

# Woburn Public Schools District Accommodation Plan 2011



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Their input and consideration is gratefully appreciated.

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# **WOBURN PUBLIC SCHOOLS**

## **District Curriculum Accommodation Plan (DCAP)**

### **Introduction**

This document is an instructional guide for teachers and administrators. Its use ensures a district-wide, uniform approach to the process of: a) identifying general education students with specific learning needs, b) selecting and utilizing accommodations focused on student improvement and achievement, and c) assisting in the implementation of MA General Law, Chapter 71 Section 38Q1/2.

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

### **Massachusetts General Laws, Chapter 71, Section 38Q1/2**

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

### **Components of an Effective DCAP**

The District Curriculum Accommodation Plan should encompass the following:

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

## **DCAP Flow Chart**

A student is having difficulty in school in any or all of the following areas:

Academic Achievement  
Social Functioning  
Emotional/Behavioral/Functioning

1. Identify the area(s) of concern.



2. Prior to the IST meeting, review student records and cumulative folders. Consult with past and present teachers. Confer with parents. Confer with school nurse/guidance counselor/other school personnel to collect any necessary or applicable information. Review accommodation checklist for suggestions prior to referral.



3. Complete the Student Information (form A1, 2) and Student Accommodation Checklist (form B1, 2). You may want to refer to the Academic and Behavioral Descriptors (form E) to help you complete the Student Information Form. Submit these documents to the person in your building who is responsible for the DCAP. Typically this is the building principal. This will initiate the Instructional Support Team (IST) process



4. Bring all information to the IST meeting. Discuss student concerns in light of the information gathered. As a team, consider alternative strategies and accommodations not yet tried. Review Accommodation Checklist for assistance with this step. Decide on proposed intervention strategies and list these on the Documentation Log (form C1, 2). Determine follow-up meeting date and conduct meeting to review success of planned strategies.

Plan was successful.  
Continue/discontinue accommodations and supports.

Plan needs revision. Revise/add new strategies. Conduct observations/consultation services if necessary. Plan additional follow-up meetings to review success of new strategies.

Plan was successful.  
Continue/discontinue accommodations and supports.

Plan requires further revision. Principal may refer student for Special Education or 504 Accommodation Plan evaluation. Revise/add new strategies as part of the evaluation process. Continue documentation and IST meetings.

## Executive Summary

The DCAP was developed to meet the requirements of MA General Law, Chapter 71 Section 38Q1/2. In keeping with the spirit of the law, this plan proposes to; “assist school leaders in planning and providing a general education program of instruction that both accommodates and meets students’ diverse and individual learning needs in an effort to avoid unnecessary referrals to special education.”

The Woburn Public School District’s comprehensive DCAP has been developed to comply with the above regulations. It involves the following components:

- 1) Each school has a designated **Instructional Support Team (IST)** that meets on a regular basis to provide general education teachers the opportunity to collaboratively work together to identify accommodations that meet the needs of students with diverse learning styles. The philosophy of the IST is included in this document, along with the necessary pre-referral documentation forms found each of the district’s schools. Copies of the IST Manual are housed at each school and can be found in the district’s Policy and Procedure Manual. Each year, principals instruct staff members of the purpose and procedures involving IST referrals. Consultations with specialists who can provide important information and expertise to the general education teacher are an integral part of the IST process. Parent participation in this process is welcome. Parents are routinely invited to participate at these meetings. Establishing home/school connections and open communication are integral strategies implemented when a referral to the IST is made.
- 2) Our schools employ the services of many **specialists** for the purpose of assisting students who need additional supports. These specialists communicate with the general education teachers and jointly coordinate a carefully designed program of informal assessment, remediation, and supportive strategies. The result of the collaboration between these professionals is an integral component to the success of the IST process, and will hopefully result in a decrease in special education referrals. Parents are often notified when a specialist provides additional services to their child within the confines of the general education classroom in an effort to provide a true partnership between home and school.
- 3) The Woburn School District has a formal **Mentor Program**, whereby veteran teachers assist those teachers who are new to our school district. These teachers meet in a collaborative fashion so that answers to questions on how to best serve the needs of all students may be addressed. Veteran teachers model effective teaching techniques for protégés who are encouraged to observe their classrooms.

## Executive Summary (Continued)

- 4) **Professional Development** is an important part of our DCAP. General education teachers and paraprofessionals are offered workshops on ways to differentiate their instruction. Effective behavior modification techniques for all students are also taught. Providing flexible and cluster grouping is encouraged in curriculum and lesson planning.
- 5) **An Accommodation Checklist** (B1, 2 ) can be completed for **ANY** student to ensure a smooth transition from one grade level or teacher to the next by documenting effective accommodations that have been implemented by staff members in the past.
- 6) The district employs **English Language Learner** teachers that provide English instruction to students in grades K-12 whose native language prevents them from understanding classroom instruction.
- 7) Teachers offer a **variety of instructional practices and assessment tools** that include: differentiated instruction, flexible and cluster grouping, sound developmental teaching practices, the use of rubrics, and the use of technology.

## **Philosophy of the Instructional Support Team**

The Woburn Public Schools' District Curriculum Accommodation Plan is provided to comply with the Massachusetts General Laws C. 71, § 38Q ½, mandating that school districts provide a District Curriculum Accommodation Plan designed to assist principals in ensuring that all efforts have been made to meet the needs of all students attending Woburn Schools. In addition, Section 59C of Chapter 71 mandates that the school council meet with the principal "for the development, implementation, and assessment of the curriculum accommodation plan" that should be individualized for each school building.

The building principals and/or assistant principals are responsible for overseeing and implementing a curriculum accommodation plan in their respective buildings to ensure that all efforts have been made to meet students' individual learning needs in the general education setting. The following DCAP is intended to assist general education teachers in analyzing and accommodating the diverse learning styles of all children within the general education environment.

Teachers in Woburn are continuously monitoring students' progress, looking for opportunities to differentiate their instruction and implement accommodations that facilitate learning and foster understanding of the content area curricula. The district is committed to the concept of early intervention and addressing the learning needs of all students in a timely fashion.

Included in this DCAP is a description of the building-based IST and how it works to support students and staff. The DCAP also includes a list of sample strategies and other actions from which teachers and collaborating staff may select appropriate instructional strategies and/or accommodations for individual students. Strategies are based on best practices for promoting differentiated instruction and the use of positive behavioral interventions to support student achievement. The list includes suggestions for accommodating a student's individual needs relative to academic achievement, as well as, strategies and interventions intended to resolve social/behavioral issues. Included in this DCAP is an annotated list of the school-based personnel who are available to assist and support general education teachers in analyzing and accommodating the individual needs of their students.

This DCAP is divided into three parts: Instructional Support Team, Differentiated Instruction/Curriculum Accommodations, and Strategies for the Classroom.

## ***PART ONE; Instructional Support Team (IST)***

### ***What to do when I have a concern about a student's progress; Developing an intervention plan.***

When a teacher has a concern regarding a student's progress, academic and/or behavioral, the teacher is encouraged to request assistance from the IST. The principal leads the team that includes the participation of any/all of the following personnel: general education teacher, guidance counselors, assistant principals, classroom teacher(s), school psychologist, special education teacher, speech/language therapist, occupational therapist, physical therapist, and additional specific school staff (Ex. School nurse). Parent participation is welcome. The goal of the IST meeting is to develop an intervention plan and identify an IST partner who will support the teacher in the implementation of the plan.

- Key to a successful intervention plan is the monitoring of student data and progress by the identified personnel who will meet weekly. On the agenda for each IST meeting is a discussion of students not making adequate progress (defined as a combination of effort and grade). The role of the team is to identify strategies and best teaching practices that may help meet the learning needs of the student.
- The IST develops an *Instructional Support Plan (ISP)* that identifies strategies, accommodations and/or supports to be implemented with the student over time. A monitoring/data collection plan will be implemented with the IST partner to ensure success for student and staff. If a student begins to falter, the student is considered "at-risk," and a plan is developed for that student's needs. The plan may be a 504-Accommodation Plan, teacher assistance team referral, team referral, or individual teacher accommodations.

The IST, when developing an *Instructional Support Plan*, may identify strategies from the District Curriculum Accommodation Plan (DCAP). The plan is to be used for all students in an effort to support academic and behavioral access of the curriculum and the life of the school. The plan consists of instructional strategies, which may be implemented across disciplines. ***Classroom teachers are expected to support student achievement by incorporating in their instruction, any of the identified strategies for presentation, instruction/assessment and/or behavior.***

## ***Part Two; Differentiated Instruction/Curriculum Accommodations and Strategies for the Classroom***

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

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

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

### **Instruction/Assessment**

- Examine use of time on tests
- Encourage peer tutoring
- Allow oral testing
- Provide manipulative
- Use alternate assessments
- Vary teaching strategies
- Identify student's learning style
- Assign mentors
- Provide visual clues
- Include transition cues
- Provide effective study guides
- Create flashcards
- Break down tasks
- Shorten assignments
- Arrange small group instruction
- Provide individual help within the classroom
- Reduce workload

## Part Two (Continued)

### **Instruction/Assessment (Continued)**

- Utilize homework logs
- Provide reference tools
- Teach test-taking strategies and provide practice
- Include study skill strategies
- Provide a variety of question types, including open response
- Frequently check for understanding
- Assess frequently
- Assign appropriate number of problems to allow students to practice
- Use of SQ3R (Summarize, Question, Read, Review and Re-write)
- Extend time limits for assignments
- Reduced length or complexity of assignments
- Give alternate assignments
- Use organizational notebooks/folders/color coding

### **Behavioral**

- Change seats
- Utilize charts
- Provide a mentor
- Adjust classroom management
- Use simple corrective measures
- Provide positive reinforcement on a regular basis
- Arrange alternative programs
- Communicate with home on status/establish home school communication system

### **Instructional Accommodations:**

#### **Physical**

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

#### **Structural**

- Use contract learning
- Develop alternate assignments

#### **Organizational**

- Reduce the student's schedule
- Invite parental assistance
- Provide frequent progress reports
- Preview assignments and provide feedback

## Part Two (Continued)

### **Remedial**

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

### **Technology**

- Incorporate appropriate software
- Schedule computer-assisted instruction
- Provide calculators
- Tape record lessons
- Offer research assistance
- Take advantage of computer labs/Utilize listening centers
- Arrange e-mail communication

### ***Part Three; Personnel Resources Providing Consultation/Support/Intervention***

- Guidance Counselors - Liaison between home and school, parent consultation, teacher support, referrals, file manager
- Department Heads (Middle Schools/High School) - Curriculum and instruction oversight, teacher assistance with curriculum modifications, curriculum resource acquisition and allocation
- MCAS Support - Review of MCAS and other performance data, development of individual student success plan
- School Psychologist - Support to teachers, parents, and students on behavioral or social issues
- Technology Staff - Support to both staff and students with hardware and software
- Assistant Principals/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
- School Nurse - Consultation to parents, students and staff, direct service for individual students, health instruction
- School Resource Officer - Police Department liaison, individual student or parent support and consultation, referral where appropriate
- ELL Staff - Direct services for identified students
- IST -review of teacher referred cases
- Librarians - Support for student research, teacher and student consultation about curriculum resources
- School Adjustment Counselor
- *At any point in the IST process, Principals may consult directly with the Director of Special Education regarding resources, process, and/or participation in the IST meeting*

## **Part Four: Other Resources Designed to Support Staff, Students and/or Parents:**

### **Professional Development** *(Additional information on professional development provided under Appendix)*

- Assistance is provided to general education teachers through professional development that helps them analyze and accommodate various students' learning needs (including English Language Learners), as well as, managing behavior effectively
- The district employs a number of consultants (academic programming, behavioral supports) who are available to provide consultation and in-service training

Professional development activities that focused on differentiated instruction to ensure consistency and support of student learning.

- New teachers to the district are "coached and mentored" by veteran teachers in the areas of curriculum implementation, classroom management, and school culture. Mentors and new teachers are expected to observe each other's classrooms and consult regularly for the purpose of providing support and instructional suggestions.
- General and special education teachers have attended training on IDEA 2004 and IEP development that included a section on accommodations and modifications to the curriculum.
- Teachers, by contract, attend two-full day in-service programs at the beginning of each school year. Additional requests for professional development are provided through specific departments, individual schools, or the district.
- The Special Education Department offers a variety of professional development opportunities to all staff that focuses on accommodating diverse learners in the general education classroom.

### **Curriculum Areas**

- All curricula meet the Massachusetts Curriculum Frameworks.
- The use of technology is integrated within the curriculum to support student learning. Technology includes, but is not limited to the use of SMART BOARDS, projector systems, e-mail, computer labs, laptop computers, iPads, language labs, and content-based software.
- Each curriculum area monitors instructional practices and materials to determine what work best for the learning needs of all students. This is accomplished through monthly departmental meetings and discussion amongst teachers of like courses.

## Curriculum Areas (Continued)

- The Science curriculum emphasizes inquiry-based and hands-on instruction.
- The Social Studies curriculum is interactive and project-based.
- The Language Arts curriculum is literature-based with an emphasis on writing, grammar, spelling, and analysis. A portfolio of student work is maintained that includes work from each year of high school.
- The Foreign Language curriculum is interactive and addresses the learning styles and needs of each student.
- The Mathematics curriculum emphasizes skill development, applying mathematical concepts to real-world situations, problem solving, and the use of technology to enhance student learning.
- In all subject areas, the Special Education professionals are available to work with any student who is struggling with a concept.

## INSTRUCTIONAL SUPPORT TEAM PROCESS

1. Once a teacher has an academic or social/emotional concern about a specific student, that teacher will meet with the building principal and provide documentation for the pre-referral process. Steps in this process include but are not limited to: review of the student's record, consultation with past teachers, related service providers (including school nurse, guidance counselors), and review of data collected relative to implemented instructional strategies. The teacher will complete a Student Information Form (A 1, 2) and an Accommodation Checklist (B 1, 2) for the IST's consideration. This begins the formal documentation of the IST process as the student's needs and the general education accommodations and strategies designed and implemented to assist the student's access of the curriculum are identified.
2. When a teacher writes an IST referral (A 1, 2), an anecdotal narrative and/or samples of student work will be submitted to the building principal. The teacher will complete the checklist provided that identifies the accommodations and/or teaching interventions (B 1, 2) s/he has implemented prior to making the IST referral. This information will be provided to the principal for distribution to the IST **one-week before** the scheduled IST meeting. If necessary, an emergency meeting may be scheduled in the event of extenuating circumstances. Otherwise, IST members will be notified at least one-week in advance of an IST meeting.
3. Once team members receive the IST forms (A 1, 2, B 1, 2), they should prepare for the meeting by reviewing the documents, observing the student (whenever possible), and considering additional responses, strategies, interventions, and recommendations.
4. At the Initial IST Meeting, all members of the team will discuss the nature of the concern, brainstorm ideas for consideration of remediation, identify best teaching practices to implement, and then develop a written ISP that incorporates the additional the team's recommended strategies. The referring teacher may request that a member of the team or a specialist complete the Observation Checklist (D 1, 2) during the IST process. An IST member will work as a partner to the referring teacher, assisting with implementation and monitoring of the ISP.
5. A date for the first review meeting will be scheduled by the principal (IST leader).
6. At the first review meeting, the IST will discuss the outcome of the ISP. At this point, a variety of options may be implemented. If the plan has been successful, the process may be terminated, with the successful strategies being continued or discontinued. If the plan has not been successful, the IST will develop an additional set of interventions. This alternate plan will be documented on the Documentation Log (C 1, 2) and a date for a follow-up meeting will be scheduled.
7. If the student is still not experiencing success after consistent implementation of the ISP, the building principal will consult with the building's Special Education Chairperson to determine next steps.

## **Referring Staff Member's Responsibilities in the IST Process**

*(not in order of responsibilities – attach with the flow chart)*

- Identify student's strengths and weaknesses
- Collect student work samples (in identified areas of concern)
- Review educational history
- Review curriculum based assessments
- Review family history
- Review medical history
- Consult with student, family members and other professionals
- Implement general education support services
- Apply recommended accommodations/strategies/interventions
- Keep documentation of your interventions

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**WOBURN PUBLIC SCHOOLS**  
**Instruction Support Forms**

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**WOBURN PUBLIC SCHOOLS  
Instructional Support Team**

**Student Information Form**

(To be completed by the referring staff member and submitted to building principal for distribution to the IST.)

Student Name: \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_ YOG: \_\_\_\_\_  
Address: \_\_\_\_\_ Phone #: \_\_\_\_\_

Parents/Guardians: \_\_\_\_\_

Age: \_\_\_\_\_ DOB: \_\_\_\_\_ Primary Language: \_\_\_\_\_

Have you discussed your concerns with the parent?

\_\_\_\_\_

1. Identify the student's academic and non-academic strengths:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Briefly describe this student's primary area of difficulty within the classroom setting.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_

Instructional Support Team  
Student Information Form (Continued)

3. Check all the curriculum areas affected circling the specific skill area:  
(Provide appropriate work samples for all checked area including class assessments.)

<input type="checkbox"/>	Mathematics:	Concepts	Computation	Problem Solving
<input type="checkbox"/>	History and Social Sciences:	Comprehension		Vocabulary
	Reading	Comprehension	Fluency	Decoding
<input type="checkbox"/>	English/ Language Arts:	Organization	Mechanics	
		Composition	Reading	Spelling
<input type="checkbox"/>	Science and Technology/Engineering	Comprehension	Vocabulary	Math

Check all other areas of concern:

<input type="checkbox"/> Handwriting	<input type="checkbox"/> Attention	<input type="checkbox"/> Physical Well-Being
		<input type="checkbox"/> Leisure Activities
<input type="checkbox"/> Attendance	<input type="checkbox"/> Behavior	<input type="checkbox"/> Social Skills
		<input type="checkbox"/> Inattention
		<input type="checkbox"/> Impulsivity

4. Medical/Health Concerns: (Please specify and include any medications. Have you spoken with the school nurse?)

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5. Please include all current test and/or achievement scores and a copy of the most recent report card.

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Instructional Support Team  
Student Information Form (Continued)

6. Briefly outline/describe your teaching style and how the classroom is run (spell it out further)

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7. Recommendations from the previous year's teachers, other grade level staff, and other staff in the building who have knowledge of this student.

8. What would you like to see the student do differently? What outcome from the SST process are you hoping for?

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Counselor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(H.S. Only-cc: Principal)

**WOBURN PUBLIC SCHOOLS**  
**Instructional Support Team**

**Accommodation Check List**

(To be completed by the referring teacher and submitted to building principal for distribution to the IST.)

Student Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_ YOG: \_\_\_\_\_

Address: \_\_\_\_\_ Phone #: \_\_\_\_\_

Parents/Guardians: \_\_\_\_\_

Age: \_\_\_\_\_ DOB: \_\_\_\_\_ Primary Language: \_\_\_\_\_

Check all accommodations that you already apply consistently to this student.

**Instructional Strategy:**

- \_\_\_\_\_ Extend time requirement
- \_\_\_\_\_ Vary activities
- \_\_\_\_\_ Allow breaks
- \_\_\_\_\_ Reduce assignments requiring copying
- \_\_\_\_\_ Develop alternate assessments
- \_\_\_\_\_ Use rubrics
- \_\_\_\_\_ Use transition cues
- \_\_\_\_\_ Use technology assisted instruction
- \_\_\_\_\_ Provide after or before school help regularly
- \_\_\_\_\_ Flexible grouping
- \_\_\_\_\_ Cluster grouping
- \_\_\_\_\_ Co-teaching
- \_\_\_\_\_ Additional small group/1;1 instruction

**Differentiating Instruction:**

- \_\_\_\_\_ Tape lectures/discussions for replay (grades 6-12)
- \_\_\_\_\_ NCR paper for peer to provide notes (grades 6-12)
- \_\_\_\_\_ Present demonstration model
- \_\_\_\_\_ Utilize manipulatives (across curriculum)
- \_\_\_\_\_ Pre-teach vocabulary
- \_\_\_\_\_ Make/use vocabulary files
- \_\_\_\_\_ Peer tutoring/support (grades 6-12)
- \_\_\_\_\_ Repeat/clarify directions
- \_\_\_\_\_ Other

**Materials:**

- \_\_\_\_\_ Arrangement of material on page/Reduced amount of visual information on the page
- \_\_\_\_\_ Taped texts
- \_\_\_\_\_ Highlight test/study guides
- \_\_\_\_\_ Use supplementary materials
- \_\_\_\_\_ Typed teacher material
- \_\_\_\_\_ Large print
- \_\_\_\_\_ Marker to guide reading
- \_\_\_\_\_ Large graph paper for Math
- \_\_\_\_\_ Pencil grips
- \_\_\_\_\_ Graphic organizers
- \_\_\_\_\_ Assignment notebook
- \_\_\_\_\_ Special Equipment (e.g., FM Monitor, Computer, Headphones)
- \_\_\_\_\_ Calculator

Instructional Support Team  
Accommodation Check List (Continued)

**Assignments:**

- Give directions in small distinct steps (written/picture/verbal)
- Reduce paper and pencil tasks
- Use pictorial directions
- Give extra cues and prompts
- Allow student to record or type assignment
- Adapt worksheets, packets
- Other

**Self Management/Organization:**

- Visual daily calendars and/or agenda
- Check often for understanding/review
- Have student repeat directions
- Use study sheets to organize material
- Design/write/use long-term assignment timelines
- Buddy system
- Daily check lists of tasks

**Testing Adaptations:**

- Oral
- Alternate tests
- Taped
- Pictures
- Read test to student
- Preview language of test questions
- Extend time limits
- Administer in short periods
- Change format visually
- Administer in large print format
- Answers dictated to scribe
- Other

**Behavioral Strategies**

- Develop self-monitoring strategies
- Change seating
- Increase student-teacher interaction
- Develop behavior plan with motivating incentives
- Initiate a behavior analysis plan (attach plan and data)
- Adjust classroom management techniques
- Parent communication
- Define clear and consistent expectations \_\_student \_\_class
- Consult with school adjustment counselor or guidance counselor
- Use charts and graphs to monitor expectations

**Motivation and Reinforcement**

- Increase Verbal
- Increase Non-Verbal
- Increase Positive Reinforcement
- Increase Concrete Reinforcement
  
- Offer Choice
- Use strengths/interests often
- Reinforce initiative
- Other: \_\_\_\_\_



**Woburn Public Schools  
Instructional Support Team**

**Documentation Log Form**

Student Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_ YOG: \_\_\_\_\_

Results Code: C=To be Continued; D=To be Discontinued; R=To be Revised

**Meeting #1**

**Date:** \_\_\_\_\_

**Primary Areas of Concern:**

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**Intervention Strategies:** (Beginning date \_\_\_\_/Ending date \_\_\_\_)      **Staff Member Responsible**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**First Review (Meeting #2)**

**Date:** \_\_\_\_\_ (Beginning date \_\_\_\_/Ending date \_\_\_\_)

Provide results for each intervention listed above. (Include work samples.)

**Results**  
(See Code)

- |    |  |  |
|----|--|--|
| 1. |  |  |
|    |  |  |
| 2. |  |  |
|    |  |  |
| 3. |  |  |
|    |  |  |



**Revise and/or Add Intervention Strategies:**

**Staff Member Responsible**

1.

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2.

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3.

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Results Code: C=To Be Continued; D=To be Discontinued; R=To be Revised

**Follow-up (Meeting #3)**

**Date:** \_\_\_\_\_

Provide results for each intervention listed above. (Include work samples.)

**Results**  
(See Code)

1.

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2.

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3.

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**Revise and/or Add Intervention Strategies:**

**Staff Member Responsible**

1.

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2.

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3.

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**Final Recommendation of IST**

**Date:** \_\_\_\_\_

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**Woburn Public Schools  
Instructional Support Team**

**Observation Sheet**

(To be completed by the observing staff member.)

Student Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_ YOG: \_\_\_\_\_

Classroom teacher:

\_\_\_\_\_

Date of observation: \_\_\_\_\_ Time: \_\_\_\_\_

Observer: \_\_\_\_\_

**Focus of observation:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**State activity student is involved in:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Describe student behavior during this activity: (i.e. attention, organization, interest, independence)**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Is this student using materials appropriately? (Please explain.)**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Academic and Behavioral Descriptors

You may find this sheet helpful as you complete the Student Information Form.

### **Language Arts:**

#### **Written Language:**

Spelling  
Sentence Structure  
Paragraph Construction  
Essay Construction  
Expository  
Narrative  
Persuasive  
Descriptive

#### **Reading (oral/silent):**

Fluency  
Vocabulary  
Literal comprehension  
Inferential comprehension  
Narrative vs. Text

#### **Listening:**

Attention  
Receptive Language  
Expressive Language

### **Mathematics:**

Number Sense  
Number  
Computation

Application  
Sequencing  
Comprehension word problems

### **Classroom Issues:**

Homework  
Class Work Completion  
Quizzes and Tests  
Group Work

Time on Task  
Note Taking Skills  
Organization  
Projects

### **School Attendance**

Truancy  
Class Cuts  
Excessive Absenteeism  
Tardiness

### **Social/Emotional:**

Isolation from Peers  
Scapegoat Victim  
Bullying Behavior  
Lack of Self Control

### **Home Issues:**

Recent Illness/Death in  
Changing Family Dynamics  
Separation/Divorce  
New Adult in the Household  
New Child in Family  
Financial Change/Job Loss

### **Psychological Well Being:**

Self Control  
Anxiety  
Depression  
Withdrawn  
Attitudinal Changes  
Anger  
Management

### **Physical Well Being**

Nutrition  
Cleanliness/Hygiene

Undesired Relocation  
Foreclosure

### **Behaviors:**

#### **In Class:**

Verbal Outbursts  
Wandering  
Inappropriate Language  
Misbehavior Physical Contact

#### **Non-Class Time:**

Running in Halls  
Late to Class  
Lunchroom  
Destruction of Property

## English Language learners

The English Language Learners (ELL) program in the Woburn Public School is designed to meet the needs of Limited English Proficient (LEP) students. The program has three main goals:

- To develop a level of English proficiency necessary for LEP students to work independently in their classrooms.
- To provide LEP students with assistance in accessing the content to meet learning standards at appropriate grade levels.
- To provide assistance for teachers who are working with LEP students.

## **Professional Development Opportunities For Staff:**

- KEY3 Training
- IPAD Training
- Systems of CARE training
- WIAT Training
- Wilson Training
- ELL Category Training
- The Collaborative Project for Professional Development Workshops:
  - The Collaborative Environmental Series Sustainable Organic Gardening, a Permaculture Model
  - Using Data Assessment Teams to Improve Instruction And Student Achievement
  - Introduction to Google Docs
  - Common Core Math Curriculum Alignment and Instruction Workshop Series Grade 1
  - Common Core Math Curriculum Alignment and Instruction Workshop Series Grade 2
  - Common Core Math Curriculum Alignment and Instruction Workshop Series Grade 3
  - Common Core Math Curriculum Alignment and Instruction Workshop Series Grade 4
  - Building Classroom Libraries – Grades k -2 Integrating the ELA Core Curriculum, History and Math Standards Through Children’s Literature
  - Building Classroom Libraries – Grades 3 - 4 Integrating the ELA Core Curriculum, History and Math Standards Through Children’s Literature
  - Building Classroom Libraries – Grades 5 - 6 Integrating the ELA Core Curriculum, History and Math Standards Through Children’s Literature
  - Lessons in Life and Earth Cycles for Elementary Teachers
  - Reading Strategies for the Fifth and Sixth Grade Classroom
  - A Fully Hands-On Physical Science Primer
  - Successful Teaching
  - The Practical Application of Learning Styles in the Classroom
  - Using the Smart Response System with Smart’s Notebook Software
  - SMARTBOARDS and Smart’s Notebook Software for The Humanities Classroom - Advanced Beginners
  - SMARTBOARDS and SMART’s Notebook Software for Beginners
  - "So I have a Smartboard... Now what?" SMARTBoard Lesson Planner Workshop

Using the SMART Response System with SMART’s Notebook Software