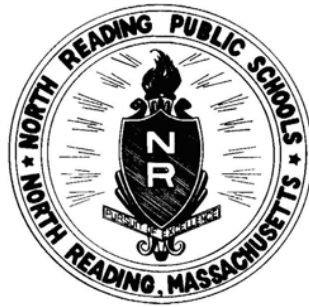


DISTRICT CURRICULUM ACCOMMODATION PLAN

NORTH READING PUBLIC SCHOOLS



District Curriculum Accommodation Plan (DCAP)

Introduction

Each school district in the Commonwealth of Massachusetts is required to develop a District Curriculum Accommodation Plan (DCAP) to assist school leaders in planning and providing a general education program that is able to accommodate students' diverse learning needs. The Massachusetts General Laws related to DCAP are provided in Appendix A. Together, these two sections require that the District Curriculum Accommodation Plan be adopted by the district and individualized for each of its school buildings. The purpose of this planning is to continually strengthen and improve the general education program for the benefit of all students.

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

Classroom Teacher Support - Assistance would include such things as professional development that will help them to analyze and accommodate various students' learning needs, including students who are English language learners, and to manage students' behavior effectively.

Support Services - These would 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.

Title I: Hood, Little, NRMS

Reading Services - This means the direct and systematic instruction in reading for all students.

Mentoring and Collaboration - This set of strategies includes those that encourage teacher mentoring and collaboration.

Parental Involvement - This includes workshops/presentations and strategies that encourage parental involvement in their children's education.

While not required by the Department of Education, this Plan seeks to identify strategies in several other areas:

School Organization - Included here are such things as changes to the school schedule (such as additional instructional time or block scheduling), review of school policies and discipline codes, pre-referral activities before students are evaluated to determine eligibility for special education, after-school options (such as homework assistance and peer coaching.) and behavioral interventions including Bullying Programs/Bullying Curriculum.

Curriculum Alignment- These strategies provide for a review of local curriculum in relation to state learning standards.

Additional Support Services - Services that provide additional staffing or consultation on behavioral issues and on literacy development are included in this category.

Community Involvement - These include Youth At-Risk Meetings and strategies for using or increasing the use of community agencies and volunteers to assist students and teachers.

**North Reading Public Schools
District Curriculum Accommodation Plan**

North Reading Public Schools is an inclusive school district. As such, we are a collaborative culture that welcomes all members into our learning community. Recognizing that students share more similarities than differences, our learning community respects each individual's unique contributions. As an inclusive school district, it is expected that all adults share the responsibility for providing every student 'with access to and participation in high quality general education.

With that philosophy and our mission in mind we have developed the District Curriculum Accommodation plan in accordance with MGL c.71, S38Q. The plan is designed to increase the accessibility of curriculum for all students and parents and provide additional options and protocols for students experiencing difficulty accessing the curriculum through traditional methods and protocols for consulting with Special Education when those methods have been exhausted.

1. Assistance to regular education classroom teachers in terms of professional development that will help them analyze and accommodate various students' learning needs, including English language learners and managing students' behavior effectively.

Strategies in Place

- District Wide Teacher mentor program: all new faculty are assigned a mentor in no greater than a 2: 1 ratio.
- District Wide New Teacher Induction Program providing training in the following
 1. New Teacher Orientation/Mentoring - Policy, Technology & Curriculum Overview
 2. Curriculum Component
 - 📖 Houghton Mifflin Reading
 - 📖 Everyday Mathematics (elementary) Classroom Management Skills
 - 📖 Six Trait Writing
 - 📖 Technology Integration/Smart Boards
 3. Special Education Component
 - 📖 Inclusion in the Classroom
 - 📖 Special Ed & You - *What every classroom teacher needs to know about their special education responsibilities.*
- District Wide Professional Development Offerings with a concentration on Curriculum Development, Technology Integration and Best Practice Study. Example: Study group on Brain-based research, Book Groups – “Rethinking Homework”.
- Online professional development courses focusing on instruction and reaching all learners: Differentiating Instruction, Multiple Intelligences, Understanding by Design, The Brain: Memory and Learning Strategies.
- Online paraprofessional-development courses:
Classroom Management: Managing Challenging Behavior, The Inclusive Classroom, Helping Struggling Readers, The Brain Memory and Learning Strategies
- Targeted Staff Trainings:
 1. New Teacher Induction Program
 2. LIPS Training
 3. Paras Helping Paras
 4. Administrative Staff: Legal Workshop - 504s and Student Rights and Teacher Training
 5. Open Circle Training for new faculty [District]
 6. V&V (Verbalizing and Visualizing)
 7. Write Traits
 8. QAR
 9. Wilson
 10. Anti-bullying
- Provision of Mandatory Staff Trainings
 1. Restraint Trainings
 2. Harassment/Bullying Trainings
 3. CPR/Crisis Response
 4. Epi-pen Life Threatening Allergy
- Assistive Technology Training: Availability of Kurzweil & E-Reader, Lexia, Soliloquy, Edmark, Study Island, Earobics, Mayer-Johnson, Dragon Naturally Speak, IPAD/Proloquo2Go, Alt-Chat, Desk Chat, SMART Technologies and Interactive White Boards
- Inclusion Model for SPED service delivery
 1. Common Planning Time
 2. Co-teaching
 3. Consultation services

2. Support services that are available to students through regular education programs; including services to address the needs of students whose behavior may interfere with learning.

Reading support services

1. Reading Specialists [1.5 Hood; 1.5 Batch; 1.5 Little; 2 MS; 0.6 HS] provide direct reading instruction to students with identified need. Specialists are trained and utilize a range of remedial reading techniques including but not limited to Orton-Gillingham, Project Read, Wilson Reading, LIPS, Edmark, V&V, Assessment Administration (DRA, Gates, DIBELS)
2. A Small group / pull out is used in conjunction with consultant services to teachers to maintain an inclusive environment whenever possible. Whole class - team teaching strategies include but are not limited to Story Form (Project READ), Report Form (Project READ), Guided Reading, Literature Circles, Reading Buddies

Counseling Services

1. Preventative social development program
2. Behavioral consultations
3. Individual counseling
4. Classroom management skills
5. Social groups
6. Parent workshops
7. Classroom positive support intervention
8. Open Circle

IST: Instructional Support Team

1. Teams meet regularly to identify and provide early intervention for behavioral and learning disabilities.
2. Teams collaboratively determine classroom modifications and course of action
3. Team may recommend referral for special education services

Assistive Technology Services

- Alpha Smarts for classroom use
- Laptops provided and adapted to student needs upon request of IEP team
- Assistive Software available in targeted locations and computer labs: HM; Kurzweil; E-Reader; Soliloquoy; Boardmaker, Edmark, Earobics FM Systems, Digital Voice Recorders, IPAD/Proloquo2Go, Dragon Naturally Speaking

Student Success Plans

Students who fall into the *warning* category on the MCAS qualify for a Student Success Plan, which is individualized to meet the student's needs and address his/her learning style.

4. Direct and systematic instruction in reading for all students.

Literacy programs are varied and differentiated and the materials are currently building based but share the same basic components and approach toward instruction:

Reading

Reading is divided into 3 segments: "*Reading To Children*," "*Reading With Children*" and "*Reading By Children*." When *Reading To Children*, choose materials that are on or above their reading level. The type of reading done will be modeled / demonstrated or shared reading. When *Reading With Children*, teachers are providing reading instruction to students. When *Reading By Children* takes place students are to be reading self-selected books independently, at their reading level, for practice. Vehicles used to address this basic philosophy are as follows: Instruction: Literacy HM Guided Reading; Literature Circles; Project READ; Reading Buddies; **Assessment:** Diagnostic Reading Assessment (DRA); Running Records, Benchmark Common Assessments; HM assessment materials, Gates, DIBELS.

Word Study

Embedded in all content areas

Writing

Writers Workshop
Writing Traits

4. Encouragement of teacher mentoring and collaboration.

- District-Wide Teacher Mentor Program: all new faculty are assigned a mentor in no greater than a 2:1 ratio
- District-Wide New Teacher Induction Program
- Promotion of Professional Learning Communities
- School Based Common Planning Time
- Grade Level Collaboration
- Academic Teaming and common planning time
- K-12 Curriculum Councils
- Partnerships with Student Teachers and Interns

School improvement goal committee meetings to meet throughout school

5. Encouragement of parental involvement in their children's education

Batchelder	Hood	Little
<ul style="list-style-type: none"> • Formal parent afternoon and evening conferences • Academic Nights: Open House, • Library volunteers • Parent volunteers • School Council and Parents' Association activities • Parental Communication • Parent Guest Speakers • Parent Library • Room parents • Community service learning • Getting Ready for Kindergarten Program • Senior citizen tax rebate program • Monthly calendar • School Council • Elementary School Handbook • Web site 	<ul style="list-style-type: none"> • Formal parent afternoon and evening conferences • Academic Nights: Open House, • Library volunteers • Parent volunteers • School Council and Parents' Association activities • Parental Communication • Parent Guest Speakers • Parent Library • Room parents • Community service learning • Getting Ready for Kindergarten Program • Senior citizen tax rebate program • Monthly calendar • School Council • Elementary School Handbook • Web site 	<ul style="list-style-type: none"> • Formal parent afternoon and evening conferences • Academic Nights: Open House, • Library volunteers • Parent volunteers • School Council and Parents' Association activities • Parental Communication • Parent Guest Speakers • Parent Library • Room parents • Community service learning • Getting Ready for Kindergarten Program • Senior citizen tax rebate program • Monthly calendar • School Council • Elementary School Handbook • Web site

Middle School

- Parent Association (P.A.)
- School Council
- Chaperones/Fieldtrips
- Peer Leaders
- Peer Mentoring
- Project Wisdom
- Project Adventure
- School wide motto
- Chaperones/Fieldtrips
- Parent Conferences
- Back to School Night
- Teacher web pages
- 5th Grade Parent Orientation
- Coffee in Guidance- on Adolescent Behavior
- Moving-on Ceremony (8th grade parents)
- School to Home Communication: daily messages, teacher websites, homework club, after school activities

District

- SEPAC
- Parent Advisory Council
- Superintendent Advisory Council
- Website
- School-based School Committee Meetings
- Health Task Force

High School

- Quarterly Newsletter to Parents
- Teacher communication with parents
- Guidance communication with parents with parents
- Administration communication with parents
- Beginning of school letter to parents
- Back to School Night
- Open House for middle school students and parents
- Recognition Nights
- School Council
- Two (2) Parent Teacher Conference Nights
- Internet Safety Program
- Music and Masquers Boosters
- Parents Association
- Ed-line
- Email System
- Guidance sponsored Informational Program
- Freshman Student Orientation
- Athletic Boosters

6. Changes to the school schedule such as additional instructional time or block scheduling	
<ul style="list-style-type: none"> • District wide all schools strive to provide common planning time to facilitate co-teaching preparation for inclusion classes • The District provides an academic school of the state mandated 180 days. • Teachers are available 15 minutes before school and 15 minutes after school for instructional assistance to students • The high school utilizes an A/B long block schedule with classes consisting of 78 minutes with a Power Block during which student can seek academic support from classroom teachers • After School Enrichment Programs (Elementary) • Middle School has grade level teams and provides academic support Time throughout the day • MCAS Support Programs • Homework Club • Moving-on Ceremony (8th grade parents) • Moving-up Day (Grade 5 students) • Grades 1 to 4 (90 min) uninterrupted Literacy • Grade 6 & Grade 7 schedule utilizes a 6 period day (yielding 62 minute academic periods) • Grade 6 Program – School within a school • High School Peer Tutoring Program 	<ul style="list-style-type: none"> • Under our Professional Learning Communities Initiative all schools are working to develop plans to implement increased opportunities for common planning time among regular and special education staff
7. Review of local curriculum in relation to state learning standards.	
<ul style="list-style-type: none"> • For our purposes curriculum is defined to be not only the organization of courses offered by North Reading Public Schools but also the plan of delivery which guides instructional pedagogy, choice of materials and assessment. The curriculum will never be “finished” it will be continually reviewed through a four-year cycle overseen by Curriculum Standards Committee. The charge of this oversight organization is to provide leadership; develop policy and standards to guide the Subject Area Curriculum Councils work; and stay abreast of cross-disciplinary trends and evaluate their purposefulness in fulfilling the stated mission of the North Reading Public Schools. • There are building based Curriculum Specialists at each Elementary School, Middle School, and High School to assist in the oversight and implementation of district wide initiatives and curriculum. 	
8. Review of School Policies and discipline codes	
<ul style="list-style-type: none"> • District wide New Teacher Induction Program includes a New Teacher Orientation focused a component of which is a thorough Policy Review • District wide all schools have in place School Councils which yearly review and develop a School Improvement Plan • All schools review student handbooks annually • School wide mottos and themes promoting positive social behaviors • District distributes the “Selected Policies and Procedures Manual” and require a signature of receipt and review • All faculty and students receive and must sign-off on the Acceptable Use Policy for access to the computer network • The Administrative Council meets every other week to review school policies, protocols and current business. • All schools have monthly Faculty and Staff meetings which server as a forum to review policy and disciplinary issues and updates to School Committee policies. • The district produces and distributes an Emergency protocol booklet. • Review by Parents' Association • All schools have a Crisis/ emergency incident command team in place • Lockdowns, Fire drills, evacuation • PAUSE – Bullying Policies and Procedures 	

9. Additional staffing or consultation on behavioral issues and on literacy development

- The district maintains contracts and employs several specialists to provide consultant services in the following areas: behavior management, literacy, (e.g., reading specialists, speech language pathologists) and social skills.
- The district is a member of the North Shore Education Consortium and SEEM Collaborative
- The district provides inclusion paraprofessional services to students as determined by the IEP process.
- Currently the community based Health Advisory committee implemented the CDC survey to determine the course of action the council will take and is currently working to implement the Comprehensive Health Policy derived from it.
- ELL

10. Before and after-school options such as homework assistance and peer coaching

<p>Batchelder</p> <ul style="list-style-type: none"> • Before/After School Homework assistance/learning support • Before/After School Enrichment • NR Youth Services – Mentoring Program • YMCA • MCAS Support Services 	<p>Hood</p> <ul style="list-style-type: none"> • Before/After School Homework assistance/learning support • Before/After School Enrichment • NR Youth Services – Mentoring Program • YMCA • MCAS Support Services 	<p>Little</p> <ul style="list-style-type: none"> • Before School Program – fee based • After School Program (including homework support) YMCA – fee based • NR Youth Services – Mentoring Program • MCAS Support Services
---	---	--

<p>Middle School</p> <ul style="list-style-type: none"> • Math/English Club • Summer math workshop for 7th graders • Peer Leaders/Peer Mentoring • Robotics • Science Club/Eco-science Club • Science Olympiad • Geography Club • Art Club • Debate Club • Homework Club • MCAS Tutoring (Title I) 	<p>High School</p> <ul style="list-style-type: none"> • Tutoring • After school extra-help by teachers • Before/After School Homework club • National Honor Society tutoring in P Block • Powerblock • Student/Peer Mentoring
--	--

11. Strategies for using or increasing the use of community agencies and volunteers to assist students and teachers

The District uses outside community agencies in collaboration with the outreach committees to assist in several curriculum areas including but not limited to:

- High School volunteers
- North Reading Youth Services
- Food Pantry
- Winchester Hospital (cards, crafts, posters) (language arts)
- Stop & Shop A+
- Parent volunteers at elementary schools
- Senior Volunteer Program
- Martins Pond Association
- Parks and Recreation Department
- Sun Bridge Health Center - support program (music)
- Make-A-Wish Foundation (counting and sorting)
- Sponsor -A-Classroom
- PTO activities
- School/business partnership with local McDonald's
- Senior- Volunteer Program for tax relief
- NRHS Honor Society - Community Service
- Interact - Community Services
- Student Council
- Project Alliance
- Target Card
- Boy Scout Candy Drives
- Reading/Burbank YMCA
- Merrimack Valley YMCA

The District strongly promotes the use of parent and/or community volunteers. The following are examples of opportunities available

- Room Parents
- Parent Volunteers
- School Council