

Saugus Public Schools - District Curriculum Accommodation Plan

**Saugus School District
23 Main Street
Saugus, MA**

DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP)

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

September 2009

Saugus Public Schools - District Curriculum Accommodation Plan

TABLE OF CONTENTS

Superintendent’s Introduction and Rationale.....	3
Massachusetts Department of Education DCAP Memorandum (2/20/01).....	4
Introduction to DCAP.....	6
Overview of Accommodations.....	8
Elementary Curriculum Accommodation.....	9
• Program and Classroom Characteristics and Structures Supporting Curriculum Accommodation for Regular Education Students	
• Personnel Resources Providing Specific Consultation/Support/Intervention in the Regular Education Setting	
• Accommodations, Modifications, and Interventions that May Be Recommended, But Not Limited to Regular Education Students	
Middle School Curriculum Accommodation.....	12
• Program and Classroom Characteristics and Structures Supporting Curriculum Accommodation for Regular Education Students	
• Personnel Resources Providing Specific Consultation/Support/Intervention in the Regular Education Setting	
• Accommodations, Modifications, and Interventions that May Be Recommended, But Not Limited to Regular Education Students	
High School Curriculum Accommodation.....	15
• Program and Classroom Characteristics and Structures Supporting Curriculum Accommodation for Regular Education Students	
• Personnel Resources Providing Specific Consultation/Support/Intervention in the Regular Education Setting	
• Accommodations, Modifications, and Interventions that May Be Recommended, But Not Limited to Regular Education Students	
Instructional Support Intervention Process.....	18
Instructional Support Team Referral Form.....	19
Useful Websites for Additional Information.....	22
Appendices: Specific School-Based Information.....	24

Saugus Public Schools - District Curriculum Accommodation Plan

- Elementary Schools
- Middle School
- High School

Vision, Mission, and Core Values

Richard Langlois, Superintendent

To the Saugus School Community,

Teachers make the difference in what we do. We will continue to bridge relationships that will allow us to move forward, in this era of educational reform, to provide the best education for our students. Together we will make others take notice that “great teachers, great teaching” is a prescription for success.

Our Vision

Saugus is a place of excellence where children are able to achieve their full potential. For Saugus, however, it’s more than a place of excellence, excellence is a culture! Everything we do is focused on doing the best for our children so that they can compete, successfully, in this ever-changing global community. It is about providing a quality education, with the best technologies and skills, that will enable all children to contribute, survive, in a new world order.

Our Mission

The mission of the Saugus Public Schools is to educate, challenge, and empower students to be life-long learners and to achieve excellence with integrity in the 21st century as productive, caring, and contributing members of society. The Saugus School District promotes intellectual, ethical and social growth within a dynamic educational community in order to develop knowledgeable, productive and caring citizens. Our **Core Values** are Integrity, Curiosity, Respect, Compassion, Community, Responsibility, Work Ethic, and Curiosity.

Respectfully,

Richard Langlois

Saugus Public Schools - District Curriculum Accommodation Plan

**District Curriculum Accommodation Plan (DCAP)
Massachusetts Department of Education Memorandum (2/20/01)**

Saugus Public Schools - District Curriculum Accommodation Plan

Saugus Public Schools - District Curriculum Accommodation Plan

Introduction to DCAP

Each school district in the Commonwealth of Massachusetts is required to develop a District Curriculum Accommodation Plan (DCAP) to assist school leaders and teachers in planning and providing a general education program that is able to accommodate students' diverse learning needs and avoid unnecessary referrals to special education. The Massachusetts General Law related to DCAP is as follows:

New Section 38Q ½ added to Chapter 71

“A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet 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 education classroom and in providing appropriate services and support within the regular education program 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. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.”

Recent amendment made to Chapter 71, Section 59C

The school council, including the school principal, shall meet regularly and shall 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 Section 38Q ½, shall assist in the review of the annual budget, and in the formulation of a school improvement plan.

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

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

Assistance to Regular Education Classroom Teachers – Such assistance includes such things as professional development that will help them to analyze and accommodate

Saugus Public Schools - District Curriculum Accommodation Plan

various students' learning needs, including students who are English Language Learners, and to manage students' behavior effectively.

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

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

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

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

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

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

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

Saugus Public Schools - District Curriculum Accommodation Plan

Overview of Accommodations

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

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

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

Saugus Public Schools - District Curriculum Accommodation Plan

Elementary Curriculum Accommodation

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

- Small class sizes staffed by highly qualified personnel who demonstrate core content knowledge
- Standardized (formative/summative) testing data: MCAS, DIBELS, GRADE, Baseline Reading Tests-Houghton-Mifflin, teacher administered assessments and content used to assess achievement and to inform instruction through pre/post test score comparisons
- Differentiation of instruction to include various learning modalities (www.unitedstreaming.com; PLATO; core curriculum series)
- Professional development for both professional and paraprofessional staff members
- Building teams who develop Action Plans to increase student achievement through Whole Faculty Study Groups (looking at student work, determination of the essential question: “What do we want students to know and be able to do in accordance with the MA Curriculum Frameworks learning standards?”; then designing instruction and assessment tools to reach student learning goals)
- District-wide Kindergarten screening
- Building based cultural enrichment activities (involving family interaction)
- Curriculum based “academic choice” instruction and activities to meet the needs of ALL learners

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

- Guidance Counselors – Liaison between home, school, local social service agencies, parent/guardian and teacher support and consultation, “Lunch Bunch” facilitation, social skill circle overseers, chairperson of Teacher Assistances
- Reading Specialists – Teacher consultants for curriculum modification or accommodations, screening and informal/formal assessment(s), direct service to groups or individual students, demonstration classes, co-taught classes, reading resource materials
- Occupational Therapist/Physical Therapist/Speech-Language Pathologist – consultation contacts for regular education staff, may conduct classroom observations of students for the purpose of informal screening(s), parent/home consult capacity

Saugus Public Schools - District Curriculum Accommodation Plan

- Library Support Staff – Saugus is most fortunate to have in-house staff and local librarians available for consultation with teachers to determine resources for content specific materials, support for enrichment and research
- Nurses – offer consultation to staff, training of personnel to enhance awareness of what to watch for in psychopharmacological effects, and practice of universal precautions in student injury situations, direct service to individual students and staff, vision and hearing screening, serves on Teacher Assistancess as needed
- School Psychologist – Teacher consultation, staff training, referrals, formal evaluations
- English as a Second Language (ESL) Teacher – direct service for identified students, teacher/parent consultations
- Teacher Assistance – Review of staff, principal and parent referred cases including review of a child’s cumulative file, determination of progress in curriculum review
- Principal – articulation and modeling of vision and principles (for district and specific school), supervision and evaluation of staff, fostering of accommodation philosophy, facilitating staff, collaboration and communication
- DARE Officer and Safety Officer – Police Department liaison, individual student or parent support and consultation, referral where appropriate
- School Social Worker(s) – provides teacher consultation, support to student and families, liaison for social/community agencies.

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

Curriculum/Instruction/Assessment Strategies

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

Saugus Public Schools - District Curriculum Accommodation Plan

- Offer peer teaching/group activities
- Model content area reading strategies (directly taught)
- Provide individual help in the classroom (one on one conferences with students with specific feedback)
- Include study skills strategies
- Utilize transition cues
- Develop teacher-student contacts
- Incorporate positive reinforcement incentives/rewards
- Use of technology/computer assisted instruction (www.unitedstreaming.com)
- Provision of challenge projects encouraging student creativity
- Offer of oral/untimed testing
- Use of multiple intelligence/learning style approaches DIFFERENTIATION
- Model use of graphic organizers (www.readwritethink.org)
- Develop integrated curriculum projects

Behavioral Intervention Strategies

- Classroom interventions by guidance counselor
- Arrange seating accommodations
- Develop behavioral intervention plans (BIP)
- Utilize charts/graphs to monitor expectations and provide a visual for student self-check monitoring
- Adjust classroom management strategies
- Facilitate parent/support communication
- Consult with school psychologist, social worker, special needs staff
- Individual and small group guidance counseling (“lunch bunch”, mediation, social circles)

Organizational Strategies Directly Modeled and Taught

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

Intervention/Remedial/Challenge Strategies

- Provide test taking strategies and practice
- Utilize miscue analysis/prescriptive teaching

Saugus Public Schools - District Curriculum Accommodation Plan

- Develop study skills strategies
- Consult with teacher mentors
- Provide after school help
- Utilize peer buddy systems

Saugus Public Schools - District Curriculum Accommodation Plan

MIDDLE SCHOOL CURRICULUM ACCOMMODATIONS

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

- Leveled classes in core subjects at grades 6, 7, and 8
- Computer labs (with assigned support staffing)
- Team structure at grades 6, 7, and 8
- Strong elective program for exploration and to meet interest areas (differentiation)
- Remedial reading classes
- Behavioral support center
- Writing portfolio system
- Standardized and informal assessments as part of a testing data base: MCAS, pre/post assessments (formative/summative data to measure progress over time)
- Service Learning Grant
- Detention, In School Suspension program
- Course/grade level acceleration
- Honors courses offered in core academic areas
- Retention or repeating of specific courses
- After school help available in all disciplines/core academic areas
- Student folders/portfolios maintained in all core academic areas

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

- Behavioral Specialists – Behavioral interventions with students, management strategy support for teachers
- Guidance Counselors, School Social Worker/School Adjustment Counselor – Liaison between home and school, parent consultation, teacher support, referrals, file manager, liaison for social/community agencies, chairperson/facilitator of Teacher Assistance
- Department Chairs – Curriculum and instruction oversight, teacher assistance with curriculum modifications, curriculum resource acquisition and allocation
- Administrative Team – Support to teacher on social/behavioral issues, behavioral interventions with students, scheduling accommodations, articulation and implementation of vision and principles, supervision and evaluation of staff, fostering of philosophy of accommodation

Saugus Public Schools - District Curriculum Accommodation Plan

- School Nurse – Consultation to parents, students and staff, direct service for individual students
- English as a Second Language (ESL) Teacher – Direct services for identified students
- Librarian – Support for student research, consultation with teachers and students about curriculum resources
- MCAS Related Student Success Team – Review of MCAS and other performance data, development of Individual Student Success Plan (ISSP)
- School Psychologist – Teacher consultation and support to parents/students on academic, behavioral or social issues; formal evaluations, staff training
- Therapists (outside agencies) – Teacher consultations, observations of students

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

Physical

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

Structural

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

Behavioral

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

Saugus Public Schools - District Curriculum Accommodation Plan

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/help opportunities
Insist upon frequent progress reports

Remedial

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

Technology

Incorporate appropriate software
Schedule computer-assisted instruction
Provide calculators
Tape record/video lessons
Offer research assistance
Take advantage of computer labs often
Use listening centers
Arrange email communication
Post homework at online sites (www.schoolnotes.com)

Instruction/Assessment

Allow extended time on tests
Encourage peer tutoring
Allow oral testing
Provide manipulatives
Use alternate assessments
Vary teaching strategies
Identify learning style
Assign mentors
Provide visual cues
Include transition cues
Provide effective studyguides
Create flashcards
Break down tasks
Shorten assignments
Small group instruction
Provide individual help
Reduce load (less is more)
Make contracts with students
Include tactile activities
Utilize homework logs
Provide wait time
Provide reference tools
Provide graphic organizers
*www.readwritethink.org
Teach test-taking strategies
and provide practice
Teach reading strategies
Include study skill strategies

Saugus Public Schools - District Curriculum Accommodation Plan

HIGH SCHOOL CURRICULUM ACCOMMODATIONS

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

- Leveled classes in core subjects at grades 9-12 (ability grouping)
- Computer lab use with assigned support staffing and training
- Strong elective program for exploration, enrichment, designed to meet interest areas
- Developmental reading evaluations and support
- Foreign Language lab
- Life skill, pre-vocational course offerings in Business, Family & Consumer Sciences, and Industrial Technology
- MCAS preparation options
- Dual enrollment options (including local colleges/university/distance online learning coursework)
- Academic summer school programs for identified students
- “School-to-work” career exploration programming
- Continuing Education options: college fairs
- Writing portfolio systems (including electronic portfolio options)
- Standardized and informal assessments database (MCAS, teacher administered assessments, College Board testing)
- Advanced Placement (AP) coursework offered
- ESL support (including all materials translated for parents/guardians)
- Independent study opportunities
- Extracurricular and contest activities related to academic areas
- Detention/service to community opportunities
- Course/grade level acceleration
- Honors course offered in core academic areas
- Retention or repeating of specific courses
- After school help available in all disciplines
- Extracurricular and co-curricular activities such as contests or other related activities

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

- Guidance Counselors, School Social Workers, School Adjustment Counselor
– Liaison between home and school, parent consultation, teacher support, referrals, file manager, support to students and families, chairperson/facilitator

Saugus Public Schools - District Curriculum Accommodation Plan

of Teacher Assistances or Service Teams, liaison for social/community agencies

- Behavior Interventionists – provides behavioral interventions with students, management strategy support for teachers
- Department Chairs – Curriculum and instruction oversight, teacher assistance with curriculum modifications, curriculum resource acquisition and allocation
- MCAS-related Student Success Team – Review of MCAS scores and other performance data, development of Individual Student Success Plan
- School Psychologist – consultation and support to teachers, parents, and students on academic, behavioral or social issues; formal evaluations, staff training
- Literacy Support Personnel (ELA and Math Collaborative Professional Development Teachers) WFSG – Direct instruction, consultation regarding curriculum modifications in the area of reading, writing, and math
- Technology Assistants – support to both staff and students with hardware and software options/training
- Assistant Principal/Principal – support to teachers on social/behavioral issues, behavioral interventions with students, scheduling accommodations, articulation and modeling of vision and principles, supervision and evaluation of staff, fostering of accommodation philosophy
- School Nurse – consultation to parents, students and staff, direct service for individual students, health instruction
- DARE Officer and Safety Officer(s) – Police Department liaison, individual student or parent support and consultation, referral where appropriate
- ESL Tutor – Direct services for identified students
- Student Success Team – Review of teacher referred cases
- Librarians – Support for student research, teacher and student consultation about curriculum resources

Saugus Public Schools - District Curriculum Accommodation Plan

Accommodations, Modifications, and Interventions

Physical

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

Structural

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

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/help opportunities
Insist upon frequent progress reports

Remedial

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

Technology

Incorporate appropriate software

Behavioral

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

Instruction/Assessment

Allow extended time on tests
Encourage peer tutoring
Allow oral testing
Provide manipulatives
Use alternate assessments
Vary teaching strategies
Identify learning style
Assign mentors
Provide visual cues
Include transition cues
Provide effective studyguides
Create flashcards
Break down tasks
Shorten assignments
Small group instruction
Provide individual help
Reduce load (less is more)
Make contracts with students
Include tactile activities
Utilize homework logs
Provide wait time
Provide reference tools

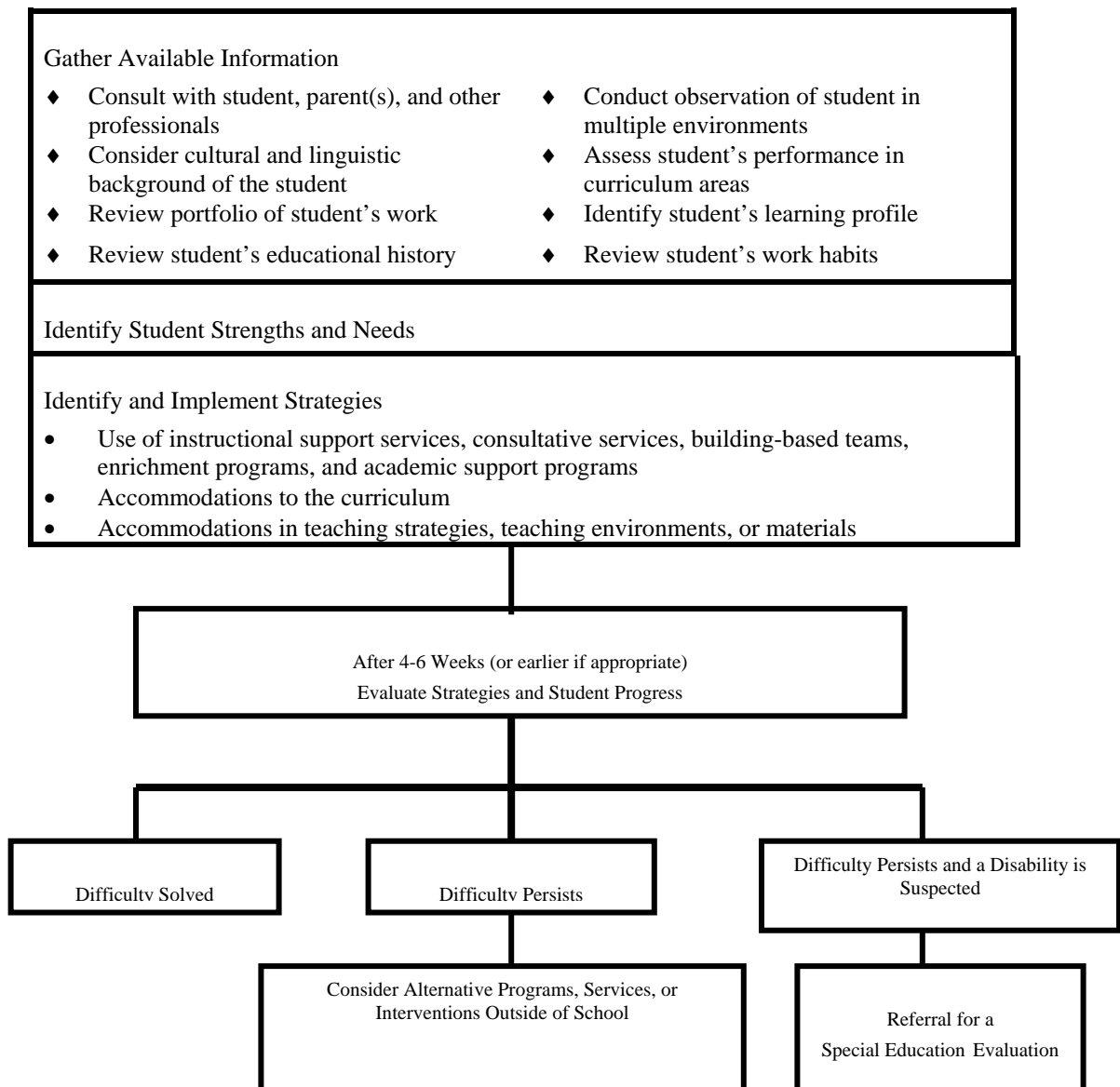
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Schedule computer-assisted instruction
 Provide calculators
 Tape record/video lessons
 Offer research assistance
 Take advantage of computer labs often
 Use listening centers
 Arrange email communication
 Post homework at online sites (www.schoolnotes.com)

Provide graphic organizers
 *www.readwritethink.org
 Teach test-taking strategies and provide practice
 Teach reading strategies
 Include study skill strategies

INSTRUCTIONAL SUPPORT INTERVENTION PROCESS

*Student Experiences School Difficulties**



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***Note: The law requires that no instructional support program nor any other intervention limits the right of a parent to refer a student for a special education evaluation. However, if a referral for a special education evaluation has been made and the district has asked for and received parental consent to evaluate, then evaluation information from any instructional support program should be made available to the special education Team to consider when determining if the student is eligible for special education.**

Instructional Support Team Referral Form

Referral Information – Before the Meeting

Person Requesting Assistance: _____ Position: _____

Student Name: _____ DOB: _____

Grade: _____ School: _____ Gender: M F

Team Members: _____

Meeting Dates: __/__/__ __/__/__ __/__/__ __/__/__

Previous Teacher Involvement

Teacher input: _____

Cumulative File Review

Has student attended school regularly in the past? Y N

Has the student attended school regularly during the current year? Y N

Attendance Comments: _____

What concerns have been noted in the past? _____

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Pertinent Test Scores (Universal Testing Data): _____

Recent Curriculum Based Measurement Scores: _____

Specific Interventions for Referred Child Attempted and Results

Attempted	Results

Complete the following areas that apply.

Review what you currently know about the child's **academic skills**:

What are your academic concerns? _____

What class is this child most frustrated in? _____

How are this child's organizational skills? _____

How often does this child complete homework? _____

How well does this child complete homework? _____

Can this child work independently and cooperatively? _____

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How well does this child complete homework?

Can this child work independently and cooperatively?

ACADEMIC CONCERNS

- speech language articulation
- writing expression spelling
- reading decoding comprehension fluency
- oral expression math
- homework incomplete drop in grades
- always behind in class inattentive/distracted
- off-task behavior lack of organizational skills
- other _____

Review what you currently know about the child's **behavior**:

Where does the behavior occur? _____

With whom does the behavior occur? _____

When does the behavior occur? _____

How often does the behavior occur? _____

How long does the behavior last? _____

BEHAVIORAL CONCERNS

- defiance of rules impulsive
- constant discipline problem blaming, denying
- verbally aggressive cheating, lying
- obscene language, gestures over stimulated, nervous, anxious
- hyperactive other _____

OTHER AREAS OF CONCERN

PHYSICAL/AFFECT

Saugus Public Schools - District Curriculum Accommodation Plan

- avoidance of eye contact
- lack of coordination
- lethargic
- defensive, irritable
- manipulative
- avoids contact with staff
- attention getting

- erratic behavior changes
- inappropriate responses
- appears depressed
- crying
- extreme negativism
- unexplained fear/grief/nightmares
- other _____

PEER/SOCIAL

- peer rejection
- change of friends
- preoccupation with sexuality

- avoids peer contact
- older/younger contacts

Saugus Public Schools - District Curriculum Accommodation Plan

Useful Websites for Additional information

CAST Universal Design for Learning

http://www.cast.org/publications/ncac/ncac_diffinstruc.html

Not all students are alike. Based on this knowledge, differentiated instruction applies an approach to teaching and learning so that students have multiple options for taking in information and making sense of ideas. The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Classroom teaching is a blend of whole-class, group and individual instruction. Differentiated Instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms.



<http://www.pacelearning.com/library/pdf/reluctantlrnr.pdf>

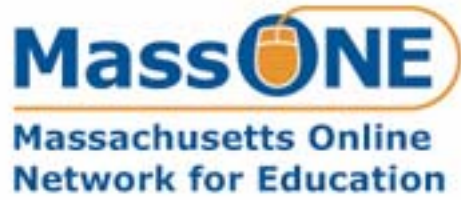
Educators from elementary to secondary levels have met Bill Bright and Sam Slack. These students have features we recognize. The first student, Bill Bright, comes to class on time, has his homework done, eagerly raises his hand to answer questions, volunteers to go to the chalkboard, does his work neatly. His teachers say he is a motivated student. And they love him. Our other student, Sam Slack, comes to class tardy (when he comes at all), seldom does his homework, sits in the back row, daydreams. His teachers say he is an unmotivated student. And they leave him alone. Bill Bright made A's and B's, and passed easily to the next grade. Sam Slack made D's and F's, failed, went to the principal's office, became a behavior problem, and is now on the "dropout track." Sam Slack may well be lost as a member of the student community and possibly lost as a productive member of the society we live in 3/4 a society, which places a high value on formal education as the entry ticket to most jobs and careers.

Proven Methods

<http://www.ed.gov/nclb/methods/index.html?src=ov>

No Child Left Behind puts special emphasis on determining what educational programs and practices have been proven effective through rigorous scientific research. Federal funding is targeted to support these programs and teaching methods that work to improve student learning and achievement.

Saugus Public Schools - District Curriculum Accommodation Plan



<http://massone.mass.edu/>

Saugus Public Schools - District Curriculum Accommodation Plan

Appendices

Specific School-Based Information

- **Elementary Schools**
- **Middle School**
- **High School**

Saugus Public Schools - District Curriculum Accommodation Plan

Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	ELEMENTARY ALL SCHOOLS	LYNNHURST	OAKLANDVALE	WAYBRIGHT
<p>Assistance to Regular Education Classroom Teachers</p> <p>Such assistance includes professional development that will help teachers analyze and accommodate various students' learning needs, including students who are English language learners, and to manage students' behavior effectively.</p> <p>As well, data is available from a variety of sources to assess student achievement and to inform instruction.</p>	<p>A number of professional development opportunities are available to all teachers, including:</p> <ul style="list-style-type: none"> • LETRS • DIBELS • Math Strategies • SmartBoard Use • Collins Writing • MEPA training • ESL training • Technology training <p>Two professional development days are included in the school year calendar.</p> <p>Professional development at staff meetings and release times</p> <p>Priority objectives include:</p> <ul style="list-style-type: none"> • Differentiated Instruction/Flexible Grouping • ESL training • Using assessment data to inform instruction <p>Opportunities to attend offsite workshops</p> <p>Partnership with Salem State College</p> <ul style="list-style-type: none"> • Educational Leadership CAGS • Student Teachers <p>Standardized Test Data:</p> <ul style="list-style-type: none"> • MCAS/MEPA • MAP • DIBELS • Kindergarten Screening • Teacher administered tests (pre/post) 	<p>IST process is in place to support teachers by providing consultation on accommodation strategies.</p> <p>Individual Student Success Plan (ISSP) for students whose performance level on the MCAS was Warning.</p>	<p>IST process is in place to support teachers by providing consultation on accommodation strategies.</p> <p>Individual Student Success Plan (ISSP) for students whose performance level on the MCAS was Warning.</p>	<p>IST process is in place to support teachers by providing consultation on accommodation strategies.</p> <p>Individual Student Success Plan (ISSP) for students whose performance level on the MCAS was Warning.</p>

Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	ELEMENTARY ALL SCHOOLS	LYNNHURST	OAKLANDVALE	WAYBRIGHT
<p>Support Services</p> <p>These include services that are available to students through the regular education program, including services to address the needs of students whose behavior may interfere with learning.</p>	<p>Learning Disabilities Specialist</p> <p>School Nurse</p> <p>Reading Specialist</p> <p>Prep Providers (support common planning time)</p> <p>Prep Aide (relief from paperwork)</p> <p>Paraprofessional in Kindergartens</p> <p>Educational Team Leader (ETL)</p> <p>Principal</p>	<p>As needed:</p> <ul style="list-style-type: none"> • Adjustment Counselor • ELL Teacher • Occupational/Physical/Speech & Language Specialists • Behavioral Specialist 	<p>As needed:</p> <ul style="list-style-type: none"> • Adjustment Counselor • ELL Teacher • Occupational/Physical/Speech & Language Specialists • Behavioral Specialist • Title I Math .6 	<p>As needed:</p> <ul style="list-style-type: none"> • Adjustment Counselor • ELL Teacher • Occupational/Physical/Speech & Language Specialists • Behavioral Specialist

Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	ELEMENTARY ALL SCHOOLS	LYNNHURST	OAKLANDVALE	WAYBRIGHT
<p>Parent Involvement</p> <p>This includes strategies that encourage parents to be informed and involved in their children's education.</p>	<ul style="list-style-type: none"> School PTO School and District Councils Conferences Websites Connect-Ed School Newsletters School Monthly Calendars Chaperones 	<ul style="list-style-type: none"> Parent Volunteers – Maintain the school library Parent Volunteers – School events and field trips 	<ul style="list-style-type: none"> Parent Volunteers – Maintain the school library Parent Volunteers – School events and field trips Parent Volunteers – Read with students in grades K-2 Progress Reports Gr. 3-5 Title I Parenting Night Ice Cream Sundae/Scavenger Hunt Night Sleep Overs – Gr. 4 & 5 Science/Social Studies Fairs Scholastic Book Fair Year Book Committee – Gr. 5 	<ul style="list-style-type: none"> Parent Volunteers – Maintain the school library Parent Volunteers – School events and field trips

Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	ELEMENTARY ALL SCHOOLS	VETERANS MEMORIAL SCHOOL
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Saugus Public Schools - District Curriculum Accommodation Plan

<p>Assistance to Regular Education Classroom Teachers</p> <p>Such assistance includes professional development that will help teachers analyze and accommodate various students' learning needs, including students who are English language learners, and to manage students' behavior effectively.</p> <p>As well, data is available from a variety of sources to assess student achievement and to inform instruction.</p>	<p>A number of professional development opportunities are available to all teachers, including:</p> <ul style="list-style-type: none"> • LETRS • DIBELS • Math Strategies • SmartBoard Use • Collins Writing • MEPA training • ESL training • Technology training <p>Two professional development days are included in the school year calendar.</p> <p>Professional development at staff meetings and release times</p> <p>Priority objectives include:</p> <ul style="list-style-type: none"> • Differentiated Instruction/Flexible Grouping • ESL training • Using assessment data to inform instruction <p>Opportunities to attend offsite workshops</p> <p>Partnership with Salem State College</p> <ul style="list-style-type: none"> • Educational Leadership CAGS • Student Teachers <p>Standardized Test Data:</p> <ul style="list-style-type: none"> • MCAS/MEPA • MAP • DIBELS • Kindergarten Screening <p>Teacher administered tests (pre/post)</p>	<p>TAT process is in place to support teachers by providing consultation on accommodation strategies.</p> <p>Individual Student Success Plan (ISSP) for students whose performance level on the MCAS was Warning.</p>
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Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	ELEMENTARY ALL SCHOOLS	VETERANS MEMORIAL SCHOOL
<p>Support Services</p> <p>These include services that are available to students through the regular education program, including services to address the needs of students whose behavior may interfere with learning.</p>	<p>Learning Disabilities Specialist</p> <p>School Nurse</p> <p>Reading Specialist</p> <p>Prep Providers (support common planning time)</p> <p>Prep Aide (relief from paperwork)</p> <p>Paraprofessional in Kindergartens</p> <p>Vice Principal</p> <p>Principal</p> <p>Educational Team Leader</p>	<p>As needed:</p> <ul style="list-style-type: none"> • Adjustment Counselor • ELL Teacher • Occupational/Physical/ Speech & Language Specialists • Behavioral Specialist

Saugus Public Schools - District Curriculum Accommodation Plan

Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	ELEMENTARY ALL SCHOOLS	VETERANS MEMORIAL SCHOOL
<p>Parent Involvement</p> <p>This includes strategies that encourage parents to be informed and involved in their children's education.</p>	<p>School PTO</p> <p>School and District Councils</p> <p>Conferences</p> <p>Websites</p> <p>Connect-Ed</p> <p>School Newsletters</p> <p>School Monthly Calendars</p> <p>Chaperones</p>	<p>Parent Volunteers – Maintain the school library</p> <p>Parent Volunteers – School events and field trips</p>

Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	BELMONTE MIDDLE SCHOOL
<p>Assistance to Regular Education Classroom Teachers</p> <p>Such assistance includes professional development that will help teachers analyze and accommodate various students' learning needs, including students who are English language learners, and to manage students' behavior effectively.</p> <p>As well, data is available from a variety of sources to assess student achievement and to inform instruction.</p>	<p>A number of professional development opportunities are available to all teachers, including:</p> <ul style="list-style-type: none"> • Math Strategies • SmartBoard Use • MCAS Analysis • MEPA training • ESL training • Technology training <p>Two professional development days are included in the school year calendar.</p> <p>Professional development at staff meetings and release times</p> <p>Priority objectives include:</p> <ul style="list-style-type: none"> • Differentiated Instruction/Flexible Grouping • ESL training • Using assessment data to inform instruction <p>Opportunities to attend offsite workshops</p> <p>Partnership with Salem State College</p> <ul style="list-style-type: none"> • Educational Leadership CAGS • Student Teachers <p>Standardized Test Data:</p> <ul style="list-style-type: none"> • MCAS/MEPA • MAP <p>Teacher administered tests (pre/post)</p> <p>TAT process is in place to support teachers by providing consultation on accommodation strategies.</p> <p>Individual Student Success Plan (ISSP) for students whose performance level on the MCAS was Warning.</p>

Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	BELMONTE MIDDLE SCHOOL
<p>Support Services</p> <p>These include services that are available to students through the regular education program, including services to address the needs of students whose behavior may interfere with learning.</p>	<p>Special Needs Staff (Inclusion)</p> <p>School Nurse</p> <p>Guidance Counselors</p> <p>Peer Leadership Program</p> <p>Team Meetings</p> <p>Extra help sessions after school</p> <p>Library with Librarian</p> <p>Behavioral management classroom/specialist</p> <p>ELL Teacher</p> <p>Occupational/Speech/Physical Specialists</p> <p>Title I Math</p> <p>MCAS Prep Tutoring</p> <p>Detention/In-School Suspension Program</p> <p>Vice Principal</p> <p>Principal</p>

Saugus Public Schools - District Curriculum Accommodation Plan

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Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	BELMONTE MIDDLE SCHOOL
<p style="text-align: center;">Parent Involvement</p> <p style="text-align: center;">This includes strategies that encourage parents to be informed and involved in their children's education.</p>	<p>School PTO</p> <p>Parent Advisory Council</p> <p>School Council</p> <p>District-wide Council</p> <p>Use of agenda books, having parents sign off on assignments</p> <p>Progress Reports</p> <p>Team/parent conferences</p> <p>Chaperones</p> <p>Student Handbook</p> <p>Summer Reading Program</p> <p>At Risk Survey</p> <p>Website</p> <p>Connect-Ed</p>

Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	HIGH SCHOOL
<p>Assistance to Regular Education Classroom Teachers</p> <p>Such assistance includes professional development that will help teachers analyze and accommodate various students' learning needs, including students who are English language learners, and to manage students' behavior effectively.</p> <p>As well, data is available from a variety of sources to assess student achievement and to inform instruction.</p>	<p>A number of professional development opportunities are available to all teachers, including:</p> <ul style="list-style-type: none"> • Math Strategies • SmartBoard Use • MCAS Analysis • MEPA training • ESL training • Technology training <p>Two professional development days are included in the school year calendar.</p> <p>Professional development at staff meetings and release times</p> <p>Priority objectives include:</p> <ul style="list-style-type: none"> • Differentiated Instruction/Flexible Grouping • ESL training • Using assessment data to inform instruction <p>Opportunities to attend offsite workshops</p> <p>Partnership with Salem State College</p> <ul style="list-style-type: none"> • Educational Leadership CAGS • Student Teachers <p>Standardized Test Data:</p> <ul style="list-style-type: none"> • MCAS/MEPA • MAP • Common Assessments • Mid-term and final exams • Teacher administered tests (pre/post) • <p>TAT process is in place to support teachers by providing consultation on accommodation strategies.</p> <p>Individual Student Success Plan (ISSP) for students whose performance level on the MCAS was Warning.</p> <p>Computer Lab with assigned support staff</p>

Saugus Public Schools - District Curriculum Accommodation Plan

	<p>Leveled courses (including advanced placement)</p> <p>Foreign language labs</p>
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Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	HIGH SCHOOL
<p>Support Services</p> <p>These include services that are available to students through the regular education program, including services to address the needs of students whose behavior may interfere with learning.</p>	<p>Principal/Vice Principal</p> <p>Special Needs Staff (Inclusion)</p> <p>School Nurse</p> <p>Guidance Counselors</p> <p>ELL Teacher</p> <p>Occupational/Speech/Physical Specialists</p> <p>Peer Leadership Program</p> <p>Team Meetings</p> <p>Extra help sessions after school</p> <p>Library/Media Center</p> <p>Behavioral management classroom/specialist</p> <p>Dual enrollment options (including local colleges/universities/distance online learning course work)</p> <p>After school help available in all disciplines/core academics</p> <p>MCAS Tutoring</p> <p>In-School Suspension Program</p> <p>Strong elective program for exploration and to meet variety of interests</p> <p>Extracurricular activities; Community Service</p>

Saugus Public Schools - District Curriculum Accommodation Plan

	Life Skills, pre-vocational course offerings in Business, family & Consumer Sciences, and Industrial Technology
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Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	HIGH SCHOOL
<p style="text-align: center;">Parent Involvement</p> <p style="text-align: center;">This includes strategies that encourage parents to be informed and involved in their children’s education.</p>	<p>School PTO</p> <p>Parent Advisory Council</p> <p>School Council</p> <p>District-wide Council</p> <p>Use of agenda books, having parents sign off on assignments</p> <p>Progress Reports/Report Cards</p> <p>Parent conferences</p> <p>Chaperones</p> <p>Student Handbook</p> <p>Summer Reading Program</p> <p>At Risk Survey</p> <p>Website</p> <p>Connect-Ed</p>

Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	SCHOOL

Saugus Public Schools - District Curriculum Accommodation Plan