inventory • Teaching Strategies Gold • Teacher Evaluation Instrument • Teach Point • Mobi/Hovercam, School Fusion • E-Sped Training • Lexia Core 5 • SPS (Student Performance System) • Go Math chapter data analysis • MEPA training • ESL training • Technology training Two professional development days are included in the school year calendar. Professional development at staff meetings and release times Priority objectives include: • Differentiated Instruction/Flexible Grouping • ESL training • Using assessment data to inform instruction • SEI endorsement • Develop writing curriculum • Establish discipline matrix • Technology supports/upgrades Opportunities to attend offsite workshops	A number of professional development opportunities are available to all teachers, including: • DIBELS • Lexia Core 5 • Writer's Workshop • Teacher-designed Workshops • IEP Development • Go Math • Google Apps for Education • Understanding 504s • MCAS Analysis • Teachpoint • CK-12 / TenMarks • Lab-Aids • Math Strategies • Smart Projector Use • MCAS Analysis • MEPA training • ESL training • Technology training Two professional development days are included in the school year calendar. Professional development at staff meetings and release times Priority objectives include: • Differentiated Instruction/Flexible Grouping • ESL training • Using assessment data to inform instruction • SEI Endorsement • Implementing Writer's Workshop model	A number of professional development opportunities are available to all teachers, including: • Math Strategies • SmartBoard Use • MCAS Analysis • MEPA training • ESL training • Technology training Two professional development days are included in the school year calendar. Professional development at staff meetings and release times Priority objectives include: • Differentiated Instruction/Flexible Grouping • ESL training • Using assessment data to inform instruction Opportunities to attend offsite workshops Partnership with Local Colleges/Universities • Student Teachers Standardized Test Data: • MCAS/MEPA • Teacher administered tests (pre/post) Computer Lab with assigned support staff Leveled courses (including AP) SST process is in place to support teachers by providing consultation on accommodation strategies.

AREA/DESCRIPTION	William P. Gorman Fort Banks Elementary	Arthur T. Cumming Elementary School	Winthrop High School
Assistance to Regular Education Classroom Teachers (cont.)	Standardized Test Data: • MCAS/MEPA • DIBELS • Kindergarten Screening • Teacher administered tests (pre/post) • SST process is in place to support teachers by providing consultation on accommodation strategies. • FBAs	• Implement Lab-Aids Hands-on science units Opportunities to attend offsite workshops Standardized Test Data: • MCAS • Teacher administered tests (pre/post) • ICE Block (Intervention, Challenge, Exploration) • Literacy / Math data to identify students that need remediation. • Student Support Team Plan • FBAs	
Support Services These include services that are available to students through the regular education program, including services to address the needs of students whose behavior may interfere with learning.	Learning Disabilities Specialist School Nurse Reading Specialist Paraprofessional in Kindergartens Adjustment Counselor ELL Teacher Occupational/Physical/ Speech & Language Specialists Behavioral Specialist FBAs ELL After School Program Supplemental Math Support (grades 1-3) Tumblebooks Spelling City Book Flix Think Central Xtra Math Educational Team Leader (ETL	Special Needs Staff (Inclusion) School Nurse Team Meetings Extra help sessions after school Library with Librarian Behavioral management classroom/specialist ELL Teacher Occupational/Speech/Physical Specialists Title I Math Detention/In-School Suspension/Diversion program Vice Principal Principal	Principal/Vice Principal Special Needs Staff (Inclusion) School Nurse Guidance Counselors ELL Teacher Occupational/Speech/Physical Specialists Team Meetings Extra help sessions before school Library/Media Center Behavioral management classroom/specialist Dual enrollment options (including local colleges/universities/distance online learning course work) Before school help available in all disciplines/core academics MCAS Tutoring Strong elective program for exploration and to meet variety of interests Extracurricular activities

AREA/DESCRIPTION	William P. Gorman Fort Banks Elementary	Arthur T. Cumming Elementary School	Winthrop High School
Support Services (cont.)	Assistant Principal Principal		Community Service Life Skills, pre-vocational course offerings in Business
Reading Services This means the direct and systemic instruction in reading for all students.	DIBELS Phonological Awareness Assessment K-3 Three Levels of Assessment Progress Monitoring SRI Reading Counts Lexia Core 5 Project Read Orton Gillingham Wilson Benchmark Assessment Strategic Monitoring Continuous/Intensive Care Monitoring Grade level data meetings 3x's a year facilitated by Reading Department/Tech Department Three tiered reading model Flexible groups based on assessment Dedicated 90 minute Literacy Block: Decoding – Phonological Awareness/Alphabetic Principle Fluency/Accuracy Vocabulary Comprehension	DIBELS Phonological Awareness Assessment K-3 Three Levels of Assessment Progress Monitoring SRI Reading Counts Lexia Core 5 Reading Specialist Orton Gillingham Benchmark Assessment Strategic Monitoring Grade level data meetings 3x's a year facilitated by Reading Department/Tech Department Three tiered reading model Flexible groups based on assessment Dedicated 90 minute Literacy Block: Decoding – Phonological Awareness/Alphabetic Principle Fluency/Accuracy Vocabulary Comprehension "Full Court Frenzy" "Drop everything and Read"	Developmental reading evaluations and support

AREA/DESCRIPTION	William P. Gorman Fort Banks Elementary	Arthur T. Cumming Elementary School	Winthrop High School
Mentoring & Collaboration Supporting each other by example and experience or by working together.	Mentoring Program: • New teachers meet monthly to share and support each other. • New teachers are matched with a colleague who initiates them into the school environment. Common planning time with grade level partners. After school grade level meetings to discuss curriculum Vertical Team Meetings Lead Teacher Meetings ABC Team Meetings Writing Committee Meetings Peer Observations	Mentoring Program: • New teachers meet monthly to share and support each other. • New teachers are matched with a colleague who initiates them into the school environment. Common planning time with grade level partners. After school grade level meetings to discuss curriculum Vertical Team Meetings Lead Teacher Meetings TLA Writer's Workshop Committee Meetings Peer Observations	Mentoring Program: • New teachers meet monthly to share and support each other. • New teachers are matched with a colleague who initiates them into the school environment. Common planning time with grade level partners. Before school grade level meetings to discuss curriculum
Parent Involvement This includes strategies that encourage parents to be informed and involved in their children's education.	School PTO School Newsletters School Monthly Calendars Chaperones Parent Volunteers – Maintain the school library Parent Volunteers – School events and field trips Parent Volunteers –Supplemental academic support for students in grades K-3 Progress Reports Gr. K-3 (reading department and special ed. Only) Title I Parent Information Night Literacy Night Math Game Night Incoming Kindergarten Parent Night	School PTO School and District Councils Conferences School Newsletters School Monthly Calendars Chaperones Parent Volunteers – School events and field trips Progress Reports Gr. 4-7 Title I Parenting Night ATC "School Pride Night/Talent Show" Scholastic Book Fair Year Book Committee School Website Connect-Ed Team/parent conferences	School PTO Parent Advisory Council School Council District-wide Council Use of agenda books, having parents sign off on assignments Progress Reports/Report Cards Parent conferences Chaperones Student Handbook Summer Reading Program At Risk Survey School Website Connect-Ed Community Health Forum (Wellness Week)

AREA/DESCRIPTION	William P. Gorman Fort Banks Elementary	Arthur T. Cumming Elementary School	Winthrop High School
Parent Involvement (cont.)	Incoming Kindergarten Student Tour Incoming Kindergarten Social Curriculum Night Open House Community Health Forum Winthrop Parent Network Nights Music concert MCAS Parent Information Night Classroom School Fusion Pages Ice Cream Sundae Scholastic Book Fair School Website Connect-Ed Team/parent conferences Parent Advisory Council School Council Use of agenda books, having parents sign off on assignments Student Handbook Summer Reading Program	Parent Advisory Council School Council Use of agenda books Student Handbook Summer Reading Program	Parent Advisors (by class)School Monthly Calendars Science Fair College Fair SAT Prep Course