



The Dudley-Charlton Regional School District

DISTRICT CURRICULUM ACCOMMODATION PLAN

Massachusetts General Laws, Chapter 71, Section 38Q1/2 require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). Such plan is intended to guide principals and teachers in ensuring that all possible efforts have been made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in any school. The statute also encourages teacher collaboration and parent involvement. Another statute, Chapter 71, Section 59C (Parent Councils), was amended to include involvement of the Parent Councils in the development, evaluation and continuing revision of the DCAP.

In addition to a general district-wide curriculum accommodation plan, this plan has elementary, middle school and high school components. A final section details professional development opportunities, parent/community support and professional affiliations that teachers may access to support student learning.

This DCAP was refined through several meetings with district administrators; the result has been shared with each School Council.

The finally adopted DCAP was disseminated and explained to staff in building meetings at the elementary level. The document was shared with teachers at middle school team meetings and at Shepherd Hill Regional High School, teachers discussed the DCAP at department meetings.

A flow chart describes the process of moving from the identification of a concern through communication with parents, staff collaboration, articulation of strategies for accommodation and intervention, and periodic review and evaluation of student progress. Also included for each level is an annotated list of the school-based personnel who are available to assist and support classroom teachers in analyzing and accommodating the curriculum to the individual needs of students. There is a list of sample strategies and other actions from which teachers and collaborating staff may select appropriate accommodations for individual students. The list includes suggestions for accommodating concerns about academic progress as well as strategies and interventions intended to resolve social and behavioral issues.

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

Teachers in the Dudley-Charlton Regional School District are continuously monitoring student progress looking for opportunities to make accommodations to facilitate learning and to foster understanding. The district is committed to the concept of early intervention and to addressing learning issues in a timely fashion based on a team approach. The district's goal in this regard is to meet the need of every child, whether a struggling learner or one who is exceeding grade level expectations. "... [T]o advance the knowledge and well being of our children and our community" is the mission of the Dudley-Charlton Regional School District.

ELEMENTARY CURRICULUM ACCOMMODATION

Program and Structure Characteristics Supporting Curriculum Accommodation for General Education Students

- Small class size
- Differentiated instruction philosophy
- Directed professional development for professional and paraprofessional staff
- District-wide kindergarten screening
- Portfolio system for collecting designated student work and assessing programs over time
- Building-based cultural enrichment activities
- Curriculum and instructional activities that address varied learning styles
- 504 Plans
- Sheltered English Immersion strategies for students with Limited English Proficiency

Personnel Resources Providing Specific Consulting/Support/Intervention in the General Education Setting

Elementary Level

- **Principal**
Articulation and modeling of vision and principles, supervision and evaluation of staff, fostering a philosophy of accommodation, facilitating staff collaboration and communication.
- **Guidance Counselors**
Liaison between home and school, parent and teacher support and consultation
- **Reading Specialists/504 Coordinator**
Teacher consultation for curriculum modification, screening, informal/ formal assessment, direct service to groups/individuals, demonstration teaching, co-taught classes
- **Curriculum Director**
Assist principals and teachers with curriculum and instruction oversight, analysis of student achievement data, teacher assistance with curriculum modifications, curriculum resource acquisition and allocation
- **Occupational Therapist/Physical Therapist/Speech and Language Specialists**
Teacher consultation, classroom observation of students, informal screening, formal assessments, parent/home consultation
- **Library /Media Staff**
Consultation with teachers regarding resources, support for enrichment and research
- **Nurses**
Consultation with staff, communication and consultation with parents, direct service to individual students and staff, vision and hearing screening. Serve on Instructional Support Team as needed, develop and manage a health care plan.
- **School psychologist**
Teacher consultation, referrals, formal evaluations, staff training
- **Crisis Intervention Team**
Each elementary building has a Crisis Intervention Team. This group of professionals has received extensive training in nonviolent crisis intervention. Team members respond to classrooms to provide de-escalation of disruptive behaviors and if necessary, physical restraint.
- **Instructional Support Team**
Classroom teachers and other school personnel serving as a problem-solving group to provide concrete solutions for learning and behavior problems.
- **Title 1 services** (Grades 1-6)
Tutorial program for math and English language arts
- **English Language Learner (ELL) Building Liaisons**
Expertise in state and federal regulations for Limited English Proficient (LEP) students as well as implementation of local protocol for ELL programming. Can provide information on instruction, assessment, interpretation/translation and cultural issues that affect education of LEP students in district.

ACCOMMODATIONS, MODIFICATIONS, AND INTERVENTIONS THAT MAY BE RECOMMENDED, BUT ARE NOT LIMITED TO GENERAL EDUCATION STUDENTS

ELEMENTARY

Curriculum, Instruction, Assessment Strategies

Provide multi-modal presentations of materials
Utilize differentiated instruction and assignments
Make use of multiple intelligence/learning style approaches
Develop alternate assessments
Repeat or reteach concepts
Provide individual help in the classroom
Model content area reading strategies
Utilize transition cues
Include study skills strategies
Offer oral or untimed testing
Develop student-teacher learning contracts
Incorporate incentives and rewards
Utilize technology/computer-assisted instruction
Provide challenging projects
Develop integrated curriculum projects

Behavioral Intervention Strategies

Classroom interventions by guidance counselor and/or school psychologists
Rearrange seating, perhaps closer to teacher or peer model
Develop student-teacher contracts
Develop behavioral plans
Include positive reinforcement, incentives, rewards
Utilize charts and graphs to monitor expectations
Adjust classroom management strategies
Facilitate parent support, communication
Consult with school psychologist, special needs staff
Individual and small group counseling

Organizational Strategies

Provide a school-wide agenda system
Develop a flexible, modified schedule
Utilize flexible grouping
Utilize contract learning
Utilize team teaching
Implement a limited progress reporting system
Utilize cooperative teaching
Consult and co-plan, by grade level team

Intervention/Remediation/Challenge

Provide test taking strategies and practice
Utilize miscue analysis and prescriptive teaching
Develop study skills strategies
Consult with teacher mentors
Provide after school help
Utilize peer buddy systems

School and Home Contacts

Contact last year's teacher(s)
Ask parents to structure study time
Student's cumulative records
Portfolio samples

**The Dudley-Charlton Regional School District
General Education Curriculum Accommodation Plan – *Elementary***

School Name:

Developed by:

Date:

Student Name:

Date of Birth:

Additional Accommodations and Strategies may be added to each section.

Curriculum/Instruction/Assessment Strategies	
Provide multi-modal presentations of materials	
Utilize differentiated instruction and assignments	
Develop alternate assessments	
Offer peer teaching and group activities	
Model content area reading strategies	
Provide individual help in the classroom	
Include study skills strategies	
Utilize transition cues	
Develop student-teacher learning contracts	
Incorporate incentive rewards	
Utilize computer assisted instruction	
Provide challenging projects	
Model graphic organizers	
Utilize multiple intelligence/learning style approaches	
Develop integrated curriculum projects	
Develop practice materials centered around student interests	
Offer oral/untimed tests	
Other testing modifications (specify _____)	
Utilize Sheltered English Immersion category 2 strategies	

Behavioral Intervention Strategies	
Classroom interventions by guidance counselor	
Develop student-teacher contracts	
Develop behavior plan	
Include positive reinforcement/incentives/rewards	
Facilitate parent support/communication	
Consult with school psychologist etc.	
Individual and small group counseling	
Communicate patience through eye contact, body language, calm voice	
Provide frequent and immediate positive feedback (verbal praise)	
Organizational Strategies	
Use school wide agenda system	
Develop flexible/modified schedule	
Use flexible grouping	
Utilize contract learning	
Utilize team teaching	
Consult and co planning by grade level team	
Implement a limited progress reporting system	
Intervention/Remedial/Challenge	
Utilize miscue analysis and prescriptive teaching	
Develop personalized study skills and strategies	
Consult with teacher mentors	
Provide after school help	
Utilize peer buddy system	
Provide test taking strategies and practice	
Unique Accommodations	

MIDDLE SCHOOL CURRICULUM ACCOMMODATION

Program and Structure Characteristics Supporting Curriculum Accommodation for General Education Students

- Team structure grades 5 –8
- Provide multi-modal presentation and instruction
- Utilize differentiated instruction and assignments
- Course/grade level acceleration
- Strong exploratory program for the purpose of specific curriculum enhancement, including remediation, enrichment, and acceleration
- Reading /literacy classes
- Writing portfolio system
- After school help in all core academic subjects
- Individual Student Success Plans (ISSPs) for all students who score below 220 on any MCAS assessment
- Peer tutoring by National Junior Honor Society members
- General education programs *Stars* and *Aces* to provide additional support
- Intramural program, including Homework Club, meeting at least once a week
- Detention – in-school suspension
- Retention
- Sheltered English Immersion strategies for Limited English Proficient students

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

Middle Level

- **Administrative Team**
Support teachers in meeting the learning needs of all students, with social/behavioral issues, behavioral interventions with students, scheduling accommodations, articulation and implementation of vision and principles, supervision and evaluation of staff, fostering of a philosophy of accommodation
- **Curriculum Director**
Support the principal and teachers by overseeing curriculum and instruction, analysis of student achievement data, teacher assistance with curriculum modifications, curriculum resource acquisition and allocation
- **School Nurse**
Consultation to parents, students and staff, direct service for individual students
- **Library/Media staff**
Support for student research, consultation with teachers and students about curriculum resources
- **Grade-level Teaching Teams**
Review of MCAS and other performance data, develop Individual Student Success Plan, conduct discussions of curriculum and instruction accommodations for individual student needs
- **School Psychologist**
Teacher consultation, referrals
- **Guidance Counselors**
Behavioral interventions with students, management strategy support for the teacher
- **Crisis Intervention Team**
Both Dudley Middle School and Charlton Middle School have a Crisis Intervention Team. This group of professionals has received extensive training in nonviolent crisis intervention. Team members respond to classrooms to provide de-escalation of disruptive behaviors and if necessary physical restraint.
- **504 Plans**
- **Title 1 Services** (grades 5-6)
- **Drug Abuse Resistance Education (DARE) Officer**
Provides DARE education and supports appropriate behavior and responsible choices
- **Department of Youth Services (DYS), Department of Social Services (DSS) Dudley District Court Probation Department**
- **ELL Building Liaisons**
Expertise in state and federal regulations for Limited English Proficient students as well as implementation of local protocol for ELL programming. Can provide information on instruction, assessment, interpretation/translation and cultural issues that affect education of Limited English Proficient students in district.

**The Dudley-Charlton Regional School District
General Education Curriculum Accommodation Plan –*Middle School***

School Name:

Developed by:

Date:

Student Name:

Date of Birth:

Additional Accommodations and Strategies may be added to each section.

Curriculum/Instruction/Assessment Strategies	
Provide multi-modal presentations of materials	
Utilize differentiated instruction and assignments	
Utilize multiple intelligence/learning style approaches	
Develop alternate assessments	
Offer peer teaching and group activities	
Model content area reading strategies	
Provide individual help in the classroom	
Include study skills strategies	
Model graphic organizers	
Utilize transition cues	
Develop student-teacher learning contracts	
Incorporate incentive rewards	
Utilize computer assisted instruction	
Provide challenging projects	
Develop integrated curriculum projects	
Offer oral/untimed tests	
Other testing modifications (specify)	
Sheltered English Immersion category 2 strategies for Limited English Proficient students	

Behavioral Intervention Strategies	
Classroom interventions by guidance counselor	
Develop student-teacher contracts	
Develop behavior plan	
Include positive reinforcement/incentives/awards/rewards	
Utilize charts and graphs to monitor expectations	
Adjust classroom management strategies	
Facilitate parent support/communication	
Consult with school psychologist, etc.	
Individual and small group counseling	
Organizational Strategies	
Use school-wide agenda system	
Help student organize notebook or provide folder to organize work	
Develop flexible/modified schedule	
Use flexible grouping	
Utilize contract learning	
Remind students about long-term assignments	
Break long-term assignments into smaller units, building to larger outcome	
Utilize team teaching	
Consult and co-plan by grade level team	
Implement a limited progress reporting system	
Intervention/Remedial/Challenge	
Utilize miscue analysis and prescriptive teaching	
Develop personalized study skills and strategies	
Consult with teacher mentors	
Provide after school help	
Utilize peer buddy system	
Provide test taking strategies and practice	
Unique Accommodations	

POSSIBLE CURRICULUM ACCOMMODATIONS

Physical

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

Structural

Change teams
Use contract learning
Cross grade levels
Develop and save alternate assignments

Organizational

Experiment with a flexible schedule
Rotate the student's schedule
Include an extended day program
Reduce the student's schedule
Invite parental assistance
Arrange parent workshops
Insist on frequent progress reports

Remedial

Offer afterschool supports
Schedule counseling or meetings
Improve parent communication
Find a buddy reader
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
Arrange email communication
Take advantage of computer labs and/or classroom computers
Offer research assistance
Utilize listening centers

Behavioral

Change seats
Utilize charts- use simple corrective messages
Provide a mentor
Refer parent to agency
Provide set of rewards
Plan parental programs
Adjust classroom management
Positive reinforcement
Arrange alternative programs

Instruction/Assessment

Extended time on tests
Peer tutor
Oral testing
Provide manipulatives
Alternate assessment
Vary teaching strategies
Identify student's learning style
Assign mentors
Provide visual cues
Include transition cues
Provide study guides (power point)
Create flashcards
Break down tasks
Arrange small group instruction
Provide individual help within class
Reduce workload
Contracts with students
Include tactile activities
Use homework logs
Provide wait time
Provide reference tools
Insist on graphic organizers
Teach test taking strategies and provide copious practice
Cue to use LINKS, *Report Form*, *Written Expression* and *Story Form*

HIGH SCHOOL CURRICULUM ACCOMMODATIONS

Program and Structure Characteristics Supporting Curriculum Accommodation for General Education Students

- Leveled classes in core subjects
- Directed study
- Strong elective program to meet interest areas and meet needs
- Massachusetts Academy of Math and Sciences
- SHARP - Drop-out prevention program
- Cooperative program with:
 - Worcester Science Biomedical Foundation
 - Worcester Polytechnic Partnership
 - Nichols College
- Advanced Placement (AP) courses
- Independent study for range of students from gifted to special needs
- Course load adjustment
- Computer and internet access through labs and in classrooms
- In-house supervision
- Service to community
- Peer tutoring by National Honor Society students
- Retention and repeating of specific courses
- After school help in all disciplines
- Extra curricular and co-curricular activities such as contests and other activities that are related to core academic subjects and curriculum frameworks
- Individual Student Success Plans for MCAS remediation
- Project Success – MCAS preparation (in school tutoring)
- MCAS Ready summer program
- Jump Start Student Orientation Program
- Sheltered English Immersion strategies for Limited English Proficient students

Personnel Resources Providing Consultation/Support/Intervention in the General Education Setting

High School Level

- **Guidance counselors**
Liaison between home and school, parent consultation, teacher support, student permanent file manager
- **Department Coordinators and Curriculum Director**
Curriculum and instruction oversight, teacher assistance with curriculum modifications, resource acquisition and allocation
- **MCAS Student Success Team**
Review of MCAS and other student performance data, development of Individual Student Success Plans
- **Assistant Principals, Principal, Director of Student Resources**
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 (as part of individual service to students)
- **Librarian**
Support for student research, teacher and student consultation about curriculum resources
- **Crisis Intervention Team**
Shepherd Hill Regional High School has a Crisis Intervention Team. This group of professionals has received extensive training in nonviolent crisis intervention. Team members respond to classrooms to provide de-escalation of disruptive behaviors and if necessary physical restraint.
- **School Psychologist**
Provides crisis intervention, academic mentoring, school drop-out prevention, makes recommendations to families regarding community services, serves as a liaison between Shepherd Hill and medical and clinical service providers in the community and provides special education evaluations
- **Probation Officer**
Meets with students in school to follow up on progress in the curriculum

Personnel Resources Providing Consultation/Support/Intervention in the General Education Setting

High School Level (continued)

- **Student Services Committee**
Administrators, guidance counselors, school psychologists, and special education representative review data and student performance to suggest school-wide changes in instructional and/or behavioral strategies.

- **Student Government**

- **Community Service opportunities**

- **504 Plans**

- ***The Master Teacher***
Weekly pamphlets on variety of pertinent issues in education, placed in teachers' mailboxes.

- ***Henry Wong Effective Teacher Videotape***
Series of tapes available for staff members to take home and view.

- **ELL Building Liaisons**
Expertise in state and federal regulations for Limited English Proficient students as well as implementation of local protocol for ELL programming. Can provide information on instruction, assessment, interpretation/translation and language acquisition issues that affect education of LEP students in district.

- **Culture-grams**
Series of articles that explain the native culture, language, and customs of countries of the world.

**The Dudley-Charlton Regional School District
General Education Curriculum Accommodation Plan –*Shepherd Hill***

Developed by:

Date:

Student Name:

Date of Birth:

Additional Accommodations and Strategies may be added to each section.

Curriculum/Instruction/Assessment Strategies	
Provide multi-modal presentations of materials	
Utilize multiple intelligence/learning style approaches	
Develop integrated curriculum projects	
Use graphic organizers	
Model content area reading strategies	
Develop practice materials centered around student interests	
Utilize computer assisted instruction	
Make use of transition cues	
Include study skills strategies	
Have copies of class notes available	
Furnish study guides	
Offer peer teaching and group activities	
Provide individual help in the classroom	
Provide challenging projects	
Offer oral /untimed tests	
Develop alternate assessments	
Redo tests / assignments	
Provide testing modifications (specify _____)	
Sheltered English Immersion category 2 strategies	

Behavioral Intervention Strategies	
Classroom interventions by guidance counselor	
Develop student-teacher contracts	
Develop behavior plan	
Utilize charts and graphs to monitor expectations	
Adjust classroom management strategies	
Facilitate parent support/communication	
Consult with school psychologist, etc.	
Individual and small group counseling	
Organizational Strategies	
Use agenda system	
Help student organize notebook or provide folder to organize work	
Develop flexible/modified schedule	
Use flexible grouping	
Utilize contract learning	
Remind students about long-term assignments	
Break long-term assignments into smaller units, building to larger outcome	
Consult and co-plan by grade level or department team	
Implement a limited progress reporting system	
Intervention/Remedial/Challenge	
Utilize miscue analysis and prescriptive teaching	
Develop personalized study skills and strategies	
Consult with teacher mentors	
Provide afterschool help	
Utilize peer buddy system	
Provide test taking strategies and practice	
Unique Accommodations	

SUGGESTED GENERAL CURRICULUM ACCOMMODATIONS

Physical

Arrange preferred seating
Incorporate stress release activities
Use visual/auditory aids
Experiment with use of space
Include energizers
Remove distractions
Consider a better student/teacher match

Structural

Change course
Change instructors
Use contract learning
Cross grade levels
Develop and save alternate assignments

Organizational

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

Remedial

Offer after school supports
Schedule counseling or meetings
Improve parent communication
Find a buddy reader
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
Arrange email communication
Utilize listening centers

Technology (continued)

Offer research assistance
Take advantage of computer labs

Behavioral

Change seats
Utilize charts- use simple corrective messages
Provide a mentor
Refer parent to agency
Provide set of rewards
Plan parental programs
Adjust classroom management
Positive reinforcement
Arrange alternative programs
Refocusing techniques

Instruction/Assessment

Extended time on tests
Peer tutor
Oral testing
Provide manipulatives
Alternate assessment
Vary teaching strategies
Identify student's learning style
Assign mentors
Provide visual cues
Include transition cues
Provide study guides
Create flashcards
Break down tasks
Arrange small group instruction
Provide individual help within class
Reduce workload
Contracts with students
Include tactile activities
Use homework logs
Provide wait time
Provide reference tools
Insist on graphic organizers
Teach test taking strategies and provide copious practice
Cue to use LINKS

SUGGESTED ACCOMMODATIONS FOR ELL STUDENTS

Language Support

- let students discuss in their first language to help clarify and process information
- have teacher or instructional paraprofessional who does speak the student's primary language available at certain points for clarification purposes
- have bilingual dictionaries available

Reinforce Instruction

- say things many ways and repeat them
- post directions so students can refer back to them
- have students read, interpret, and put in their own words
- demonstrate activity

Apply the Four S's

- slower - extend the timeline
- shorter - divide into shorter steps (use shorter paragraphs and sentences)
- simpler - change to more common words and sentence structures; no confusing idioms
- support - use groups to support independent work

Change the Topic

- to something more familiar from student's background or life experience

Change the Product

- from unfamiliar to familiar
- from impersonal to personal
- from written to oral

Reduce Distractions

- from noise, other students, activity and clutter in the room

Change the Scheduling

- time of the day
- length of time on task
- amount and timing of rest breaks

Change the Setting

- small group, alone, or with more space
- away from distracting stimuli
- have interpreter during oral instruction
- let student select best place to work

Analyze Progress Indicators for Students

- ELL profile sheet (from liaison or yellow folder)
- MEPA results
- MELA-O results

Professional Development Opportunities

- Graduate work reimbursement
The Dudley-Charlton Regional School District teacher contract includes a provision for graduate level course or conference reimbursement up to \$750 each year.
- Professional Development Committee
Staff members can submit proposals for and requests for study groups and workshops. These proposals must be directly related to curriculum frameworks, district improvement goals, highly qualified teaching status, and/or school improvement plans.
- Professional Resource Libraries
Each building in the district maintains a professional shelf with books and journals supporting teachers in the areas of teaching methods, curriculum design and educational standards. Each school psychologist and team chair has books describing disability types and suggestions for accommodating the curriculum to meet student needs.
- Summer workshops
Each summer the district funds a variety of professional development activities in English Language Arts, Mathematics, and Technology to enhance the skills of teachers and paraprofessionals.
- District Mentoring Programs
Teachers who are new to the district attend an orientation program in the summer prior to the start of the school year. This induction provides introductions to district staff members and programs as well as extensive information on school policies and procedures. Each new staff member is assigned an individual mentor to work with throughout the year, as they become acclimated to school culture and practices.
- D.A.R.E.
Each Middle School works in conjunction with its community police department to provide the DARE drug resistance program for students. Funding for this program originates from a collaborative grant sponsored by the state.
- Consultation Services
Teachers have access to various types of consultation to assist them with student needs in their classrooms. Types of consultation include but are not limited to:
 1. Consultants who provide information and strategies related to specific, low-incidence disabilities.
 2. Consultants who observe in classrooms and provide strategies for behavior management.
 3. Special Education faculty provides consultation in their areas of expertise to classroom teachers

- **Southern Worcester County Educational Collaborative (SWCEC)**
 Neighboring communities joined to create SWCEC. The collaborative was formed as a way to meet regional special needs requirements and challenges for its member school districts. SWCEC allows member districts to cooperatively plan, develop and implement programs for students with special needs. The collaborative provides a mechanism for people to share ideas, resources, and professional development activities.

- **Early Intervention**
 The Kennedy-Donovan Center in Southbridge is our early intervention agency. They serve children with specific needs from birth to three years of age. Early Intervention staff works closely with Charlton Elementary School and Mason Road School staff to ensure a smooth transition of services for students with special needs as they reach their third birthday.

- **District Strategic Planning Committee**
 This plan provides opportunities for all staff members to meet and work towards refining K-12 curriculum goals.

- **NEASC Accreditation Visiting Team Participation**
 Staff members review programs in terms of the 7 NEASC standards for learning. This enables participants to observe "best practices" in other school settings.

- **French River Educational Collaborative offerings**

- **Sheltered Content Category Trainings (1-4)**

Functional Behavioral Assessments Positive Behavior Support Plans

A comprehensive plan was created as part of the District's School Psychologist Supervision Group, under the direction of Dr. Michael Cameron, in order to be in compliance with the amendments to IDEA that required school districts to conduct functional behavioral assessments under certain circumstances. Over several sessions, the participants evaluated forms from other districts and examined best practices in an attempt to develop a format for problem identification and to analyze behavior. They also developed a form that presents information in a consistent manner throughout the district.

Very often there are internal or external factors that interfere with the learning process. The functional behavioral assessment is the process of determining the purpose of the problem behavior prior to developing an intervention plan that is based on the hypothesized cause of behavior. The information is gathered through interviews, rating scales, and observations. The function of the behavior may be to gain attention or tangible reinforcement like access to other desired events or times. The behavior may allow the student to avoid or escape demands or other undesired events/activities or occurs due to its sensory consequences such as relieving pain or adding pleasure. Once the student-specific reasons associated with the occurrence or nonoccurrence of a specific behavior is identified, the Educational Team can select interventions to address the problem behaviors and develop a Positive Behavioral Support Plan.

The components of this plan are available from the school psychologist at each building.