

Wilmington Public Schools District Curriculum Accommodation Plan



2016-2017

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OverView

In the year 2000, a new statute was added to the Massachusetts General Laws requiring each school district to develop a **District Curriculum Accommodation Plan (DCAP)**. To comply with this statute, the Wilmington Public Schools has developed a DCAP and has identified specific procedures for each school. In addition, the Wilmington Public Schools has committed identified resources to ensure that all efforts are made to meet students' needs in the regular education program. Specific procedures have been targeted for the areas of literacy, mathematics and behaviors that interfere with learning.

The DCAP summarizes resources and procedures available to teachers and principals to meet the instructional and learning needs of students in regular education. The Wilmington Public Schools is committed to helping all students meet the standards of the Massachusetts 2011 Frameworks. The DCAP is designed to help teachers, principals and students achieve this goal.

District Strategic Plan Overview

Vision			
Wilmington Public Schools is a high-performing district where all students are provided opportunities to learn through high-quality, rigorous curriculum and engaging, personalized instruction delivered in a <i>safe, supportive, inclusive</i> environment. All members of our school community work together to develop confident, empathetic, life-long learners and responsible citizens. Our students will be innovative, creative, collaborative problem-solvers capable of making positive contributions to society.			
Mission			
Wilmington Public Schools provides a challenging, relevant, personalized educational experience that promotes both the academic success and the social and emotional well-being of all students. Well-trained and highly qualified staff provide students with multiple ways to demonstrate individual learning and growth, and prepare them for success in school, work, and life.			
Core Values			
<p>Respect: We treat each other with kindness and ensure safe and supportive environments that welcome and celebrate differences</p> <p>Inclusiveness: Every student has the right to equal opportunities to learn and every student is entitled to feel that they belong</p> <p>Responsibility: Each of us is responsible for our success and the success of every student; every student can learn and will succeed</p> <p>Resilience: Every student has the ability to become strong, healthy, or successful again after facing adversity.</p>			
Theory of Action			
By cultivating mutual respect; collaborating to solve challenges together; committing to continuous improvement; utilizing high quality, rigorous, data-informed curriculum, instruction, and assessment; addressing the needs of all learners; and strategically aligning resources to support our work, we will elevate instructional practice and personalize instruction and support to ensure that all students grow and achieve to their fullest potential.			
Strategic Objectives			
Developing Learning Leaders	Ensuring Equity and Excellence	Creating Safe and Supportive Schools	Achieving Operational Effectiveness

Improvement Plans

To implement the Strategic Plan, the system maintains a **District Improvement Plan**, which is updated annually. The District Improvement Plan sets goals for student performance, established priority initiatives, proposes a coordinated budget and specifies accountability measures. **School Improvement Plans** are developed by the principal and school council to improve student performance based on student performance and growth data. The School Improvement Plan, aligned with the priorities of the District Improvement Plan, sets clear goals and objectives, and presents strategies to attain those goals. School Improvement Plans may address class size, professional development needs, parent involvement, safety and discipline, extracurricular activities and needs of diverse learners.

Staff Development

It is the goal of the Wilmington Public Schools to continue to focus system-wide professional development activities to support the evolution toward more effectively differentiated classrooms. In the coming year, teachers will participate in more content-specific workshops, discussion or study groups and guided work time with the implementation of new curriculum. Professional development activities will encourage teachers to apply in the classroom what they are learning, assess the effectiveness of what they implemented and select new learning opportunities based on logical “next steps” in their own development.

The following programs for staff development regarding literacy, mathematics and behaviors that interfere with learning are provided at various times and to various groups of teachers:

- Annual staff restraint training
- Responsive Classroom
- PLC Training
- PBIS
- UDL Workshops
- New Teacher Mentor Program
- Literacy Planning Committee
- Summer math institutes
- Individual workshops based on specific staff needs
- Data collection and analysis training
- Various workshops through Wilmington University

The DESE has launched new initiative called Rethinking Equity and Teaching of English Language Learners (RETELL). As part of this initiative content area and classroom teachers will take one course that will take the place of the category trainings. Core academic teachers will have to successfully complete this course to receive this Sheltered English Immersion (SEI) endorsement by 2016.

Accountability System

District Strategic Plan

Mission: Wilmington Public Schools provides a challenging, relevant, personalized educational experience that promotes both the academic success and the social and emotional well-being of all students. Well-trained and highly qualified staff provide students with multiple ways to demonstrate individual learning and growth, and prepare them for success in school, work, and life.



District Improvement Plan

Goals for Student Performance, Priority Initiatives, Coordinated Budget
Accountability Measures



School Improvement Plans

Developed by: the principal and school council to improve student performance based on analysis of achievement data.
Set: clear goals, priorities, objectives, and strategies
To Address: class size, professional development, parent involvement, safety and discipline, extra curricular activities and diverse learner needs



District Curriculum Accommodation Plan (DCAP)

Intent: To provide general education programs that accommodate diverse learning needs and avoids unnecessary special education referrals
Goal: To ensure that all efforts have been made to meet students' needs in regular education
Targeted services: literacy, mathematics, behaviors that interfere with learning.



District-wide Individual Student Success Plans (ISSP)

Targeted Students:

- Students in grades K-12 identified as not making effective progress in literacy, mathematics, and behaviors that interfere with learning
- Students not yet evaluated or evaluated and found ineligible
- Students who score at "Warning" or "Failing" on the MCAS for Mathematics and/or English Language Arts grades 4-10

Intent: To document the district's strategies for raising the academic performance of students at risk as described above.



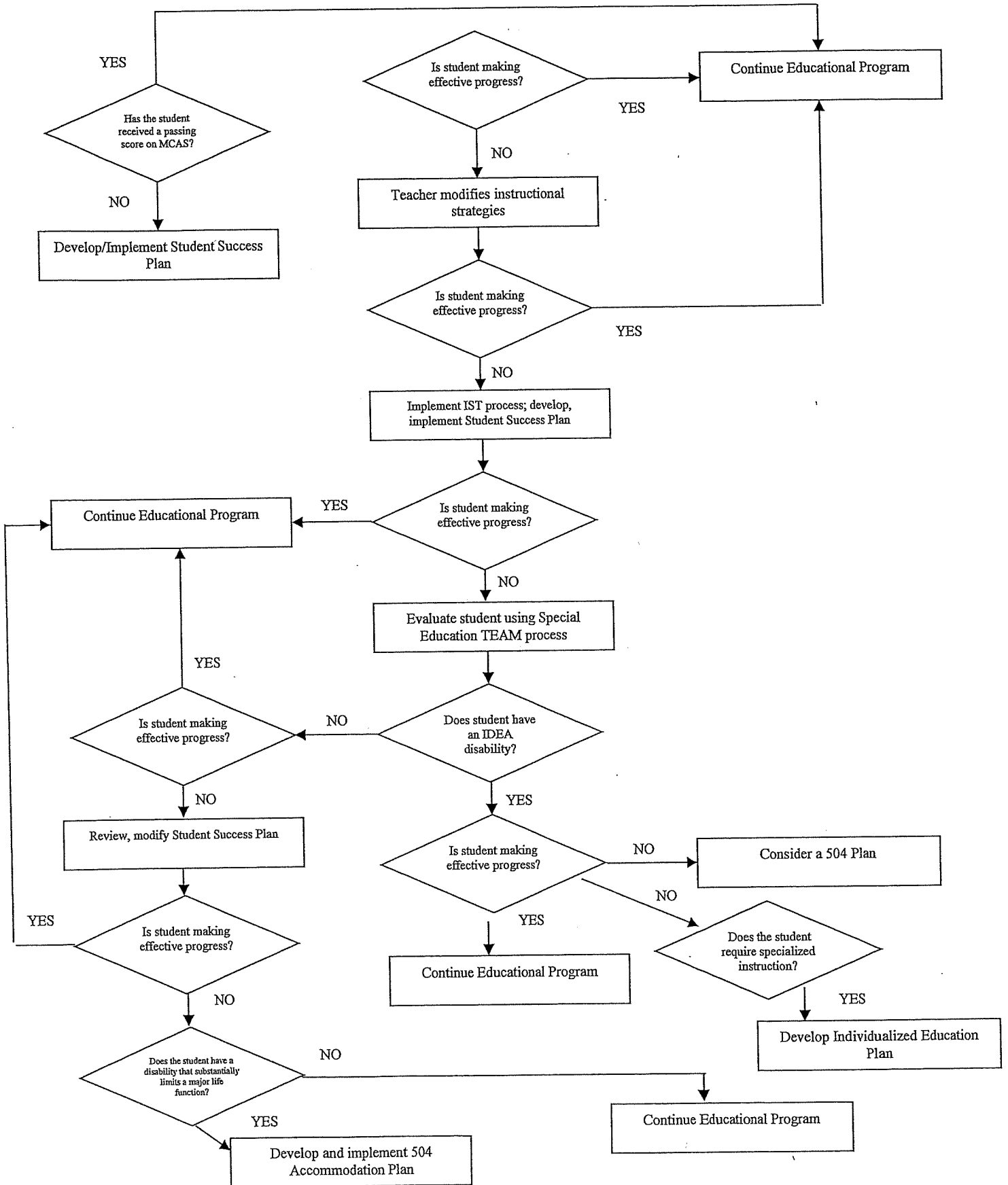
High School Educational Proficiency Plans (EPP)

Targeted students: Students in the high school level who have yet to attain proficiency (240) on the ELA or Math MCAS.

Intent: To develop a long-term plan for students to meet proficiency before graduation.

Figure 2

DCAP Flow Chart



DCAP Process and Procedures

If a student is not making effective progress in the classroom, the teacher will first make appropriate modifications/accommodations to classroom instruction (See Appendix A). These modifications/accommodations should be designed to assist the learning of the identified student and to help him/her make effective progress. If the student responds well to these modifications/accommodations and begins to make effective progress, the teacher will continue with the regular education program. If a teacher determines that the student is not responding well to classroom modifications/accommodations and therefore is not making effective progress, the teacher will initiate the pre-referral process by contacting the principal or his/her appropriate designee. ELL students fall in this category. For specific modifications/accommodations for ELL students see Appendix B.

Available DCAP Support Services

Area	Intervention	Elementary (1-5)	Middle (6-8)	High (9-12)	
Literacy	Individual/small group tutoring by reading specialists (Title I)	X			
	Informal speech and language assessment	X	X	X	
	Teacher consultation with Literacy Specialist or Special Education personnel	X	X	X	
	Informal reading assessments	X	X	X	
	English Language Learner support	X	X	X	
	Phonologically-based reading programs (eg. Wilson, Orton-Gillingham, Foundations)	X	X	X	
	Academic Support Services Grants		X	X	
	Classroom-based additional assistance	X	X	X	
	Study Island- reading	Grade 2, 3 only			
	Reading Eggs	Grades K-1			
	MCASHelp.com online services for ELA	X	X	X	
	Math	Academic Support Services Grant- after school Math support	X	x	x
		Teacher consultation with Math Coordinator, CTL or Special Education personnel	X	X	X
Math Workshop classes				Grade 10 only	
Classroom-based additional assistance		X	X	X	
MCASHelp.com online services for math			X	X	
MDIS Intervention Kits aligned to EnVisions		X	X		
Behavior	Consultation and case conferencing with school counselors, psychologists	X	X	X	
	Short term adjustment counseling via building-based counselors	X	X	X	
	Behavior modification consultation/direct services	X	X	X	
	Alternative Programs for social and behavioral issues	X	X	X	
	Peer mediation	X	X	X	
	Bullying curriculum	X	X	X	

Instructional Support Team

The principals, or their designee, will utilize the IST process through the Aspen portal. Parents/guardians and outside agencies may request pre-referral interventions on behalf of the student by contacting the principal or his/her appropriate designee. When any student is identified for the pre-referral process, the school-level instructional support team (IST) reviews the student's needs. The instructional support team will be composed of the building principal/designee and a specified group of building staff members that may include classroom teachers, reading specialists, the school psychologist/counselor, special education staff and/or others.

The teams will vary by building and level; however will generally consist of the following staff:

- **Elementary Level:** Existing Child Study Teams include the principal/assistant principal, guidance counselor, SPED personnel as appropriate, classroom teacher and grade level team leaders, and Coordinators/Specialists and ESL teachers as appropriate.
- **Middle School Level:** Each grade level has a team approach. Teams may include the principal, Mathematics Curriculum Team Leader, ELA Literacy Coordinator K-12, District STEM Coordinator, guidance counselor, SPED liaison, and grade level team leaders and ESL teachers as appropriate. Subject area teachers may be included on the team.
- **High School Level:** Staffing teams include assistant/associate principals and guidance counselor assigned to student, SPED liaison, teacher as appropriate. The Math CTL, District STEM Coordinator, and ELA Literacy Coordinator K-12 will review MCAS scores and identify students to the team.

The Math CTL, Elementary Math Specialist, Elementary Literacy Specialist, Coordinator of STEM Education, and ELA/Reading/Literacy Coordinator K-12 serve in a consultancy capacity, review test results, inform their teachers about trends that indicate strengths and weaknesses, and inform the development of remediation efforts.

The principal/designee shall determine whether the instructional support team process should be utilized if any of the following conditions exist:

- Any student performing at "Warning" or "Needs Improvement" on the MCAS
- Any student failing to make effective progress
- Any student presenting a substantial risk of non-promotion at mid-year
- Any student not to be promoted at the end of the school year
- Any child suspended for more than five school days in any quarter or otherwise excluded from school
- Any child absent without medical excuse more than 15 days in any marking period
- Any child ages 16-21 considering leaving school without a high school diploma
- Any child demonstrating a substantial negative change within two weeks after returning to school following a serious illness or injury
- Any student who continues to have emotional, behavioral or academic difficulties despite classroom accommodations/modifications

For each student, the review team will have available a summary of the most recent standardized test scores, a summary of students' MCAS scores, records of report cards and progress reports, and cumulative writing portfolios to create a comprehensive learning profile for the student success plan.

Documentation of the IST process and the specific interventions recommended and implemented shall be incorporated in an ISSP, which shall be placed in the student's individual cumulative folder.

The school principals or designated staff members will contact all parents/guardians of students who are in the IST process and invite them to participate in a meeting or discussion about appropriate interventions or accommodations. A designated staff member (perhaps a guidance counselor, teacher, administrator or special educator) will coordinate the student plan and follow the student's participation and progress. This designated staff member will have the primary responsibility for ongoing communication with parents/guardians about the child's progress and maintaining linkages among staff working with the student.

Parents/guardians will be contacted by phone and/or email and invited to participate in a meeting in which the recommendations for accommodations and interventions are described. Parents/guardians will be asked to support student participation in recommendations. Parents/guardians may request that communication being sent home regarding recommended accommodations or interventions be translated into a language that they can understand.

Following the implementation of the Individual Student Success Plan, the student's progress should be monitored by the principal/designee. If the student is making effective progress with recommended intervention(s), the Individual Student Success Plan should be continued. If the student is not making effective progress following the implementation of the Individual Student Success Plan, the student should be referred for a Special Education TEAM evaluation.

Special Education Evaluation Referral

School personnel may not refer a child for special education services until their academic progress has been reviewed through the IST process. A minimum of two IST meetings will be conducted at which specific interventions are identified and data collection specified, analyzed and documented before a child can be referred for a special education (TEAM) evaluation following the special education process. The Instructional Support Team will complete the standard referral forms which will be reviewed by the building administrator and forwarded to the Administrator for Special Education.

On rare occasions, a child may be referred to the Special Education Department for evaluation due to emergency situations. Students who repeatedly display self-abusive or assaultive behaviors should be referred on an emergency basis to the Special Education Administrator. Parents/guardians may request a TEAM evaluation directly from the Special Education Administrator.

The special education (TEAM) evaluation will determine whether or not a specific disability, as defined in federal and state special education statutes, exists and whether that disability is interfering with the student's ability to make effective progress. If the TEAM evaluation determines there is a disability, that disability is the cause of the student's lack of effective progress, and the student requires specialized instruction, then the TEAM will develop an Individual Educational Plan (IEP).

In the event the TEAM determines the student does not have a disability under special education regulations, the following options result:

- The student continues in the regular education program and the ISSP is reviewed and modified by the Instructional Support Team.
- If the student does not have an ISSP because a parent referral by-passed the IST process, an ISSP should be initiated. If the plan is successful and the student makes effective progress, the ISSP should be continued and monitored.

- The student may qualify for accommodations under Section 504 of the National Rehabilitation Act. A 504 team is convened to determine eligibility. If the team determines a disability¹ under 504 exists, then a specific 504 Accommodation Plan will be developed. (See [Appendix C](#) for Section 504 Individual Accommodation Plan information, and [Appendix D](#) for Parent Rights, [Appendix E](#) for 504 Individual Accommodation Plan template located in Aspen)

If the 504 Team does not determine a disability under the provisions of 504, (Non-Eligibility letter [Appendix F](#)) the pre-referral group will continue to modify and review the Individual Student Success Plan. Students with Individual Student Success Plans will continue to receive interventions until such time as they pass MCAS or demonstrate effective progress in the classroom.

District-wide Individual Student Success Plan

The Wilmington Public Schools believes that every student should have the opportunity to learn the skills and knowledge needed to meet State performance standards. The District-Wide Student Success Plan describes the procedures the District will follow to meet the needs of a student who has not demonstrated proficiency on the English Language Arts and/or Mathematics MCAS or who is not making effective progress in the District's curriculum. The Individual Student Success Plan is intended to describe, focus and communicate the instruction and supports for the student so that there is a coordinated strategy to help raise his/her education performance.

The district-wide Individual Student Success Plan is part of the district's improvement and accountability system. (See Figure 1, Wilmington Public Schools Accountability System.) The district-wide Individual Student Success Plan describes the procedures the district will follow to meet the needs of a student who has not scored Proficient/Advanced on the English Language Arts and/or Mathematics Massachusetts Comprehensive Assessment System (MCAS). Within one month of receiving a student's MCAS results at the start of the new school year. The ISSP is also a central component of the District Curriculum Accommodation Plan (DCAP). (See Figure 2 for a flowchart of the DCAP.) The ISSP is an appropriate tool for students who are not making effective progress (literacy, behaviors that interfere with learning, mathematics). These students may be in the IST process, found not eligible for specialized instructional services, or currently on an Individual Educational Plan (IEP). Students on IEP's will have their usual scheduled reviews and plan updates, with the information from the ISSP incorporated into the review discussions.

At each building, the principal will designate the individual or team responsible for reviewing student success plans. The ISSP will be established for a term of one academic year. Identified students will be closely monitored to gather data to respond to changing student needs. We will employ the ISSP template located in [Appendix G](#) and procedures described above through June, 2017. The Assistant Superintendent will meet with administrators and curriculum leaders at each level to review strengths and weaknesses of the plan and procedures and modify as needed.

¹ Disability substantially limits a major life function as defined in Section 504 of the National Rehabilitation Act

Procedures for Developing and Implementing the ISSP

Identifying Information

Provide all identifying information. The data should be consistent with other records and electronic data services to allow for easy transfer and cross-referencing of data. Indicate whether the plan is being initiated because of MCAS status (Warning/Failing) or not making effective progress. If there is another reason for initiating the plan, the “Other” category should be marked and the reason specified.

Communication

This section is intended to provide a clearly defined communication plan so that all relevant parties are involved and informed about the student’s needs and plans for assistance. This section should include the names of all teachers and providers who will directly or indirectly support the implementation of the plan.

The primary contact is the principal or his/her designee. In most instances, the guidance counselor will fulfill this role. For example, if the concerning MCAS performance is English language arts or reading, the reading/literacy specialist should be part of the plan development. At the elementary level, the classroom teacher should be part of the plan development. At the middle or high school, the subject area teacher should be part of the plan development. For a student with special needs, the special educator should be part of the team. For an ELL student, the ESL teacher should be part of the team.

If the student is referred on the basis of not making effective progress rather than on MCAS results, the instructional support should be part of the process.

The parent must be informed about the plan. It is strongly recommended that the parent receive a copy of the plan. However, according to MA General Laws, while the parents/guardians must have the opportunity to review the plan, the statute does not grant parents/guardians the right to contest their child’s plan. Parents/guardians may request that communication being sent home regarding recommended support services be translated into a language that they can understand.

Assessment Information

This section captures the scores on state and local assessments in Reading, English Language Arts, Science and Mathematics. It also provides room for a short narrative that describes a student’s strengths and other important information that will assist teachers and providers in addressing the student’s learning needs.

At the elementary level, the classroom teacher and the reading specialist identify students at the beginning of the year who are experiencing reading difficulties to receive support from the reading specialists. The reading specialists conduct reading screening activities and summarize findings to the classroom teacher using the Screening Report. (See [Appendix H.](#)) Once the school year is underway, the reading specialist shall review his or her caseload with the building administrator. An ISSP shall be

developed for each student receiving reading services. A Reading Intervention Services Report (See Appendix I) shall be included with the report card. At the end of the school year, the reading specialist will review each student's progress and make a recommendation for continued services for the following year on the final Reading Intervention Services Report.

The critical historical data is review regarding students' academic performance, which may include standardized tests, including MCAS. Depending on the grade level, other assessments for ELA and Math, may administered within the district. If the student is referred on the basis of not making effective progress, assessments may include instruments used in the TEAM evaluation process.

Priority Areas of Concern

Based on an analysis of the assessment data, the TEAM focus will be on the student's instructional/behavioral needs and identify the instructional & social strategies to assist the students' to make academic & social progress. The primary areas will provide focus and detail for teachers, other providers, the student and his/her parents/guardians are able to support specific student learning outcomes. Examples of student data points are as follows : MCAS data, district assessment data could include but are not limited to: Fountas & Pinnell Benchmark Assessment, Aims Web Assessments, math benchmark assessments, mid-term and final exams and other assessment data as determined by the team.

In addition, The Department of Elementary and Secondary Education's EDWIN Analytics is available to generate summary reports for individual students as well as group reports. The student report should be attached to the ISSP.

For English Language Arts, the following data is suggested to be reviewed:

- *Open Response/Short Answer/Multiple Choice*
- *Grade level domains and clusters*
 - *Language Anchor Standard (grades 3-8)*
 - *Reading Anchor Standard (grades 3-8)*
 - *Writing Anchor Standard (grades 4 and 7)*

For Mathematics, the following data should be reviewed:

- *Open Response/Short Answer/Multiple Choice*
- *Grade level domains and clusters*

Pre-K-8 Domains Progression										
Domains	PK	K	1	2	3	4	5	6	7	8
Counting and Cardinality	MA									
Operations and Algebraic Thinking	MA									
Number and Operations in Base Ten										
Number and Operations - Fractions										
Ratios and Proportional Relationships										
The Number System							MA			
Expressions and Equations										
Functions										
Geometry	MA									
Measurement and Data	MA									
Statistics and Probability										

Strategies for Addressing Areas of Concern

This section allows districts a variety of options and other resources that the district can provide that will assist the student in meeting the identified learning standards. A variety of interventions and support opportunities may be considered based on the student's academic needs, course requirements, learning styles, schedule, etc. This section also allows the District to document parents/guardians' decisions about enrolling their student in specific programs and to briefly describe the identified programs. This plan includes indication of whether the parent/guardian accepted or declined the service. All documents of the acceptance or refusal of services will be recorded and kept on file.

Teachers will routinely employ a variety of differentiated instructional strategies based on the students needs. Additional interventions will be implemented when a student is not making academic/SEL progress. See [Appendix A](#) for sample interventions available at each level.

Implementation Plan

This plan provides space to identify the date that the ISSP was developed, space to note appropriate plan review dates and to identify the providers who should provide input to evaluate the student when report cards are issued and when parent conferences are held.

Evaluation

This part of the plan notes the progress that the student has made towards reaching the priority areas. It describes the progress or success indicators, and how progress will be measured, recorded and communicated. It also provides an opportunity to recommend that the plan be amended based on assessment data.

Distribution and Management of the ISSPs

The ISSPs will be made available to the teachers responsible for the student's instruction. ISSPs will be maintained in Aspen, the student information system. When the students move from one school to the next, the ISSPs will be placed in the cumulative files and sent to the receiving schools.

Educational Proficiency Plan (EPP)

All WHS students are expected to achieve proficiency on their MCAS exams. Students who do not meet this requirement will be placed on an Educational Proficiency Plan (EPP). The steps below outline the process for development and implementation of an EPP.

1. Once MCAS results are received, students who do not meet proficiency requirements will be identified. The Principal and/or MCAS Coordinator will gather this information and generate a list to be shared with the guidance staff.

2. The student's guidance counselor will draft the EPP (Appendix J) after gathering the information below so that an appropriate plan will be developed:
 - a) MCAS test scores and related data
 - b) Student transcript and course schedule
 - c) Teacher Input Form (Appendix K) completed by a former or current teacher (including the special education teacher if appropriate) to identify strengths and challenges
 - d) IEP or 504 plan information as appropriate to further identify strengths and challenges
3. A meeting will be held with the student's guidance counselor, student and parent/guardian to review the plan. All parties will collaborate to personalize the plan.
4. The guidance counselor will contact the appropriate classroom teacher to ensure the teacher is aware the student is on an EPP. The teacher may request a copy of the EPP for his/her information. Teachers will also be able to access the EPP in Aspen.
5. Student performance will be monitored on a quarterly basis by the guidance counselor. The student's classroom teacher, special education teacher, ESL teacher and other support personnel will be contacted for feedback. The parent/guardian and student will also be involved in this aspect of the process. Documentation will be maintained by the guidance counselor on the EPP Progress form.
6. Students who need to retake the MCAS exam will be notified of the test date(s) and support services that will be available. Students who score a 220 or above will have the option to take a performance assessment to be deemed proficient. Information regarding the assessment testing schedule and the outcome of the assessment will be forwarded to the student's guidance counselor. Note that the outcome of the performance assessment does not waive the EPP.
7. In the fall of senior year the guidance counselor, student, parent/guardian and Principal will meet to determine whether the student has made progress toward meeting the proficiency requirement. If not, an amended EPP will be created.
8. During the final quarter of senior year the principal will consult with the guidance counselor, student, and/or parent/guardian to determine whether the student is proficient and/or made progress toward proficiency.

Appendices

Appendix A: Acceptable Accommodations in the Regular Education Classroom

Acceptable Accommodations in the Regular Education Classroom

This list of accommodations is designed to help support teachers in the instruction of students who are experiencing challenges in the regular education classroom. Please review this information and employ these strategies where appropriate.

Instructional Interventions:

- Use auditory and visual cues when presenting information
- Critical classroom information presented orally and in writing
- Previewing of important information and/or vocabulary words in a reading, prior to assignment
- Break down classroom lessons into smaller segments
- Provide learning expectations/student exemplars
- Provide multi-modal presentation of materials/lessons
- State behavioral objectives clearly
- Provide clear criteria for all assignments
- Check for understanding frequently
- Provide wait time/time to process information
- Use visual/auditory aids
- Preview assignments
- Keep page format simple
- Use bold/highlighted text
- Divide page into clearly marked sections to reduce distractions
- Utilize available technology/computer assisted instruction
- Scaffold learning – use graphic organizers/chunking materials/cooperative learning/sm. group strategies

Classroom Interventions

- Schedule regular teacher extra-help sessions
- Use of word processor for all written work
- Break long-term assignments into multiple parts, with intermediate due dates
- Use of spell-check for writing assignments
- Utilize technology (computers, tape recorders, calculators, etc.) that supports student engagement, organization, and learning style.
- Provide handouts and tests that are dark copies, double or triple spaced, and easy to read (not too cluttered)
- Erase unnecessary writing on the board
- Use color whenever possible to catch attention
- Arrange preferred seating
- Incorporate stress-release activities
- Experiment with use of space
- Remove distractions
- Give extra time to organize material during class

Testing Accommodations

- Provide extra time for testing/assignments
- Testing in an alternative setting
- Develop and offer alternate assessments (UDL)

Organizational Interventions

- Encourage use of graphic organizers to stimulate writing and organize production
- Incorporate time management, study skills, and organizational skills into instruction
- Incorporate note taking and test taking skills into instruction
- Use a schedule or day timer to teach planning for long term assignments
- Provide periodic review of student notes, planner, etc.

Behavioral Intervention Strategies

- Utilize charts and graphs to monitor expectations
- Adjust class management strategies
- Arrange preferential seating
- Utilize flexible Grouping
- Implement a weekly progress reporting system

Cueing

- The student will not be called upon unless the student raises his/her hand or is cued ahead
- Provide cueing to stay on task
- Establish visual cues between teacher and student to help with focus and attention
- Utilize transition cues

Homework

- Adjust or reduce classroom/homework assignments
- Develop alternate assignments
- Exempt student from homework assignment

Feedback

- Correct student's errors immediately and provide constructive feedback
- Increase frequency of feedback
- Provide frequent progress reports

External changes

- Contact parent
- Schedule counselor meeting
- Maintain contact with counselor
- Arrange peer tutoring

Communication

- Develop system of communication between home and school
- Schedule periodic parent/teacher meeting
- Identify and network with resource staff (counselor, nurse, resource officer, administration)

Appendix B: Acceptable Accommodations for ELLs in the Regular Education Classroom

Acceptable Accommodations for ELLs in the Regular Education Classroom

- Use auditory and visual cues when presenting information
- Critical classroom information presented orally and in writing
- Previewing of important information and/or vocabulary words in a reading, prior to assignment
- Break down classroom lessons into smaller segments
- Provide study guides and outlines
- Present and repeat instructions multi-modally
- State behavioral objectives clearly
- Provide clear criteria for all assignments
- Check for understanding frequently
- Provide wait time
- Use visual/auditory aids
- Preview assignments
- Keep page format simple
- Use emboldened text
- Divide page into clearly marked sections to reduce distractions
- Use high impact, game-like materials (i.e.: Jeopardy)
- Use of a bilingual dictionary
- Use of anticipation guides to tap into the ELL's background knowledge
- Underline key facts on study guides and outlines
- Use various types of visuals to display same information
- Content and language objectives should be stated and written where ELL student can see – so they know what they are going to do and how will language be used to do it!

Appendix C: Section 504 Procedures/Processes

Section 504 Procedures/Processes Implemented by Section 504 Building Coordinator/504 Coordinator

Counselor/Teacher/Principal/504 Coordinator:

- Receive referrals for all students with a *suspected or identified* disability/handicap who may require a Section 504 Accommodation plan.
- Gathers information from referring party with statements regarding suspected disability/impairment.
- Distributes Parents/guardians' Rights document regarding 504 to parents/guardians and students who have reached the age of majority.
- Reviews cumulative file and checks with special education office to determine prior special education history including referrals.
- With other appropriate staff determines the need for additional evaluations.
- Collect student progress data from teachers at initial referral and at reviews.
- Convenes 504 team.
- Chairs initial 504 eligibility meetings and oversees the creation of an appropriate plan.
- Distributes the accommodation information contained in the 504 to all personnel in contact with the student.
- Maintains file of current 504's at each school, in a separate file. Copy of 504 to cum folders as well.
- Informs all teachers of 504 plans of students in their class.
- Support transition between grade levels, especially between primary, intermediate, middle and high schools, by forwarding all current 504 plans to the building coordinator of the subsequent level before June 1. This will ensure the distribution of 504 information at the beginning of the next school year.
- Schedules periodic 504 review meetings.
- Seeks professional development that will enhance understanding of ADA and ADAAA laws and provide educational materials to staff.

Initial questions regarding implementation of 504 plans by parents/guardians and/or students should be directed to the teacher in question. If resolution is not reached, the 504 Coordinator should be contacted. Based on the outcome, the Coordinator may contact the building principal and the district wide coordinator based in the special education office.

Appendix D: Notice of Parents/guardians'/Guardians' and Students' Rights Under Section 504

Wilmington Public Schools

Notice of Parents/guardians'/Guardians' and Students' Rights under Section 504

You have the following rights:

1. To receive a copy of this notice when the District takes any action regarding the identification, evaluation, and placement of a student pursuant to Section 504;
2. To examine all relevant records relating to decisions regarding your child's identification, evaluation, and educational placement;
3. To request an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, or educational placement with participation by you and representation by counsel (at private expense). In order to request an impartial hearing, please contact the District's Section 504 Coordinator listed below; and
4. To appeal the decision of the impartial hearing officer to a court of competent jurisdiction.

The School-Based Section 504 Coordinator is:

[Insert school-based Section 504 Coordinator name, title, and contact]

If your concerns are unresolved, you may also contact the School District Section 504 Coordinator. The School District Section 504 Coordinator is:

Jen Mahon
Interim Director of Student Support Services
182 Wildwood Street
Wilmington, MA 01887
978-694-6032

The parents/guardians' and student's right to an impartial hearing is available at the Massachusetts Bureau of Special Education Appeals, Division of Administrative Law Appeals, One Congress Street, 11th Floor, Boston, Massachusetts 02114; (617) 626-7200.

Appendix E: Section 504 Accommodation Plan

Wilmington Public Schools

Administration Office - 161 Church Street - Wilmington, MA 01887

Section 504 Accommodation Plan

Effective date:

Review date:

Name:

ID:

Date of birth:

Grade:

School: Wilmington High School

YOG:

Parents/guardians/Guardians:

Address:

Phone:

Summary of meeting to discuss student's disability and request accommodation(s):

Meeting date:

Participants in meeting:

Student's disability:

How does disability affect one or more of student's life activities in school?

Parent/guardian and/or student concerns:

List of evaluations:

Student history and any evaluative data considered at meeting:

Accommodations to be provided with responsible personnel noted and implementation dates:

Wilmington Public Schools

Administration Office - 161 Church Street - Wilmington, MA 01887

Section 504 Accommodation Plan

Effective date:

Review date:

Presentation accommodations:

Other Accommodations

Signature of Parent, Guardian, or Student (if 18 years or older)

Date

Signature of Principal or Designee

Date

If the parent(s), guardian(s), or student (if 18 years or older) disagrees with the identification of the student's disability, the evaluative data, or the accommodations to be provided, a grievance may be filed in conformance with the District's Grievance Procedure.

Appendix F: Section 504 Determination of Non-Eligibility Letter

**Wilmington Public Schools
Section 504
Determination of Non-Eligibility**

[date]

[Parent/Guardian Name]
[Parent/Guardian address]

Re: [Student's Name]

Dear Mr./Ms./Mrs. _____,

As you are aware, on [insert date], we met to discuss your child's eligibility for services under Section 504 of the Rehabilitation Act of 1973 (Section 504). Based on the materials considered and information presented at this meeting, the Section 504 Team (Team), **which included you, was in agreement [if they did not agree, simply state "the Section 504 Team (Team) determined]** that your child is not a qualified individual with a disability under Section 504, and, accordingly, does not require a 504 Accommodation Plan at this time. Because your child is not eligible for services under Section 504, **he/she** is no longer entitled to a Section 504 Plan and **his/her** previous Section 504 plan will no longer be implemented. If you have any additional documentation that may cause the Team to reconsider this determination, please provide that information to me as soon as possible.

If you do not agree with this decision and would like the Team to reconsider its determination, you may notify the building level Section 504 Coordinator, so that the Team may reconvene to discuss your concerns. Written requests for reconsideration may be sent to:

[Insert School-Based Section 504 Coordinator contact information]

Enclosed with this letter, please find a copy of Wilmington Public Schools' Notice of Parents/guardians'/Guardians' and Student's Rights, which detail the procedural safeguards under Section 504.

Should you have any questions or concerns, or you would like to schedule a meeting, please feel free to call me at [insert phone #].

Sincerely,

Building Level Section 504 Coordinator

Enclosure

Appendix G: ISSP Template

Please complete this form for each student on an ISSP. Please "Save As" a unique file name using the student's last name and first initial.



Wilmington Public Schools Individualized Student Success Plan

Effective date:

Review date:

Student Information

Name:

School:

LASID:

SASID:

Grade:

YOG:

Date of birth:

Primary Language at home:

Reason for ISSP:

MCAS

IST

Academic Information

New to WPS

Enrollment date at current school: _____

On IEP

On 504 Plan

ESL

Testing Data

Other Assessments/Results

Other Descriptive Information

Include strengths, weaknesses, input from teachers, historical data, IST outcomes, etc.



Wilmington Public Schools

Individualized Student Success Plan

Effective date:

Review date:

Instructional Supports, Interventions and Accommodations

	<u>Recommended</u>	<u>Participated</u>
ELA/Reading (in school)	<input type="checkbox"/>	<input type="checkbox"/>
ELA/Reading (after school)	<input type="checkbox"/>	<input type="checkbox"/>
ELA/Reading (summer school)	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics (in school)	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics (after school)	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics (summer school)	<input type="checkbox"/>	<input type="checkbox"/>
Home-School Packets	<input type="checkbox"/>	<input type="checkbox"/>
Peer Tutoring	<input type="checkbox"/>	<input type="checkbox"/>

Other - Please list any other accommodations currently recommended or in place.

Benchmarks

Describe any steps or actions by the student that demonstrate progress toward goals.

Meetings and Communication

Please note when and how parents/guardians will receive communication from the school about the supports and services this student will receive to reach proficiency.

Letter:

Phone:

In-person meeting:

Email:

Letter:

Phone:

In-person meeting:

Email:

Please complete the Parent Communication Form for this ISSP.

Appendix H: Screening Report

Wilmington Public Schools Screening Report

Student Name:

Date of Screening:

Screening Material Used:

Reading Specialist:

Referred By:

Grade Level:

Book Level:

Areas of concern		Comments
Fluency	<input type="checkbox"/>	
Comprehension	<input type="checkbox"/>	
Decoding	<input type="checkbox"/>	

Recommendation and Comments:

Sincerely,

Reading Specialist

Appendix I: Reading Intervention Services Report
Wilmington Public Schools
Reading Intervention Services Report

Student Name: _____ Date: _____

Grade: _____ School: _____

Reading Specialist: _____

Services Received: _____

	Has made improvement	Continues to need improvement
Vocabulary development	<input type="checkbox"/>	<input type="checkbox"/>
Reading Fluency	<input type="checkbox"/>	<input type="checkbox"/>
Phonics/skills Decoding	<input type="checkbox"/>	<input type="checkbox"/>
Comprehension	<input type="checkbox"/>	<input type="checkbox"/>
Written Language	<input type="checkbox"/>	<input type="checkbox"/>

Your child is having difficulty reading. We have been working specifically on the following skills:

Progress/Recommendations/Comments:

During the day of the upcoming Parent/Teacher Conference, I will be available at your child's school from:

I look forward to meeting you and discussing your child's progress in reading more fully.

Sincerely,

Reading Specialist

Appendix J: EPP Form

Student: _____ SASID: _____
 Current Grade: _____ Expected YOG: _____
 Does the student have an IEP? Yes _____ No _____
 Does the student have a 504 Plan? Yes _____ No _____
 This EPP is for: ELA _____ Math _____
 Date EPP Created: _____ Date EPP Reviewed: _____

MCAS Exam

MCAS Test Taken: Test Data (detailed score report attached)

Test	Date Taken	Result (circle)
ELA (Grade 10)		Advanced Needs Improvement Proficient Failing
Math (Grade 10)		Advanced Needs Improvement Proficient Failing
STE		Advanced Needs Improvement Proficient Failing

English & Math Courses

Courses Taken: See attached transcript for courses & results

Courses to Be Taken:

Course	Grade To Be Taken	Teacher	LC Teacher & Other Support Personnel (as appropriate)
English 11*			
English 12*			
Algebra II*			
4th Math Course _____			

* To meet proficiency requirements the student must take and pass course(s)

Student Strengths & Challenges (check the appropriate box for each item)

	Strength	Challenge	Comments
Study Skills			
Note Taking			
Test Preparation			
Daily Preparation			
Communication (w/teacher, of needs, etc.)			
Organization			
Time Management			
Focus/Attention			

Other (list)			
--------------	--	--	--

Suggested Additional Support Activities/Programs (check all that apply):

Extra Help w/Teacher _____ Tutoring _____

Study Group _____

MCAS Academic Support Program for... ELA _____ Math _____

Other (identify) _____

Progress (to be completed at progress meeting)

MCAS

<i>Test</i>	<i>Date Taken</i>	<i>Result (circle)</i>	
MCAS Retest		Pass	Fail
MCAS Retest		Pass	Fail
MCAS Retest		Pass	Fail
MCAS Retest		Pass	Fail

Courses

<i>Course</i>	<i>Grade Taken</i>	<i>Result (circle)</i>	
English 11*		Pass	Fail
English 12*		Pass	Fail
Algebra II*		Pass	Fail
4th Math Course		Pass	Fail

* To meet proficiency requirements the student must take and pass course(s)

Proficiency Assessment (Optional)

<i>Assessment Taken</i>	<i>Date Taken</i>	<i>Result</i>

EPP Completion Verification Section

This student completed all requirements of his/her plan? Yes _____ No _____

Date Completed: _____

Completion of the EPP is verified by the signatures below:

Student _____

Parent/Guardian _____

Guidance Counselor _____

Principal _____

Appendix K: EPP Teacher Input Form

Wilmington Public Schools EPP Teacher Input Form

Student:

Grade:

Course/Level:

Teacher:

This student is working to achieve the standard of Proficiency on the MCAS ELA / Mathematics (circle one). Your input is requested to help identify this student's strengths and weaknesses, as witnessed in your classroom last year. Please check the appropriate column for each skill listed and feel free to add any additional comments regarding your observations of this student. The feedback you provide will be valuable in assisting the student as he/she works towards completing this graduation requirement.

	<i>Strength</i>	<i>Challenge</i>
Study Skills		
Note Taking		
Test Preparation		
Daily Preparation		
Communication (with teacher, of needs, etc.)		
Organization		
Time Management		
Focus/Attention		
Other (list)		

Additional comments:

Signature

Date

Appendix L: IST Plan



Wilmington Public Schools

IST Form

Initial Meeting: _____

2nd Review: _____

Last meeting: _____

Student Information

Name: _____

ID: _____

Grade: _____

School: _____

Counselor: _____

Referring Teacher: _____

IST Overview

IST referral originated by: _____

Date parent notified by teacher/counselor: _____

1. Has the previous teacher(s) been consulted? _____

2. Was the student ever retained? _____ If yes, which in which grade? _____

3. Was the student referred to IST before? _____ If yes, which in which grade? _____

4. Are there any emerging family or medical issues of which you are aware? _____

Please explain:

Regular Ed Services in Place or in Past *Indicate most recent grade service occurred.*

- | | | |
|---|---|--|
| <input type="checkbox"/> Before/after school help | <input type="checkbox"/> Behavioral Interventions | <input type="checkbox"/> Counseling/Guidance support |
| <input type="checkbox"/> ELL | <input type="checkbox"/> Peer Tutoring | <input type="checkbox"/> Reading specialist |

Other: _____

Special Ed Services in Place or in Past *Indicate most recent grade service occurred.*

- | | | |
|---|-----------------------------------|--|
| <input type="checkbox"/> Academic support | <input type="checkbox"/> Behavior | <input type="checkbox"/> OT |
| <input type="checkbox"/> Psychologist | <input type="checkbox"/> PT | <input type="checkbox"/> Speech/language |

Other: _____

Services Accessed Outside of School in Place or in *Indicate most recent grade service*

- | | | |
|--|-----------------------------------|--|
| <input type="checkbox"/> Counseling | <input type="checkbox"/> Medical | <input type="checkbox"/> Other agencies: |
| <input type="checkbox"/> Therapeutic Mentoring | <input type="checkbox"/> Tutoring | _____ |

General Area of Concern

Check all that apply.

- | | | |
|--------------------------------------|--|---|
| <input type="checkbox"/> Academic | <input type="checkbox"/> Attentional | <input type="checkbox"/> Behavioral |
| <input type="checkbox"/> ELL | <input type="checkbox"/> Emotional | <input type="checkbox"/> Fine Motor |
| <input type="checkbox"/> Gross Motor | <input type="checkbox"/> Health/Medical | <input type="checkbox"/> Organizational |
| <input type="checkbox"/> Social | <input type="checkbox"/> Speech/Language | |



Wilmington Public Schools

IST Form

Initial Meeting:

2nd Review:

Last meeting:

Specific Areas of Concern

Check if student has difficulty.

Reading:

- comprehension
- oral reading
- silent reading
- vocabulary
- word attack/decoding

other:

Math:

- basic concepts
- basic facts
- computation
- operations
- problem solving
- word problems

other:

Written Language:

- handwriting
- mechanics
- note-taking (grades 4-12)
- sentence/paragraph formation
- spelling

other:

Organization:

- completing homework
- completing projects
- effectively using hw notebook/folder
- organizing belongings
- organizing/completing classwork
- returning homework

Attention:

- easily distracted by others/self/environment
- following instruction
- often daydreams
- staying on task
- sustaining attention

Self Regulation:

- fidgets excessively
- impulsive
- initiating tasks
- less active than most others in class
- remaining quiet
- rushes through assignments
- speaks out of turn
- staying seated
- taking tasks to completion
- waiting his/her turn
- with transitions
- works very slowly

Social/Emotional:

- avoids taking responsibility
- easily annoyed by others
- easily frustrated, gives up easily
- easily loses temper
- frequently absent
- frequently gets into fights
- frequently withdraws from others
- interacting w/ adults
- interacting w/ peers
- misreads social cues
- often blames others for own mistakes
- often ignores or refuses adult requests or rules
- often needs reassurance
- overly aggressive
- overly passive
- poor self-concept
- teases or is overly critical of others
- very self-conscious
- worries excessively

Additional Information:



Wilmington Public Schools

IST Form

Initial Meeting:

2nd Review:

Last meeting:

IST Accommodations Checklist for Meetings *Not all accommodations apply to all grade levels*

Attention:

- directions repeated back
- extra time given - shortened assignments
- frequent breaks
- modeling of expectations
- one paper task at a time
- quiet working area
- teacher check-ins after a few problems
- use caddy to organize supplies
- use of a "peer buddy"
- use of folders to organize work
- verbal and written directions
- visual cues during directions

other:

Organization:

- break up long-term projects
- color code for connections (ex: nouns - yellow)
- frequent check-ins around multi-step tasks
- give page numbers where answers are found
- highlight key words
- highlight what information is on assessment
- make a table
- reduce the amount of writing required
- use index cards to support visual tracking
- use of folders to organize work
- use two-column notes

other:

Social/Emotional:

- breaks between tasks
- chart progress and maintain data
- check-in/check-out
- cue expected behavior
- daily feedback/self-monitoring
- daily feedback to student
- have contingency plans
- have parent sign behavior chart
- have parent sign homework
- model expected behavior by adults
- positive reinforcement for perseverance
- provide frequent and positive reinforcement to student responses
- set and post class rules
- short term counseling - 1:1
- short term counseling - group
- use de-escalating strategies
- use peer supports and mentoring
- use positive reinforcement

other:

Math:

- highlight key words in directions
- highlight key words in problem solving
- quiet work area
- use graph paper for place value support
- use of graphic organizer
- use of manipulatives
- Vocabulary Graphic Organizer (ex: Frayer Model)
- word bank of choices for answers to test questions
- work-in-progress checks

other:

Testing & Assessment:

- additional time
- alternate test - project
- answer to be dictated
- conduct frequent checks for student understanding
- extra credit option
- frequent breaks
- highlight key directions
- open book or open notes
- oral testing
- practice tests
- provide study guide prior to test
- quiet area/privacy shield
- read test and directions
- rephrase test questions
- support time management of test taking
- untimed tests
- use of online testing
- word bank of choices for answers to test questions

other:

Speech & Language:

other:



Wilmington Public Schools

IST Form

Initial Meeting:

2nd Review:

Last meeting:

Fine Motor:

- allow additional time for writing
- enlarge print on paper
- provide close up model, eliminate far copying
- put something textured under the paper (ex: sandpaper)
- rubber band on chair
- seat cushion
- skip every other line on paper
- speech to text
- use a triangle pencil grip for better control
- use a weighted pencil
- use computer
- use labels with names, answers instead of writing
- use mounted scissors and paper holding for cutting
- use raised lined paper
- use slant board
- vary length or thickness of pencil

other:

Literacy:

- ABC desktop label
- books on tape/cd
- break text into small parts
- extra visual and verbal cues with prompts
- have student restate information
- large print textbooks
- read aloud
- support auditory presentations with visuals
- use of folders to organize work
- use of mnemonics
- Vocabulary Graphic Organizer (ex: Frayer Model)
- work-in-progress checks

other:

Intervention Tracking Sheet