

DRACUT PUBLIC SCHOOLS

**DISTRICT CURRICULUM
ACCOMMODATION
PLAN**



2018-2019

Steven Stone

Superintendent of Schools

David S. Hill

Director of Curriculum, Instruction and Assessment

Katherine Burnham

Director of Student Services

DRACUT PUBLIC SCHOOLS

Table of Contents:

MEETING DIVERSE LEARNING NEEDS	2
ELEMENTARY RESOURCES STRUCTURES AND SERVICES	7
MIDDLE SCHOOL RESOURCES STRUCTURES AND SERVICES	9
HIGH SCHOOL RESOURCES STRUCTURES AND SERVICES	10
PARENT COMMUNICATION AND INVOLVEMENT	12
PROFESSIONAL DEVELOPMENT	13
TEACHER MENTORING AND COLLABORATION	15
WEB RESOURCES FOR ALL TEACHERS	16

The Dracut Public Schools ensures equal employment and educational opportunities for its employees and students and does not discriminate on the basis of race, color, religion, gender identity, national origin, sex or sexual orientation, (M.G.L. c. 151B, 151C and 76 sub- section 5, Title VI, Title VII and Title IX), or on the basis of disability (Section 504 of the Rehabilitation Act of 1973/ADA). In addition, the Dracut Public Schools does not discriminate against its employees on the basis of age (M.G.L. 151B/ADEA) or on the basis of veteran's status.

Meeting Diverse Learning Needs within the Dracut Public Schools

The Dracut Public Schools strives to create supportive situations for all learners. Teachers within the Dracut Public Schools employ a wide variety of teaching strategies designed to meet a range of learners and learning styles. It should be noted that the strategies listed below may not be appropriate for all instructional settings or for all learning objectives.

Students who have an Individualized Education Program (IEP) or a 504 (Section 504 of the Rehabilitation Act) Accommodation Plan should be provided all of the accommodations in their individual plan by general education staff in addition to providing good teaching strategies mentioned within this booklet.

Routinely Used Instructional Strategies

- Teachers make use of cooperative learning and flexible grouping strategies that reflect the philosophy of heterogeneous grouping of students.
- The Individual Student Success Plans (ISSP) for students scoring in the warning and needs improvement category of the MCAS.
- A variety of learning opportunities is offered at the secondary level through internships, articulation agreements with local colleges, and work study opportunities.
- Title I services in grades K-8 for eligible students in eligible schools.
- Inclusive classrooms for identified students in grades PK-12 enrich the learning environment for all students.
- Support based Early Intervening Teams looking at student progress/behavior in measurable terms.
- A wide-range of extra-curricular activities.
- Assistive Technology.
- Good teaching practices for all students.
- Provide enrichment and extension for students above grade level.
- Provide authentic opportunities to demonstrate knowledge.

Classroom Environment

- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- If needed provide students with opportunities for breaks and/or movement during long instructional periods.
- Keep the classroom quiet during appropriate learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Seat the student close to the teacher/ positive role model /where the child needs to be placed within the classroom instructionally (preferential seating).

- Seat the student away from windows or doorways.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Create instructional working walls for students.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Have staff work by grade level to determine common themes and instructional activities, so students may move from between classrooms and receive consistent instruction. Maintain adequate space between desks.

Design Lessons for Clarity

- Share lesson goals/objectives with students each day and check on progress towards those goals/objectives at the end of the lesson.
- Provide a daily agenda to students.
- Post essential questions and goal of lessons for all students to see.
- Identify key vocabulary and repeat that vocabulary often during a lesson.
- Provide students with regular opportunities to engage actively in instruction.
- Check for understanding frequently and connect lesson to prior instruction
- Utilize formative assessment within lesson.
- Incorporate opportunities for student movement into lessons.
- Incorporate “Wait time” into lessons.
- Preview new concepts.
- Think of using a font that mimics printing for all worksheets. As an example Century Gothic is used in the majority of this document and some other examples are (all 12 pnt.):
 - The quick brown fox jumped over the lazy dog. Belin Sans FB
 - The quick brown fox jumped over the lazy dog. Comic Sans MS
 - The quick brown fox jumped over the lazy dog. MV Boli
 - The quick brown fox jumped over the lazy dog. Segoe UI
 - The quick brown fox jumped over the lazy dog. Tw Cen MT

Address Assessment Issues

- Teach and practice test-taking strategies and introduce multiple test formats as appropriate.
- Clarify directions or questions.
- Have student paraphrase directions and questions, as needed.
- Provide visual, auditory, and/or written directions as appropriate.

- Use timers/time reminders to help students pace themselves during independent work.
- Allow extended time for assessments when appropriate. (when time is not central to the skill assessment)
- All MCAS test administrations are untimed. Since any student may be given additional time beyond the scheduled test administration session, additional time is not considered an MCAS accommodation. However, no single test session may extend beyond the end of the regular school day, and any single test session must be completed on the same day in which it begins. Students taking the English Language Arts (ELA) Composition test must complete two sessions (Session A and B) in one day.
- Evaluate student understanding using multiple formats.

Build a Context for Material

- Make content relevant to students.
- Show examples of the finished product (exemplars).
- Use a familiar context when introducing concepts.
- Preview vocabulary.
- Have student identify key information and main ideas.
- Relate lesson parts to the whole.

Model Strategies

- Use graphic organizers to highlight relationships and organize thoughts.
- Model use of highlighting and color coding to help retention (visual memory) and to accentuate patterns when appropriate.
- Use “think aloud” and other metacognitive strategies.
- Provide study tools and/or teach students to make study tools.

Provide Added Supports

- Teach note-taking strategies when appropriate.
- Provide templates/graphic organizers when appropriate.
- Provide a word bank with key vocabulary words and visuals when appropriate.
- Reformat handouts to provide space for students to write when appropriate.
- Provide checklists for multi-step tasks, when appropriate.
- Provide opportunities for learning and study strategies that incorporate the use of highlighters, post-it notes, etc. for class use.
- Provide varied opportunities for student practice.
- Teach time management strategies and skills.
- Provide graph paper and encourage students to use it in order to keep the numbers or letters in line when appropriate.
- Provide uncluttered workspaces.

- Allow scrap paper with lines and ample room, especially on tests, for uncluttered computation.
- Provide timely feedback with opportunities for student revision.
- Provide technological accommodations when possible.
- Provide typed test materials, not tests written in cursive.

Establish Routines that Support Learning

- Provide visual, auditory, and/or written directions as needed. Give directions in small steps and in as few words as possible.
- Teach the student how to take tests (e.g., how to review, to plan time for each section).
- Mark the correct answers rather than the incorrect ones.
- Provide retesting opportunities for students to demonstrate skill mastery.
- Develop a system of non-verbal cues for class attention.
- Provide preferential seating for students who appear distracted.
- Use consistent and familiar routines.
- Provide students with opportunities to problem solve individually or in small group.
- Alert student several minutes before a transition from one activity to another is planned; give several reminders.
- Acknowledge students as they enter class.

Behavior

- Arrange a “check-in” time to organize the day.
- Pair the student with a student who is a good behavior model for class projects.
- Reinforce clear and consistent rules and reinforcers for all students within the school.
- Use nonverbal cues to remind the student of rule violations.
- Amend consequences for rule violations (e.g., reward a forgetful student for remembering to bring pencils to class, rather than punishing the failure to remember).
- Minimize the use of punishment; provide positive reinforcement as well as negative consequences.
- Develop an individualized behavior intervention plan that is positive and consistent with the student’s ability and skills.
- Increase the frequency and immediacy of reinforcement.
- Arrange for the student to leave the classroom voluntarily and go to a designated “safe place” when under high stress.
- Develop a system or a code word to let the student know when behavior is not appropriate or use a non-verbal indicator such as tapping on the desk or color-coded cards.
- Ignore behaviors that are not seriously disruptive to the other students.

- Develop interventions for behaviors that are annoying but not deliberate (e.g., provide a small piece of foam rubber for the desk of a student who continually taps a pencil on the desktop).

Personal Wellness and Social Responsibility

- Use scripts and role plays to develop skills;
- Empower student to take action by teaching what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- Help students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- Emphasize cyber safety, including safe and appropriate use of the Internet and electronic communication technologies;
- Enhance students' skills for engaging in healthy relationships and respectful communications;
- Engage students in a safe, supportive school environment that is respectful of diversity and difference.
- Set clear expectations for students and establishing school and classroom routines;
- Create safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- Use appropriate and positive responses and reinforcement, even when students require discipline;
- Use positive behavioral supports;
- Encourage adults to develop positive relationships with students;
- Model, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- Use positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- Support students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

Elementary Resources Structures and Services

The following resources, structures and services have been designed to meet the diverse learning needs of students in the elementary schools of Dracut. Additionally, the buildings based SST (Student Support Team) provide a systematic and collaborative approach to identifying and addressing individual student academic and behavioral needs.

Academic

- Title I Tutors (at applicable schools) provide ELA and Math tutorial services to identified students.
- After-school Homework Assistance is offered once a week, additionally, National Honor Society Students offer their time for tutoring.
- Special Education liaisons consult frequently with general classroom teachers regarding curricular delivery and individual student needs for students eligible for special education.
- An ELL teacher/tutor works with eligible English Language Learners both in the classroom and on a pull-out basis. This teacher/tutor also works to support general education teachers in lesson design and delivery.
- Balanced Literacy is promoted through a core reading program. The balanced literacy approach is characterized by explicit skill instruction and the use of authentic texts.
- Leveled readers are used to differentiate and to encourage the use of expository text.
- Teachers have been and continue to receive training in the 5 components of reading based on the research published by the National Institute of Child Health and Human Development (NICHD).

Behavioral/Social/Emotional

- Individual behavior intervention plans are coordinated with teachers, adjustment counselors, BCBA, and Crisis Team members.
- School policies and discipline codes are regularly reviewed by the administration and School Councils for effectiveness and responsiveness to the needs of the District and its students.
- Understand that families are considered essential partners in the process of developing these skills and expectations.
- The schools advocate the development of proactive behavioral interventions such as contracts and behavior plans, for the classroom and other settings that enable students to access and benefit from educational and other school based opportunities.
- Second Step Violence Prevention Curriculum in grades K-8.
- Assistant Principal in grades 5&6 assist the principal with discipline and program development.

- The Dracut Public Schools work in consort with the juvenile court system of the Middlesex County of the Commonwealth of Massachusetts
- Specialists are sometimes consulted to assist students, parents, and staff in understanding and improving challenging behaviors.

Middle School Resources Structures and Services

The following resources, structures and services have been designed to meet the diverse learning needs of students at Lakeview Junior High School. Additionally, the building based SST (Student Support Team) provides a systematic and collaborative approach to identifying and addressing individual student academic and behavioral needs.

Academic

- An ELL teacher works with English Language Learners both in the classroom and in small group settings.
- Special Education liaisons consult frequently with general classroom teachers regarding curricular delivery and individual student needs for students eligible for special education.
- Academic Support provides academic tutorials, homework support and study skills development for general education students in need of services.
- Title I Math tutoring and skill-building are offered for identified students.
- Teacher provided assistance is available from all teachers at least once a week for students needing additional support.
- All students are provided with an Academic Planner.
- National Honor Society Tutoring Program.

Behavioral/Social/Emotional

- Behavior plans are coordinated with teachers, adjustment counselors, parents/guardians and Crisis Team Members.
- All students attend either an Activity, MCAS Prep, or Enrichment Period designed to increase or enhance student learning opportunities.
- School policies and discipline codes are regularly reviewed by the administration and School Councils for effectiveness and responsiveness to the needs of the District and its students.
- Families are considered essential partners in the process of developing these skills and expectations.
- The schools advocate the development of proactive behavioral interventions such as contracts and behavior plans, for the classroom and other settings that enable students to access and benefit from educational and other school based opportunities.
- Second Step Violence Prevention Curriculum in grades K-8.
- Assistant Principals in grades 7-8 assist the principal with discipline and program development.
- The Dracut Public Schools work in consort with the juvenile court system of the Middlesex County of the Commonwealth of Massachusetts.
- Additionally specialists are sometimes consulted to assist students, parents, and staff in understanding and improving challenging behaviors.

High School Resources Structures and Services

The following resources, structures and services have been designed to meet the diverse learning needs of students attending Dracut High School. Additionally, the building based SST (Student Support Team) provides a systematic and collaborative approach to identifying and addressing individual student academic and behavioral needs.

Academic:

- Academic Support provides academic tutorials, homework support and study skills development for general education students in need of services.
- All MCAS test administrations are untimed. Since any student may be given additional time beyond the scheduled test administration session, additional time is not considered an MCAS accommodation. However, no single test session may extend beyond the end of the regular school day, and any single test session must be completed on the same day in which it begins. Students taking the English Language Arts (ELA) Composition test must complete two sessions (Session A and B) in one day.
- Common student and organization skills are taught across the curriculum in Grade 9 classes where students frequently struggle with homework completion and organizations. These classes also make frequent use of communication-with-home protocols.
- Extra help provided by National Honor Society students is available upon request.
- Credit recovery by the use of PLATO is available to students.
- Teachers are available at least weekly after school for tutoring sessions.
- The Athletic Department provides support for athletes who may be in academic danger of ineligibility through oversight and communication with individual coaches.
- All students are provided with assignment planners.

Behavior/Social/Emotional

- Use of Naviance by the Guidance department helps students better understand individual learning styles.
- The High School anti-bullying curriculum is formally taught in the Wellness Class (grade 10) and the principles of the curriculum are enforced across all settings.
- School policies and discipline codes are regularly reviewed by the administration and School Council for effectiveness and responsiveness to the needs of the District and its students.
- Families are considered essential partners in the process of developing these skills and expectations.
- The schools advocate the development of proactive behavioral interventions such as contracts and behavior plans, for the classroom and other settings that enable students to access and benefit from educational and other school based opportunities.
- Assistant Principals in grades 9-12 assist the principal with discipline and program development.
- The Dracut Public Schools work in consort with the juvenile court system of the Middlesex County of the Commonwealth of Massachusetts
- Additionally specialists are sometimes consulted to assist students, parents, and staff in

- understanding and improving challenging behaviors.
- Formal Relationship with the Job Corps Center in Devens, MA for juniors and seniors to pursue work-to career skills while continuing their education.

Parent Communication and Involvement

The Dracut Public Schools recognize that parents and families are essential partners in the education of children. All initiatives are planned and coordinated with relevant parent and community groups to facilitate communication, gain input, obtain feedback, and utilize community needs and expectations in the planning, budgeting, and implementation of projects and activities. Families and community members serve as partners, audiences, committee members, advisors, and participants in many school based activities.

Sometimes this inclusion occurs through formal venues, such as

- School Councils
- Parent Teacher Organization
- Special Education Parent Advisory Councils

Other opportunities include the following:

- Parent information programs are offered, both day and evening, which are system wide, building based, grade level based, or program based (such as Title I, special education, MCAS, etc.).
- Student performances, demonstrations, and exhibits involve members of the community as participants, judges, or audiences.
- Notices are posted throughout the community, through local media, or the cable TV bulletin boards.
- Mid-term and quarterly progress reports and report cards are sent home to identify student progress on a regular basis.
- District, Building and/or Classroom Based Newsletters.
- School websites are used to communicate information, describe activities and announce programs.
- Parent and community volunteers in the classroom are encouraged, for instructional, extracurricular, recreational, and enrichment activities.
- College and Career Planning evenings.
- Financial Aid Night.
- Community Reading Day.
- Foster Grandparent Program.
- RSVP Volunteers.
- Monthly calendars of activities.
- District Website
- Twitter

Professional Development

The Dracut Public Schools seeks to provide its faculty and administration with relevant, value-added professional development to enable them to become effective facilitators of learning, users of best practice, and effective analysts of student data.

The District makes use of student data to guide professional development. MCAS analysis including (but not limited to) the use of the MA Department of Elementary and Secondary Education (DESE) District Analysis and Review Tool (DART) and MVAR tools that allow educators allows users to easily track pertinent data elements over time and make sound, meaningful comparisons to the Commonwealth or to comparable districts. Faculty needs assessments are also used to determine areas of interest for study. Review of teacher licensure and certification is also important in the role of professional development. In conjunction with the above, consideration is given to the District mission statement, goals, and school improvement plans.

The administration as available seeks to utilize a variety of structures in support of professional development, including but not limited to:

- Regularly scheduled Professional Development Days
- Department Meetings at the secondary level
- Common Planning Time PK-6
- Common Planning Time in the Freshmen Academy
- Highly qualified consultants assist Dracut staff with providing professional development.
- Teachers may earn local credit through participation in focus groups, individual curriculum projects, and professional discussions
- Use of school time for in-service, peer coaching, modeling, and consulting
- Opportunities to attend off-site conferences

The administration seeks to provide professional development:

- In support of improving pedagogical practice
- In support of improving the technological capacity of its employees
- In support of District wide educational structures to support student learning
- In support of improving the content knowledge of all educators

Professional Development for FY14

In support of needs for 2013-14, the District has provided or scheduled professional development in the following areas:

- Mandated training for the entire administration and faculty, including mandated reporting, bullying, special education, section 504, student records, and physical restraint
- Comprehensive Therapeutic Crisis Intervention (CPI) training (two-day initial and half day recertification training) for teachers and paraprofessionals
- District membership in Salem State Collaborative
- District membership in Primary Source (PD provider for history teachers)
- Grant funded content specific workshops for administrators and teachers (as identified)
- Administrator facilitated retreat focusing on enhancing capacity and leadership styles
- Individual opportunities for teachers to attend workshops and conferences
- STEM Training (July 13)
- Kindergarten Assessment Training (August 13)
- Mathematics Instruction and the Common Core (August 13)
- Balanced Literacy (continued training)
- Educator Evaluation Training – New Teachers (August 13)
- Professional Learning Community Training (August 13)

Teacher Mentoring and Collaboration

The District is committed to training and retaining quality faculty and administrators, and provides specially designed programs and opportunities to support this goal. The two year mentoring and collaboration processes are designed to facilitate two way communication, sharing of school culture and pedagogy, ensuring consistency and coordination among and between staff, conveying District and school goals and plans, addressing emerging questions and concerns, and developing the skills of all staff. Both new and veteran staff play important roles in accomplishing the goals of the District in this area.

The District believes that the collective knowledge and experience of its faculty and administration are key elements in supporting individual teachers.

Web Resources for all teachers

Dracut Public Schools
www.dracutps.org

Massachusetts DESE
www.doe.mass.edu

Federal Education Website
www.ed.gov

Free Stuff from Federal Government
<http://www.ed.gov/free/index.html>

Free MIT Courseware for High Schools
<http://ocw.mit.edu/index.htm>

MA DESE – curricular guides – resource guides (differentiated instruction, based on *Frameworks*, not *Common Core*, but a good resource)
<http://www.doe.mass.edu/mcas/alt/resources.html>

MassInsight – private think tank conducting research on education in MA
www.massinsight.org

ASCD -Association of Curriculum Development
www.ascd.org

CEC -Council of Exceptional Children
www.cec.sped.org

Eye on Education – PBS website with resources and history for teachers in MA
<http://www2.eyoneducation.tv/>

Common Core Standards
<http://www.corestandards.org/>

Teaching

Graphic Organizers -good resource for HS and MS

<https://makessensestrategies.com>

Intervention Central – lots of current sped resources

www.InterventionCentral.org

HOTS -Higher Order Thinking Skills

www.hots.org

Education Planet

<http://www.lessonplanet.com>

TEAMS – Educational Resources (LA County Schools) – lessons, ideas, goodies

<http://teams.lacoe.edu>

Webspiration

<http://www.mywebspiration.com>

Curriculum and Lesson Plans

<http://teachersfirst.org>

Project-based Learning Checklists

<http://pblchecklist.4teachers.org/index.shtml>

Pre-Made Quizzes and Thematic Lessons

<http://funbrain.com>

<http://www.discoveryeducation.com/> (puzzlemaker.com) is now here

<http://brainybetty.com/default.html> (lots of PowerPoint things and graphics including jeopardy games)

Voice Thread: free multimedia authoring program

<http://voicethread.com>

GlogsterEDU: create virtual posters

<http://edu.glogster.com>

StudyBlue: free digital flashcards

www.studyblue.com

EduCore: Free tool from ASCD, it is a platform for teacher created modules and exemplar lessons aligned to the Math and ELA Common Core Standards.

<http://educore.ascd.org/>

Academic Libraries

Library of Congress
<http://lcweb.loc.gov>

America's Library for Kids (Lib of Congress)
<http://www.americaslibrary.gov>

MERLOT is a free and open online community of resources designed primarily for faculty, staff and students of higher education from around the world to share their learning materials and pedagogy. <http://www.merlot.org/merlot/index.htm>

Bartleby - online publication of classics
<http://www.bartleby.com/>

Learning Disabilities Other Needs

ERIC Clearinghouse
www.ericec.org/digests/prodfly

National Institute of Mental Health
www.nimh.nih.gov

National Institute of Child Health and Human Development
www.nichd.nih.gov

National Association of School Psychologists
<http://www.nasponline.org/>

American Speech and Hearing Association (ASHA)
<http://www.asha.org/>

LD online -source of information
<http://ldonline.org>

Dolch Word Lists-Pre-primer through 3rd grade
<http://www.mrsperkins.com/dolch.htm>

Official DIBELS website – Reading Assessments
<https://dibels.uoregon.edu>

JobTIPS is a new and free program designed to help individuals with autism spectrum disorder and other learning differences explore career interests, seek and obtain employment, and successfully maintain employment.

<http://www.do2learn.com/JobTIPS/index.html>

Keyboarding

DanceMat Typing:

<http://www.bbc.co.uk/schools/typing>

Typing Master

<http://www.typingmaster.com/games/typing-games.asp>

Tux Typing

<http://tux4kids.alioth.debian.org>

Technology Information Sources

MassCue – MA Computer Users that are Educators

www.masscue.org

Organization for Educational Technology Professionals

www.iste.org

Journal of Technology Information and Professional Development

www.thejournal.com

Kid Friendly Search Engines

Fact Monster: Online Almanac, Dictionary and Encyclopedia

<http://kids.infoplease.com>

Math Websites

Federal Education Website

www.ed.gov/pubs/parents/Math

National Council of Teachers of Mathematics
www.nctm.org

American Math Society
www.ams.org

Math Forum at Drexel University
<http://mathforum.com>

ELA Websites

Make Beliefs Comix
<http://www.makebeliefscomix.com>

SparkNotes similar to Cliff Notes
www.sparknotes.com

Website for Early Literacy-with games, stories, and movies
<http://www.starfall.com>

Vocabulary and Word Building Including Latin Roots and SAT Prep
www.vocabulary.com

Free Reading – Lots of great reading things, free books, word lists, etc.
<http://free-reading.net>

Grammar and Punctuation
www.grammarbook.com

Science Websites

NASA
www.nasa.gov

National Oceanic and Atmospheric Administration
www.noaa.gov

Jason Project
www.jason.org

How Stuff Works
www.howstuffworks.com

Yuckiest Site on the Internet
www.yucky.com

Treasure Troves of Science
www.treasure-troves.com

National Geographic Kids
<http://kids.nationalgeographic.com/kids/>

iWAS Wondering: Outlines the achievements of women in science National Geographic Kids
<http://www.iwaswondering.org/>

History Websites

National Association for the Advancement of Colored People
www.naacp.org

National First ladies Library
www.firstladies.org

National Women's History Project
www.nwhp.org

US Courts – official government site
www.uscourts.gov

50 States – can find quick info on states, lots of ads, better for staff than students
www.50states.com

World Symbol Database
www.symbols.com

History Travel – from the History Channel
www.historytravel.com