Newburyport Public Schools
District Curriculum Accommodation Plan

2023 - 2024

NPS MISSION STATEMENT

The mission of the Newburyport Public Schools, the port where tradition and innovation converge, is to ensure each student achieves intellectual and personal excellence and is equipped for life experiences through a system distinguished by students, staff, and community who:

- Practice kindness and perseverance.
- Celebrate each unique individual.
- Value creativity, experiential and rigorous educational opportunities, scholarly pursuits, and life-long learning.
- Provide nurturing environments for emotional, social, and physical growth.
- Understand and embrace their role as global citizens.

BELIEFS

We believe that:

Each person is worthy of respect;
A strong community celebrates individual uniqueness;
Each individual has inherent worth;
Opportunity stems from adversity; growth from mistakes;
Through reflection we gain understanding;
Compassion and empathy build community;
Everything can be done with kindness;
Individuals are responsible for their own actions;
Attitude has power;
We each have an obligation to serve one another;
Trusting relationships require clear and open communication;
A community is responsible for its individuals;
Education is fundamental to an empowered, evolving society.

PARAMETERS

- We will make all decisions and take all actions based on the best interest of the student.
- We will honor the dignity of each person.
- We will not compromise excellence.
- We will practice the principles of participatory decision-making throughout the organization.
- We will make optimal use of technology.

GOALS/OBJECTIVES

Objective 1: Every student will graduate.
Objective 2: Each student will continually achieve personal goals.
Objective 3: Every student will have a positive impact on our evolving world.
Objective 4: Each student will achieve harmony in mind, body, and spirit.

STRATEGIES

I. *We will re-imagine teaching and learning.*

II. *We will offer an array of opportunities for self-discovery and personal achievement.*

III. *We will maximize all internal and external resources.*

IV. *We will optimize our organizational design and operations.*

V. *We will create a dynamic community among all stakeholders.*

VI. *We will create a culture that cultivates the best of everyone.*

VII. *We will provide support so all students are ready and able to learn.*

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District Curriculum Accommodation Plan Overview

What is a DCAP?

DCAP stands for "District Curriculum Accommodation Plan." Districts are required by Massachusetts General Law to have a DCAP and a recent amendment includes the role of school councils in the DCAP. Language directly from the law is below.

Massachusetts General Laws, Chapter 71, Section 38Q1/2 *"A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet the students' needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education programming, including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement."*

School Councils and District Accommodation Plan, Ch. 71 Section 59C -Amended Language

"The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of all students attending the school, shall make recommendations to the principal for the development, implementation and assessment of the Curriculum Accommodation Plan required pursuant to Section 38Q1/2, shall assist in the review of the annual school budget and in the formulation of a School Improvement Plan."

Massachusetts Multi-Tiered System of Support (MTSS)

A Multi-Tiered Systems of Support (MTSS) is a framework for how school districts can build the necessary systems to ensure that each and every student receives a high-quality educational experience. It is designed to support schools with proactively identifying and addressing the strengths and needs of all students by optimizing data-driven decision-making, progress monitoring, and the use of evidence-based supports and strategies with increasing intensity to sustain student growth. In 2018, Massachusetts updated its MTSS Blueprint to reflect the most current research and enhance the user experience. For example, the current blueprint more explicitly focuses on equitable access and universal design for learning (UDL) and fully integrates social, emotional, behavioral, and academic learning.

It guides both the provision of high-quality core educational experiences in a safe and supportive learning environment for all students and academic and/or non-academic targeted interventions/supports for students who experience difficulties and for students who have already demonstrated mastery of the concept and skills being taught. We are working towards an integrated approach to support students' academic and social-emotional competencies.
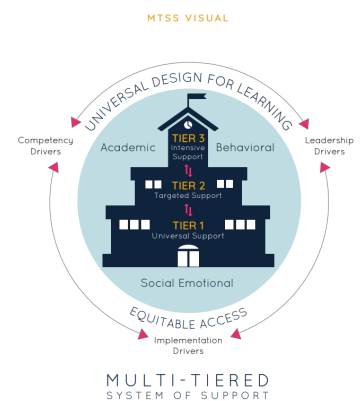
Overview of Accommodations

Accommodations are ways to assist students in accessing the curriculum more effectively. Accommodations are provided within the general education classroom and may be available to any/all students. Such changes are made to provide a student with equal access to learning along with an equal opportunity to be able to show what he/she knows or can do. For many, the suggested list of accommodations found in each school's accommodation plan would simply be thought of as best educational practices.

Accommodations typically fall under four key categories:
- ***Setting*** *(location) Examples include: small group, preferential seating, quiet location, etc.*
- ***Presentation*** *(how the teacher shares information) Examples include: visuals provided for verbal information, preview/repeat, provide models, etc.*
- ***Timing*** *(any consideration of time within the learning) Examples include: time of day, length of time, extended time for assignments, "chunking" into smaller parts, planning for time with students, etc.*
- ***Response*** *(How the student responds back to show understanding) Examples include: use of graphic organizers, alternative writing utensils, access to keyboarding, limit number of repeat question types, etc.*

> ***Accommodations do NOT change the instructional level or content, delivery of instruction, or performance criteria.*** *These latter changes are called modifications or "specially designed instruction" and those are only appropriate for students on an Individualized Education Program (IEP.)*

> *Newburyport is an inclusive district that respects every child's contribution to our learning community. All professionals within the district share responsibility for providing our students with access to and participation in high quality general education. A number of factors contribute to the successful accommodation of diverse learners within the district.*

> *The District Accommodation Plan articulates the accommodations that are common in all of our schools. See Appendix A for universal accommodations.*

UDL (Universal Design for Learning)

Universal design for learning (UDL) is a framework that reduces barriers in instruction, proactively provides appropriate accommodations and supports, and allows for high achievement expectations for all students, regardless of their unique strengths and challenges. This is done by providing options and choices for students to personalize their learning. UDL is an educational framework based on research in cognitive neuroscience that guides the development of flexible learning environments that can accommodate learner variability.

What is the purpose of the DCAP?
- To assist general education teachers in analyzing, assessing, and accommodating diverse learners within the classroom
- To identify services, support, and instructional delivery options available within general education settings
- To document instructional interventions available for learners
- To outline resources available to teaching staff in the areas of student support, teacher mentoring, curriculum differentiation, professional development, and coaching
- To provide a list of accommodations as a resource to meet the needs of a variety of learners
- Principals assume the primary responsibility for the efforts described in the attached *Curriculum Accommodation Plans*. The school councils, including the school principal, shall meet regularly and assist in the identification of the educational needs of the students attending the school, make

recommendations to the principal for the development, implementation, and assessment of the curriculum accommodation plan required pursuant to MA General Law C.71, section 38Q1/2.

How does the DCAP help teacher instruction and practices, students and parents?

The DCAP is a great resource to identify techniques/accommodations that can be provided to all students in the general education classroom. No two students are the same; we accommodate and differentiate our instruction and curriculum to meet students where they are. It is expected that across content areas and grade levels, students will need various levels of support. Needing accommodations does not mean a student is at-risk in their learning; all individuals vary in their needs based on content, age, development, social/emotional wellbeing, external factors, and more. The DCAP can be a reference and resource to school staff, as well as a resource for parents to see the wide range of supports that their students can receive within the general education setting, and clarifying the difference between regular accommodations that can be provided to students and those more significant accommodations and modifications that require an IEP or 504 plan.

Improvement Plans

School Improvement Plans are developed by the principal and school council to improve student performance based on student achievement 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 the needs of diverse learners.

Staff Development

It is the goal of the Newburyport Public Schools to continue to focus on 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
- Fundations
- Tier 3 MTSS
- PBIS
- Keys to Literacy
- New Teacher Mentor Program
- Individual workshops based on specific staff needs
- Data collection and analysis training
- Trauma-Sensitive Schools
- MyView
- Stemscopes
- Zones of Regulation
- Cultural Competency
- Variety of reading disabilities, dyslexia, language-based training
- LiPS
- Project Adventure

English Language Learners (ELLs) are an important focus of the Massachusetts Board of Elementary and Secondary Education's (BESE) Proficiency Gap Task Force. Closing the proficiency gap depends on teachers having the skills and knowledge necessary to instruct ELLs. Sheltered English Immersion (SEI) is an approach to teaching academic content in English to ELLs. To better serve these students, core academic teachers and those administrators who supervise and evaluate core academic teachers are required to obtain an SEI teacher or SEI administrator endorsement.

"All students can learn and succeed, but not on the same day in the same way."

William G. Spady
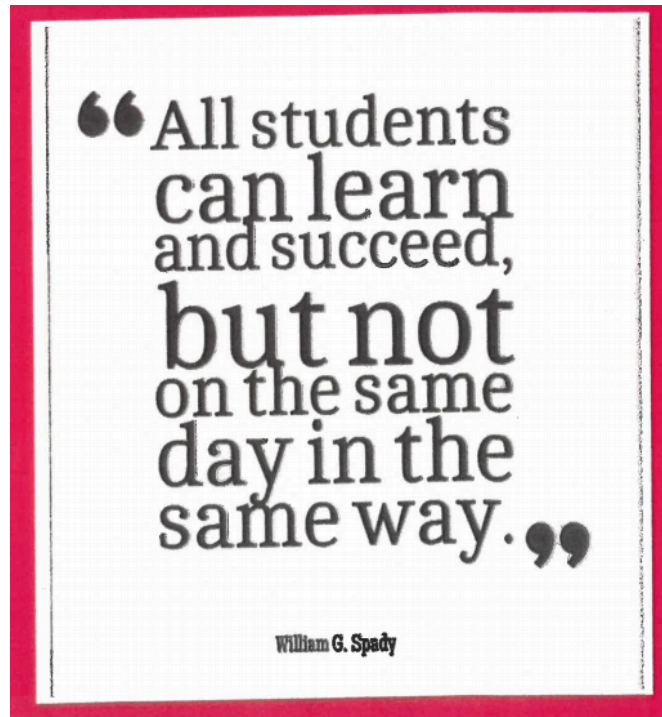
DCAP Flowchart

District Strategic Plan

Mission: The mission of the Newburyport Public Schools, the port where tradition and innovation converge, is to ensure each student achieves intellectual and personal excellence and is equipped for life experiences through a system distinguished by students, staff, and community who:

Practice kindness and perseverance.

Celebrate each unique individual.

Value creativity, experiential and rigorous educational opportunities, scholarly pursuits, and life-long learning.

Provide nurturing environments for emotional, social, and physical growth.

Understand and embrace their role as global citizens.

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, extracurricular 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, and 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 "Not Meeting Expectations" or "Partially Meeting Expectations "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 who have not yet scored the **next-generation MCAS equivalent** of at least Proficient on the grade 10 MCAS English Language Arts test and/or
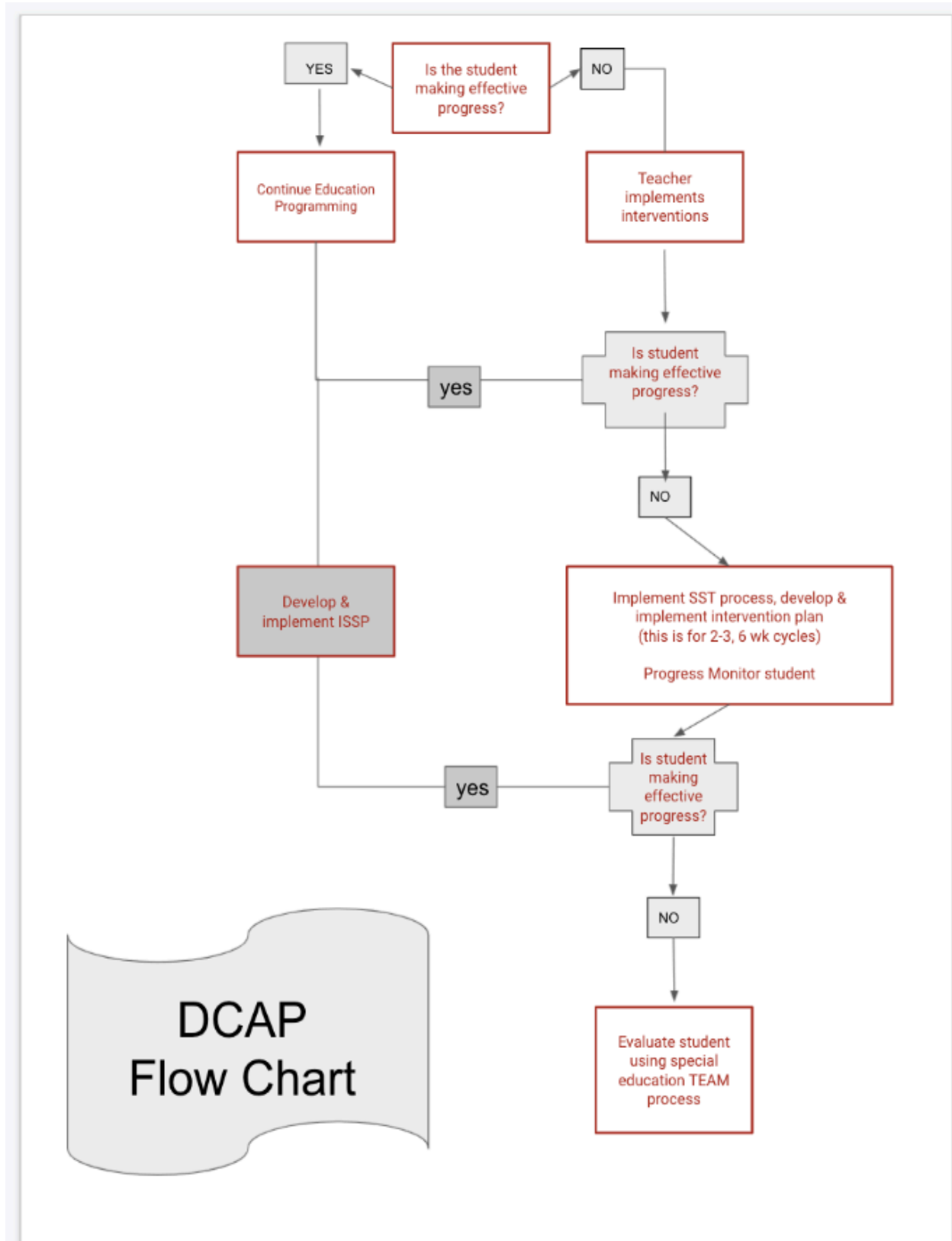
Students who have not yet scored the **next-generation MCAS equivalent** of at least Proficient on the grade 10 MCAS Mathematics test

Science and Technology/Engineering is not part of the EPP requirement.

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

DCAP Flow Chart

DCAP Process and Procedures

What is RTI?

Response to Intervention is a three-tiered system of instruction for all students in which there is a greater level of intervention provided. See the chart below.
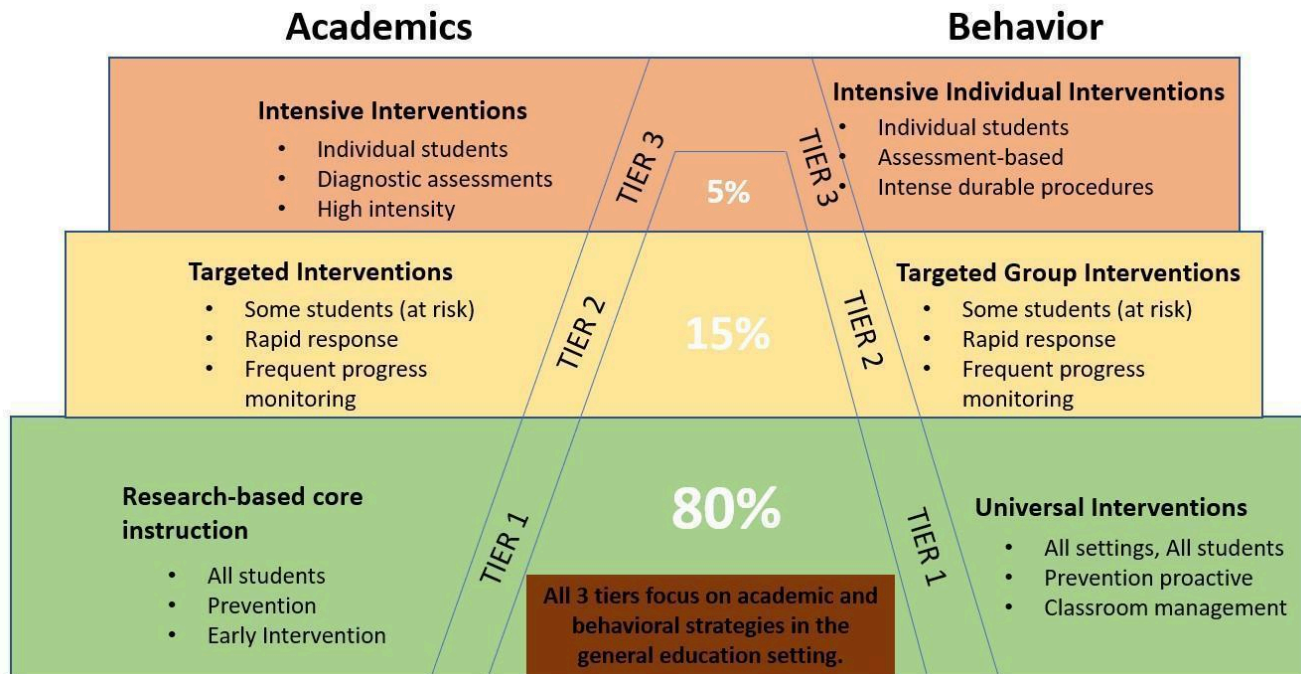
The Newburyport RTI goal is to provide screening for all students, deliver academic interventions, monitor student progress, and use the students' responses to those interventions as a basis for determining special education eligibility (Turse & Albrecht, 2015). All students receive challenging, grade-appropriate Tier 1 instruction and have equitable access to high-quality, universally designed academic, behavioral, and social-emotional curriculum and instruction that integrates culturally sustaining pedagogy and is linguistically responsive. In addition, obtaining services at one point does not mean that students will always need that level of support. The MTSS process is not always linear but rather oriented around problem-solving. When data suggests that students require more or less intensive support to aid either remediation or enrichment, they will move throughout the tiers based on that need. In our planning, it is important to ensure equitable access to highly qualified teachers along with comprehensive efforts to diversify our workforce. We are working towards an integrated approach to support student's academic and social-emotional competencies.

Available DCAP Support Services

Area	Intervention	PREK	Elementary (k-5)	Middle (6-8)	High (9-12)
Literacy	Small group by reading specialists (Title I)		X		
	Informal speech and language screener	X	X	X	X
	Teacher consultation with Literacy Coach or Special Education personnel	X	X	X	X
	Informal reading assessments	X	X	X	X
	English Language Learner support		X	X	X
	Phonologically-based reading programs		X	X	X
	Academic Support Services Grants		X	X	X
	Tier II interventions	X	X	X	X
	iReady Literacy		X	X	
	Lexia		X		
	MCASHelp.com online services for ELA		X	X	X
Math	Teacher consultation with Math Coach or Special Education personnel	X	X	x	x
	Teacher consultation with CEL or ITL	X	X	X	X
	Tier 2 intervention implemented by the classroom teacher(s)				
	iReady Math	22-23	X	X	
	Math Interventionist -small group intervention	X	X		
Behavior	Consultation with School Adjustment Counselors, School Social Workers, and/or School Psychologists.	X	X	X	X
	Short term adjustment counseling via building-based School Adjustment counselors	X	X	X	X
	Behavior modification consultation/direct services School-wide Positive Behavior Interventions & Supports	X	X	X	X
	Alternative Programs for social and behavioral issues	X	X	X	X
	Peer mediation		X	X	X
	Bullying curriculum	X	X	X	X

Health/Medical	Access to nurse's office and bathroom	X	X	X	X
	Clearance to leave class 2-3 minutes early	X	X	X	X
	Extra chair / pillow to elevate extremities	X	X	X	X
	Providing 2nd set of books	X	X	X	X
	Storing and allowing snacks	X	X	X	X
	Referral for vision / hearing screening	X	X	X	X
	Use of Elevator	X	X	X	X
	Student Escort	X	X	X	X
	Wearing a hat or scarf	X	X	X	X
	Parking close to building			X	X

Building Specific Strategies are in addition to the district interventions.

District-wide Individual Student Success Plan (ISSP)

The Newburyport 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 support 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, Newburyport 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 Meeting the Standards on the English Language Arts and/or Mathematics Massachusetts Comprehensive Assessment System (MCAS). 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) without a disability. These students may be in the SST process or not eligible for specialized instructional services.

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 .

Curriculum Accommodation Plan
Newburyport High School
Andrew Wulf, Principal
Michael Testa, Associate Principal
Lauren Gee, Dir. of Student Support Services

Strategies	Descriptions
Assistance to general education teachers that will help them analyze and accommodate all students learning needs	- Professional Development Days - technology, curriculum, assessment, and instruction; *student* growth data collection and analysis - Early release time for department staff to collaborate and analyze student work - Staff Meeting Time repurposed for teachers to work in curriculum teams for the purpose of reviewing student work and action planning - Team taught core classes offered to all students
Support services that are available to students through the general education program, including services to address student's social-emotional needs	- Learning Lab - Alternative Education Program and Therapeutic Academy Programs - ESL tutoring - Prevention Programs - Team Teaching - VHS - Advisor-Advisee program for all students

Direct and systematic instruction	● Summer reading program involving all NHS students and staff ● English teachers assign multiple novels to each grade level ● ESL ● School-wide rubrics and student learning expectations
Professional Development opportunities	● Executive Function Strategies ● SOS training ● Behavior consultation ● Self-identified PLCs (e.g., Safe and Supportive Schools, homework, scheduling, transition planning) ● Teacher-identified workshops supported by district funding, e.g., Oppositional Defiant Workshop, Adventure Learning, Cognitive Behavioral Therapies. This would be only for social workers and psychologists, national conferences.
Teacher mentoring and collaboration	● Workrooms organized by departments ● Co-teaching model ● Interdisciplinary Teaching ● Team Teaching ● Department Instructional Collaboration ● Early release days and afternoon staff time dedicated to department and vertical team meetings
Review of local curriculum and alignment to state learning standards, school policies, and discipline codes	● School Council development of 2-year school improvement plan ● Leadership Team (Instructional Leads) ● Faculty Council ● CEL

Communication with parents and opportunities for parent involvement in schools	● Community NEASC Accreditation survey ● Parents represented on high school's school council ● Parent representation on the committee that reviewed and revised the high school's mission statement ● X2 grading portal available for parents to review their child's grades ● Multiple student support workshops for parents focusing on the college application process, college funding options and FAFSA process ● Use of Twitter and Instagram by Student Support and Administration office to communicate with parents and students

Curriculum Accommodation Plan

Rupert A. Nock Middle School
Nicholas Markos, Principal
Kathryn Parsons, Assistant Principal

Strategies	Descriptions
Assistance to general education teachers that will help them analyze and accommodate all students learning needs	- Special Ed. Team liaison - Team consults with special education, intervention, and counseling - Executive Function strategies school-wide--common homework boards at all grade levels, posted agendas in all classrooms, online supports through Google classroom and Aspen X2 Gradebook - Co-taught classes - Observations from counseling and BCBA staff - Posted visual supports - Shared grade level and content area rubrics - Place-based learning strategies - PLC team assessing community/culture and homework as topics for all students - Team-based teaching model with daily shared planning time
Support services that are available to students through the general education program, including services to address student's social-emotional needs	- Intervention support for academic and Executive Functioning (daily, weekly, as needed classes) - Stress reduction classes (6 week session for all students) - Counseling (intervention, as needed in a crisis, social issue resolution) - Signs of Suicide training - Intervention Classes (math and ELA) -- as identified by general education teacher in consult with an intervention specialist - Grade 6 Leadership Program - Transition planning - Behavioral assessment in consult with BCBA - Flextime teacher support (1:1 and small group instruction and reinstruction)

Direct and systematic instruction	● Fundations ● MyView Reading & Writing ● Eureka Math ● Envisions Math ● Placed-based Education ● iReady ● Khan Academy ● STEMSCOPES
Professional Development opportunities	● Executive Function Strategies ● SOS training ● Behavior consultation ● Self-identified PLCs (e.g., Safe and Supportive Schools, homework, scheduling, transition planning) ● Teacher's identified workshops supported by district funding, e.g., Oppositional Defiant Workshop, Adventure Learning, Cognitive Behavioral Therapies. This would be only for social workers and psychologists, national conferences.
Teacher mentoring and collaboration	● Induction Program Year 1 ● Two year Mentee Program
Review of local curriculum and alignment to state learning standards, school policies, and discipline codes	● PLC groups (e.g., scheduling, handbook, homework groups) ● Curriculum renewal cycle
Communication with parents and opportunities for parent involvement in schools	● Principal's Newsletter ● Parent Speaker Series ● EL Family Nights ● Title One Family Night ● Incoming Kindergarten Family Meeting

Curriculum Accommodation Plan

Edward G. Molin Upper Elementary School
Tara Rossi, Principal
Leigh Curtis-Pare, Assistant Principal

Strategies	Descriptions
Assistance to general education teachers that will help them analyze and accommodate all students learning needs	- MCAS review by grade level - Responsive Classroom Approach - Technology Integrator - Social Thinking - Zones of Regulation - Google Classroom - Google Meets - small group & individual - Molin Expectations - Molin Voice Levels - PBIS - Molin Expectation Assemblies - iReady for Math and Reading - iReady Data Analysis informing interventions - RTI process looking at 4 domains: Academics, Health, Relationships, and Self-regulation - Math and Literacy Interventionists - V Math - Language-based Program - Team Consults

Support services that are available to students through the general education program, including services to address student's social emotional needs	- Trauma-Informed School - PBIS - BIMAS, Analysis, & Interventions - Literacy & Math Intervention - Google Classroom/Google Meets - Molin Expectations and Assemblies - Girl's Inc. - Responsive Classroom Approach - Lexia Reading - MyView - BrainPop - IXL, Zearn, Go Noodle, Prodigy - Social Thinking - Zones of Regulation - Clear & Consistent Routines and Expectations - Monday Mindfulness - iReady - Lunch Groups - New Student Groups - Second Step Bullying Prevention - Yoga for Students - Calming Corners in classrooms - OT hallway/blacktop sensory/movement path - Universal Supports: standing desks, desk cycles, noise-canceling headphones, rocking chairs - Behavioral contracts

Direct and systematic instruction	• Summer program for students that may regress
	• Keys to Literacy
	• MyView Literacy
	• Eureka Math
	    ○ InSync Math
	    ○ Zearn
	    ○ Module Assessments & Exit Tickets
	• SRSD Writing Approach
	• Writing genres: Narrative, Persuasive/ Opinion, Informational
	• Stemscopes
	• STEM explore
	• Guided Reading - Reciprocal Teaching
	• Curriculum Coordinators
	• Reading Benchmarks
	• iReady
	• Math and Literacy Interventionist
	• Google Classroom/Google Meets
	• Standards-based Instruction
	• Technology class
	• Art class
	• Music Class
	• PE
	• Wellness Class

Professional Development Opportunities	• Keys to Literacy PD: Vocabulary, Comp. Strategies, Bloom's Taxonomy & Questioning • Reciprocal Teaching • Guided Reading PD • MyView • Trauma & Learning • Mindfulness • Safe Schools for LGBTQ+ • Stop the Bleed • Skills-based/Billie Donnegan • Dr. Gottwald - Reading Disabilities • Self-Care • BIMAS • PBIS • Technology: Google Classroom, TeachPoint, Lexia, IXL, Zearn • iReady • Curriculum-based Staff Meetings 2x month • Social-Emotional/Trauma Sensitive PD

Teacher mentoring and collaboration	- Grade Level Meetings - Co-teaching model - Team Teaching - Transition Meetings - Special Education Staff Meetings - PD/Meetings with Curriculum Coordinators - Meetings with CELs (Curriculum Education Leaders) - Interventionist meetings around academics - Common Planning Time - Data Meetings - Team Consults - Fellowship Program - Staff Meetings 2X Month - BLT-PBIS team - PBIS coaches
Review of local curriculum and alignment to state learning standards, school policies, and discipline codes	- Teacher Leaders (CELs) - School Council development of 2-year school improvement plan - Building Leadership Team/PBIS Team - Update Student/Parent Elementary Handbook - Curriculum Pulse
Communication with parents and opportunities for parent involvement in schools	- PTO Organized Events/Meetings - Molin Back to School Picnic - Parents on school council - Weekly Emails/Updates from Principal - Parent Speaker Series - Parent Volunteers - in classrooms, lunch, recess and field trips - Elementary Progress Reports - each trimester - Parent Conferences - Parent Math Night - Fall Open House/Curriculum Night - NEF - ELL Parent Coffee - Parent Class Liaisons - Team Meetings - Poetry Nights - States Night - Concerts

Curriculum Accommodation Plan

Francis T. Bresnahan Elementary School
Jamie Sokolowski, Principal
Michael Munroe, Assistant Principal
Leah Salloway, PreK Director
Theresa Fitzpatrick, Team Chairperson

Strategies	Descriptions
Assistance to general education teachers that will help them analyze and accommodate all students learning needs	**Programs and Professional Development**: ● Professional Development Days - technology, curriculum, assessment, and instruction; *student growth data collection and analysis* ● Responsive Classroom Approach ● Social Thinking - Zones of Regulation ● MCAS analysis - grade 3 ● WIN Time ● Block Scheduling ● Universal Supports ● Preferred Seating Options ● Calming Corners ● Sensory Diet Resources and Supports ● Model Curriculum Units ● Technology Integrator / Media Specialist ● Professional Learning Communities ● Title One Team ● Math Interventionist ● Curriculum Coordinators ● Assistive Technology Specialist

Support services that are available to students through the general education program, including services to address student's social-emotional needs	**Programs and Professional Development** ● SEI Instruction ● Responsive Classroom ● Social Thinking **Resources and Supports** ● BCBA ● Mathematics Intervention ● Literacy Intervention ● Building Accommodation Plans ● School Adjustment Counselor ● School Psychologist ● School Resource Officer ● Differentiated Instruction ● Co-Taught Classrooms ● Flexible Groupings ● Responsive Classroom Approach ● Lexia Reading ● IXL, Go Noodle, Symbaloo ● Before / After School Help ● Social Thinking - Zones of Regulation ● Lunch Bunch ● Social Skills Groups ● Therapeutic Learning Center
Direct and systematic instruction	**Programs** ● Title One Intervention ● Mathematics Intervention **Resources and Supports** ● Comprehensive Literacy Framework ● Fundations Program, K-3 ● SEI classrooms ● Eureka Math ● Think SRSD Writing Approach, grade 3 ● Guided Reading, LLI, LIPS ● Wilson Reading ● Math Interventionist ● Curriculum Coordinators ● Special Education Team ● Title One Team

Professional Development opportunities	● Technology PD - Google Classroom, Lexia, Dibels, Robotics, Assistive Technology for All Learners ● Fundations PD ● SRSD PD ● Eureka Math PD and Study Groups ● Safe and Supportive Schools PLC's ● Strategic Planning
Teacher mentoring and collaboration	**Resources and Supports** ● BCBA ● School Psychologist ● School Adjustment Counselor ● School Nurse ● Title One Team ● Math Interventionist ● Grade Level Meetings ● Co-teaching model ● Team Teaching / Departmentalization ● Transition Meetings ● SPED Staff Meetings ● Staff Meetings ● Pre-school Transdisciplinary Team ● Curriculum Coordinators
Review of local curriculum and alignment to state learning standards, school policies, and discipline codes	**Systems and Procedures** ● School Improvement Plan ● Review of Student / Parent Elementary Handbook **Resources and Supports** ● School Council ● Study Groups ● Team Facilitator ● ELL Coordinator ● Curriculum Coordinators ● Math Interventionist

Communication with parents and opportunities for parent involvement in schools	**Systems and Procedures** ● PTO Organized Events / Meetings ● School Council Meetings ● Coffee with the Principals ● Fall Open House ● Transition Meetings / Team Meetings ● Kindergarten and Preschool Screening ● Kindergarten and Preschool Information Night ● Kindergarten and Preschool Bring Your Parent to School Day ● Child Find Screenings ● Bring Your Parent to Lunch ● Parent Information Nights and Building Tours ● Meet, Greet, Find your Seat for all grades ● Grade Level Student Performances **Resources and Supports** ● Parent Volunteers ● Classroom Liaisons ● Class Placement Parent Information Form

Student Support Team

The principals, or their designee, will utilize the SST 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 Student Support Team (SST) 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:** Members of the Francis T. Bresnahan Student Support Team (SST) include the Principal and/or Assistant Principal, Special Education Team Coordinator, School Psychologist, School Social Worker, School Nurse, and a combination of classroom teachers.

  Our Team analyzes data from universal screeners to assist in identifying students requiring more or less intensive support to aid either remediation or enrichment. Additionally, we utilize a referral system for teachers to identify students based on formative assessment data and/or other considerations. The team meets weekly to review data, meet with teachers, make data-driven decisions on the delivery of interventions, and monitor student response to said interventions.

  SST Sub-Committees ensure an integrated approach to supporting students comprehensively. Sub-Committees meet bi-weekly and members vary by Committee. Members of our Social, Emotional, and Behavioral Health Sub-Committee include the Principal and/or Assistant Principal, School Psychologist, School Adjustment Counselors, and School Social Worker. Other Sub-Committees may include Truancy Prevention, Health & Wellness, EL Teachers, and/or any others determined by the SST as/when needed.

- **Middle School Level:** Each grade level has a team approach. Teams include the Principal, Assistant Principal, Adjustment Counselors, District Behavioral Health Coach, 504 Interventionist, Content Area CEL's, SPED liaison, and grade level team leaders, speech pathologist, and EL teachers as appropriate. The team conducts a Student Support protocol on a biweekly basis.

- **High School Level:** Staffing teams include Principal, Assistant/Associate Principal and Guidance Counselors assigned to students, SPED liaison, EL teacher as appropriate. The Math/ELA/Science CTL, and ELA Literacy Coordinator K-12 will review MCAS scores and identify students to the team.

The Math/ELA/Science CTL, EL Teacher and ELA 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:

- Students who score at "Not Meeting Expectations" or "Partially Meeting Expectations" on the MCAS for Mathematics and/or English Language Arts Grades 4-10
- 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 (ISSP), 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 Director of Student Support Services.

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 Director of Student Support Services. Parents/guardians may request a TEAM evaluation directly from the Director of Student Support Services.

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 bypassed 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 a student's eligibility. If the team determines a disability[1] 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 Newburyport 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 Individual 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 support for the student so that there is a coordinated strategy to help raise his/her education performance.

The district-wide Individual Student Success Plan (ISSP) is part of the district's improvement and accountability system. (See Figure 1, Newburyport 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). 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.

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

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. 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.

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 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 as designee. For example, if the 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 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 communications 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 reviewed regarding students' academic performance, which may include standardized tests, including MCAS. Depending on the grade level, other assessments for ELA and Math may be 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 identifying the instructional & social strategies to assist the students to make academic and social progress. The primary areas will provide focus and detail for teachers, other providers, the student, and his/her parents/guardians in order 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, Dibels Assessments, math benchmark assessments (STAR 360), mid-term and final exams, and other common 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 an 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 student's 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 NHS 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 the 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 the 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 Partially Meeting 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 the 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 multimodal 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 / small 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 of the student
- Arrange preferred seating
- Incorporate stress-release activities
- Experiment with the 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 a periodic review of student notes, planner, etc.

Behavioral Intervention Strategies
- Utilize charts and graphs to monitor expectations
- Adjust class management strategies
- Arrange preferential seating
- 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 cues 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 the homework assignment

Feedback
- Correct student's errors immediately and provide constructive feedback
- Increase frequency of feedback
- Provide frequent progress reports
- On-going, specific feedback – reflecting on student strengths

External changes
- Two way communication with families about student progress
- Respond promptly and professionally
- Schedule counselor meeting
- Maintain contact with the counselor
- Arrange peer tutoring

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

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 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 the page into clearly marked sections to reduce distractions
- Use high impact, game-like materials (e.g., 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 the same information
- Content and language objectives should be stated and written where ELL students can see – so they know what they are going to do and how language will 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.

- Gather information from the 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 the 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 the implementation of 504 plans by parents/guardians and/or students should be directed to the teacher in question. If a 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.

Newburyport Public Schools
Notice of Parents/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 Coordinators are:

Newburyport High School: Lauren Gee, Director of Guidance, lgee@newburyport.k12.ma.us

Nock Middle School: Kathryn Parsons, Assistant Principal, kparsons@newburyport.k12.ma.us

Molin Upper Elementary School: Leigh Curtis-Pare, Assistant Principal Lcurtispare@newburyport.k12.ma.us

Bresnahan Elementary School: Michael Munroe, Assistant Principal mmunroe@newburyport.k12.ma.us

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

Wesley Pierce   **wpierce@newburyport.k12.ma.us**
Director of Student Services
70 Low Street   **978-465-4456, ext. 2013**
Newburyport, MA 01950

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

<div align="center">

Newburyport Public Schools
</div>

Administration Office -70 Low Street - Newburyport, MA 01887

Section 504 Accommodation Plan

Effective date: **Review date:**

Name: ID:

Date of birth: Grade:

School: Newburyport 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 a student's life activities in school?

Parent/guardian and/or student concerns:

List of evaluations:

Student history and any evaluative data considered at the meeting:

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

Page 1

Newburyport Public Schools

Administration Office - 70 Low Street - Newburyport, MA 01950

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

Newburyport 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:

o   **[Insert School-based Section 504 Coordinator contact information]**

Enclosed with this letter, please find a copy of Newburyport Public Schools' Notice of Parents/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

Effective Date: _____   Review Date: _____

Student Information

Name: _____   School:

_____

LASID #: _____   Grade: _____

DOB:_____   Primary Language: _____

Reason for ISSP: _____ MCAS   _____ IST   _____ 504 exit _____ No SPED

Testing Data

Please list evaluation data that is evidence for this ISSP. (MCAS, DIBELS, STAR360, etc.)

Student Profile

Student Strengths:

Student Area of Struggle:

Parent/Guardian Notification   Date: _____   email   phone
Notes:

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Instructional Supports, Interventions, and Accommodations

☐ ELA/Reading Support (in school)

☐ ELA/Reading Support (after school)

☐ ELA/Reading Support (summer school)

☐ Mathematics Support (in school)

☐ Mathematics Support (after school)

☐ Mathematics Support (summer school)

☐ Home-School Packets

☐ Peer Tutoring

Please list any other accommodations currently in place.

Student Goals

List goals for this ISSP plan and the actions that demonstrate progress toward the goals.

GOAL #1 :

_____

_____

Action Steps:

_____

_____

GOAL #2 :

_____

_____

Action Steps:

_____

_____

GOAL #3 :

_____

_____

Action Steps:

_____

_____

Appendix H: Screening Report

Newburyport Public Schools
Screening Report

Student Name:

Date of Screening:

Screening Material Used:

Reading Specialist:

Referred By:

Grade Level:

Areas of concern		Comments
Fluency	☐	
Comprehension	☐	
Decoding	☐	

Recommendation and Comments:

Sincerely,

_____

Reading Specialist

Appendix I: Reading Intervention Services Report

Newburyport Public Schools
Reading Intervention Services Report

Student Name: Date:

Grade: School:

Reading Specialist:

Services Received:

	Has made improvement	Continues to need improvement
Vocabulary development	☐	☐
Reading Fluency	☐	☐
Phonics/skills Decoding	☐	☐
Comprehension	☐	☐
Written Language	☐	☐

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

Test	Date Taken	Result (circle)
MCAS Retest		Pass Fail
MCAS Retest		Pass Fail
MCAS Retest		Pass Fail
MCAS Retest		Pass Fail

Courses

Course	Grade Taken	Result (circle)
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)**

Assessment Taken	Date Taken	Result

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

Newburyport 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.*

	Strength	*Challenge*
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*

**Bresnahan Elementary School
Student Support Team (SST)
Referral Form**

Our Student Support Team (SST) is designed to support both students and teachers. Students requiring more or less intensive support to aid either remediation or enrichment are identified through a process of analyzing data from universal and formative assessments . Our Team works collaboratively with teachers to make data-driven decisions on the delivery of personalized interventions then uses a Response to Intervention (RTI) approach to monitoring student progress.

Please complete this referral in its entirety. Also, please consider consulting all staff members who currently and/or previously have supported the student, including but not limited to Specialty Content Teachers, Service Providers, and previous years classroom teachers.

*Required

1. Email:*

    _____

2. Referring Teacher Name:*

    _____

3. SST Meeting Time Preference:*

    ● Thursday Morning (7:00-7:30)
    ● Thursday Afternoon (3:15-3:45)

4. Student ID #:*

    _____

5. Student Name (Last, First):*

    _____

6. Grade:*

    _____

7. Homeroom/Classroom Teacher Name (Last, First):*

    _____

8. Home Language(s):*_____

9. ELD Level:*

_____

10. Current In-School Services:*

- Literacy Resource
- Title I Services
- Math Resource
- Tier 3 Math Intervention (with Interventionist)
- Speech
- OT/PT
- Adaptive PE
- Vision
- Tier 3 Reading Intervention
- ESL Instruction
- School Counseling Services
- None
- Other_____

11. Outside Service Agencies:

_____

_____

12. Current Data Points

Assessment	Score
Beginning of Current Year **DIBELS**	
Middle of Current Year **DIBELS**	
Beginning of Current Year **F&P Instructional Level**	
Middle of Current Year **F&P Instructional Level**	
Beginning of Current Year **Math iReady score**	
Middle of Current Year **Math iReady score**	

13. Student Strengths:*

_____

_____

_____

14. Primary Concern:*

- Literacy
- Math
- Behavior
- Social/Emotional
- Attendance
- Medical

15. Please define the primary concern chosen above in specific, observable, measurable terms:*

_____

_____

_____

_____

_____

16. Please describe previously implemented interventions (ie. small group instruction, one-to-one instruction, double-dose, behavior chart, etc.) and the student's response to them:

_____

_____

_____

17. Secondary Concern(s):*

- Literacy
- Math
- Behavior
- Social/Emotional
- Attendance

- Medical

18. Please define the secondary concern(s) chosen above in specific, observable, measurable terms:*

_____
19. Please describe previously implemented interventions (ie. small group instruction, one-to-one instruction, double-dose, behavior chart, etc.) and the student's response to them:

_____
20. Student Goal:*
Based on my primary concern, and if applicable, my secondary concern(s), my goal for the student is…

_____

_____

21. SST Goal:*
Based on my expectations of the SST, my goal for the SST is to support me by…

_____

_____

Has the student's family been contacted and made aware of your concern(s)?*
- Yes
- No

22. Please describe any interventions being implemented at home by the family:

_____

_____

Thank you for completing this referral form.
We look forward to supporting you and the student.

You will receive a Google Calendar invitation to an upcoming meeting based on the preferences you selected.

Thanks again.

Bresnahan Elementary School
Student Support Team
Support Plan

Student ID #: *|ID #:|*
Student Name: *|Student Name:|*
Grade: *|Grade:|*
HR Teacher: *|HR Teacher:|*

Primary Concern: *|Primary Concern:|*

Student Goal: *|Student Goal:|*

Tier 2 Supplemental Intervention	Interventioni st	Duration & Frequency	Progress Monitoring Tool
|Tier 2 (Supplemental) Intervention|	*|Tier 2 Interventionis t|*	*|Tier 2 Duration & Frequency|*	*|Tier 2 Progress Monitoring Tool|*

Tier 3 Intensive Intervention	Interventioni st	Duration & Frequency	Progress Monitoring Tool
|Tier 3 (Intensive) Intervention|	*|Tier 3 Interventionis t|*	*|Tier 3 Duration & Frequency|*	*|Tier 3 Progress Monitoring Tool|*

Additional Next Steps	Staff Member
|Additional Next Steps|	*|Staff member responsible for next step|*

Mode of Parent Communication: *|Mode of Parent Notification|*
Follow-up Date & Time: *|Follow-up Date & Time|*

Bresnahan Elementary School
Student Support Team (SST)
Intervention Tracker/Progress Monitoring Form

Intervention:

Interventionist:

Date	Observations/Reports/Outcomes

Molin SST Initial Request for Assistance

Please complete strengths first

Student Name:_____Grade:_____DOB:_____

Teacher (s) submitting request:_____Date:_____

Student's Area(s) of Strength:

Academic/Arts: _____Completes Classwork _____Subject Area Success

_____iReady Reading Score _____Completes Homework _____ Attendance Consistent

_____ iReady Math Score _____Completes Homework _____ Attendance Consistent

Executive Functioning: _____Organization _____Planning _____Time Management

_____Works Independently _____Contributes to Class Discussions _____ Creative

_____ STEM/Science _____Art _____Music _____Technology _____PE

Please elaborate on specific strengths and observations, including any areas of interest:

_____

_____ _____

Self Regulation/SEL: _____ Self-Regulates _____Empathetic/Kind _____Self-Directed

_____Self-Advocates _____Self-Awareness _____ Perseveres

_____Impulse-Control _____Uses Strategies _

Please elaborate on specific strengths and observations, including any areas of interest:

_____

_____

Relationships: _____Has Friends _____Works Well in Groups _____Stable Home Life

_____ Relates Well to Staff _____Teams (sport or other)

_____Extra-Curricular Activities _____Community Relationships (church, volunteer)

Staf Connection with:_____

Please elaborate on specific strengths and observation, including any areas of interests:

_____

Physical/Mental Health: _____ Healthy _____Attentive _____ Good Hygiene

_____ Gross Motor _____ Fine Motor _____Health Needs Addressed _____ Sleeps Well

BIMAS Scores:

Please elaborate on specific concerns and observations:_____

_____

Proposed SST Initial Request for Assistance

Student's Area(s) of Difficulty:

Academic/Arts: _____Missing Work _____Less Productive _____No Homework _____Comprehension

_____Poor Attendance/Tardiness Executive Functioning: _____

_____Class Participation_____Math _____Reading _____Writing

Struggles in which explore classes(if any)_____

Is this a recent change? ___Yes ___No How Long? _____

Please elaborate on specific concerns and observations:_____

_____

Self Regulation/SEL: _____Hyper _____Angry _____Defiant _____Over-Sensitive _____Withdrawn
_____Sad/Teary _____Anxious _____Self-regulation _____Triggers _____Outside Counseling

_____Attention Seeking _____Other

Is this a recent change? ___Yes ___No How Long? _____

Please elaborate on specific concerns and observations:_____

_____

_____

Relationships: _____Poor Peer Relations _____Poor Adult Relations _____Difficulties at Home

_____Victim of Teasing/Bullying _____Expresses need to be alone _____Other

Is this a recent change? ___Yes ___No How Long? _____

Please elaborate on specific concerns and observations:_____

_____

_____

Physical/Mental Health:

_____Sleepy   _____Inattentive   _____Frequent Trips to the Nurse/Bathroom

_____Poor hygiene   ____Takes Medication   ____Sensory Needs

_____Negative/Flat Affect _____Depressed   _____Withdrawn

BIMAS Scores:_____

Is this a recent change?   __Yes   __No   How Long?   _____

Please elaborate on specific concerns and observations:_____

Initial Request for Intervention

Please complete strengths first

Student Name:_____Grade/Team_____DOB:_____

Submitting request:_____Teacher(s) ___Parent(s) ___Student_____Date:_____

Student's Area(s) of Strength:

Academic/Arts: _____Completes Classwork   _____Subject Area Success

_____iReady Reading Score _____Completes Homework _____ Attendance Consistent

 _____ iReady Math Score _____Completes Homework _____ Attendance Consistent

Executive Functioning: _____Organization _____Planning _____Time Management

_____Works Independently _____Contributes to Class Discussions _____ Creative

 _____ Initiates tasks independently _____Uses MUD/other _____Takes relevant notes
 _____ STEM/Science _____Art _____Music _____Technology _____PE/Wellness

Please elaborate on specific strengths and observations, including any areas of interest:

_____

_____ _____ _____

Emotional/Behavioral: _____ Self-Regulates _____Empathetic/Kind _____Self-Directed

_____Self-Advocates _____Self-Awareness _____ Perseveres _____Impulse-Control
_____Uses Strategies

_____

Relationships: _____Has Friends _____Works Well in Groups _____Stable Home Life

_____ Relates Well to Adults _____Kind

_____

Physical: _____ Healthy _____Attentive _____ Good Hygiene _____ Gross Motor

_____ Fine Motor _____Health Needs Addressed _____Medication effective

Initial Request for Assistance
Student's Area(s) of Difficulty:

Academic: _____Missing Work   ___Less Productive _____No Homework _____Comprehension

_____Poor Attendance _____Math _____Reading

_____Writing _____Other

Executive Functioning: ____ Attention difficulties _____Organizational difficulties ____Difficulty planning

_____Difficulty initiating tasks _____Difficulty staying focused on independent tasks

_____Working memory difficulty _____Processing difficulty

Is this a recent change?   __Yes   __No   How Long?

Please elaborate on specific concerns and observations:_____

Emotional/Behavioral: _____Hyper _____Angry _____Defiant _____Over-Sensitive _____Withdrawn

_____Sad/Teary   _____Anxious _____Self-regulation _____Triggers

_____unempathetic _____Attention Seeking   _____Other

Is this a recent change?   __Yes   __No   How Long?   _____

Please elaborate on specific concerns and observations:_____

_____

_____

Relationships: _____Poor Peer Relations _____Poor Adult Relations _____Difficulties at Home

_____Victim of Teasing/Bullying ____Teases/Bullies _____ Unkind _____Other

Is this a recent change?   __Yes   __No   How Long?   _____

Please elaborate on specific concerns and observations:_____

_____

Physical: _____Sleepy _____Inattentive _____Frequent Trips to the Nurse/Bathroom

_____Spacey ____Poor hygiene ___ Medication ineffective ____Sensory Needs____

Is this a recent change?   __Yes   __No   How Long?   _____

Please elaborate on specific concerns and observations:_____

_____

Newburyport High School

Response to Intervention (RTI) Referral

Date: _____   Teacher: _____

Student: _____   D.O.B. _____   Age_____   Grade: _____

1. Check areas of Concern regarding the student:

    Behavioral _____   Academic _____   Social-Emotional _____

    Other (Please Describe) _____

2. Describe the specific concerns (e.g., attendance/tardiness/nurse and/or guidance visits, etc).

3. List what interventions/strategies have already been utilized in your class and/or others.

4. Have you contacted the parent/guardian? How did they respond to your concerns?

5. List any support services the student currently receives (e.g., 504/IEP).

6. What would most like to see this student accomplish?

7. What are the student's strengths?

I have implemented the following **accommodations** (when applicable):

Physical/Structural	**Organization**

Physical/Structural

__ Preferred Seating

__ Reduce/minimize distractions

__ Movement/sensory breaks

__ Access to seat cushions/stress balls

__ Alternative workspace

__ Flexible student grouping

Organization

__ Contract for learning

__ Flexible schedule

__ Clear routines

__ Provide organizational strategies

__ Visual, auditory, and/or transitional aides

__ Time management tools (e.g., daily planner)

Behavioral/Social Emotional

__ Post and teacher behavioral expectations

__ Use of positive reinforcement, rewards/incentives

__ Access to school counseling services

__ Use diverse classroom management techniques

__ Set clearly defined standards of behavior

__ Develop strategies for behavior modification

__ Use of charts and/or groups to monitor student progress

__ Provide self-monitoring checklists and strategies

__ Develop student contracts or behavior improvement plans

__ Model test taking strategies

Instructional/Assessments

__ Provide manipulatives/visual cues

__ Differentiate instruction

__ Provide assistance with note taking

__ Break tasks into manageable parts

__ Use study skill strategies in lesson

__ Provide graphic organizers and/or outlines

__ Provide reference tools

__ Reduce workload when appropriate

__ Clarify directions

__ Create contract with students

__ Models of end products

__ Use of calculators

__ Use of assistive technology

__ Alternative setting for assessment

__ Alternative forms of assessment