

HULL PUBLIC SCHOOLS

DISTRICT CURRICULUM ACCOMMODATION PLAN

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

The Hull Public Schools' DCAP was reviewed and revised over a period of several months. These revisions are then reviewed by each school's parent council. The revised DCAP is disseminated and explained to staff in faculty meetings at the elementary, middle and high school levels. It is shared with the School Committee as well.

Included is an annotated list of the school-based programs as well as the personnel who are available to assist and support classroom teachers in analyzing and accommodating the individual needs of students. In addition, there is a list of sample strategies and other actions from which teachers and collaborating staff may select appropriate concerns about academic progress as well as strategies and interventions intended to resolve social and behavioral issues.

The DCAP describes both formal and informal routes. In some instances, communication between parents and teachers will be effective in identifying issues and agreeing upon strategies to be implemented. In other situations, Student Intervention Teams (SIT) will develop a more formal intervention plan. There is a SIT at each building. When a teacher is concerned about a student's progress, that teacher makes a written referral to the SIT and the SIT follows the procedure outlined in the Student Services Procedural Manual. Again, parent involvement is an important part of the process. Concerns that cannot be resolved by these routes, or where there is a lack of progress, may result in a recommendation for a formal initial evaluation to determine if a disability exists through the special education referral process.

Teachers in Hull are continuously monitoring student progress, differentiating instruction and accommodations to facilitate learning and fostering understanding. The district is committed to early intervention and addresses learning issues in a timely fashion based on a team approach. The district's goal in this regard is to meet the needs of every child.

CURRICULUM ACCOMMODATIONS

Physical

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

Organizational

- Posted Visual Supports
- Rubrics
- Study Skills Strategies
- Flexible scheduling
- Rotate the students' schedule (middle school)
- Reduce the student's schedule
- Invite parental assistance
- Arrange parent workshops
- Frequent ongoing progress reports to families
- X2 Aspen Parent Portal
- Level B diploma option
- Agenda student planner organization support

Remedial

- Provide assistance with note taking
- Offer after-school support
- Schedule counselor meetings
- Consistent parental communication
- Find a buddy reader (elementary)
- Arrange peer tutoring (high school)
- Provide extra review and practice
- Title I (elementary)
- Reading Academy (elementary)
- Reading tutor (middle school/ high school)
- Strategies for Learning classes (high school)
- Intervention program (middle school)
- ALEKS math (middle school/ high school)

Behavioral

- Change seats
- Utilize charts
- Provide a mentor
- Establish rules and review frequently
- Provide a set of rewards
- Establish strong relationships with students
- Adjust classroom management
- Use simple corrective measures
- Provide on-going positive reinforcement
- Arrange alternative programs
- Consult with school psychologist
- Consult with adjustment counselor
- Behavior intervention plan
- Consult with building intervention team
- Access to counselor
- Use specific praise

Instruction/Assessment

- Content Area Reading Strategies
- Differentiate instruction/assignments
- Summative assessments
- Formative assessments
- Extended time on tests & assignments
- Encourage peer tutoring
- Allow oral testing
- Provide manipulatives
- Use alternate assessments
- Vary teaching strategies
- Identify student's learning style
- Provide guided practice
- Arrange student groups according to instructional needs, role models, etc.
- Include transition cues
- Have students repeat instructions
- School iPads/Chromebooks
- Provide modified study guides
- Create flashcards/Quizlet
- Break down tasks
- Shorten assignments
- Arrange small group instruction
- Provide individual help within the classroom
- Reduce workload
- Make contracts with students
- Include tactile activities
- Provide wait time
- Provide reference tools
- Use graphic organizers
- Teach test-taking strategies and provide practice
- Utilize a variety of reading comprehension strategies
- Include study skill strategies
- Have students summarize at end of lesson

Technology

- Incorporate appropriate software
- Smartboard instructions
- Provide calculators
- Offer research assistance
- Utilize listening centers
- Utilize e-mail communication
- Aspen Student Information
- Audio Books System
- Lexia
- Bookshare.org/ Learning Ally
- Read/Write for Google Extension
- Online textbooks
- iPads and Chromebooks
- Everyday Math online resources (elementary)
- Credit Recovery
- Edgenuity - VHS

Teams

- Student Intervention Team
- Student Assistance Team
- Crisis Team

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ELEMENTARY CURRICULUM ACCOMMODATION

<p>PROGRAM AND STRUCTURE CHARACTERISTICS SUPPORTING CURRICULUM ACCOMMODATION FOR REGULAR EDUCATION STUDENTS INCLUDING ENGLISH LANGUAGE LEARNERS</p>

- Small class sizes
- Early literacy activities for preschool and kindergarten students
- One to One Device - each student is provided their own device
- Smart Boards in kindergarten – grade five classrooms
- Analysis of MCAS and teacher administered assessments
- Inclusion classrooms with additional professional staff
- Full-day kindergarten available for all students
- Paraprofessionals in all preschool classrooms
- Guided reading with text to match students' instructional levels
- Independent reading with text to match students' independent reading levels
- *Foundations* phonics program grades K-3
- Standardized and other testing data, including DRA, Galileo, MCAS, analysis, and teacher administered assessments – used to assess achievement and to inform instruction
- Title I program in reading K-5
 - Fountas and Pinnell Leveled Literacy Intervention
 - Wilson Reading
 - Lexia Reading
- Summer school for Title I students
- Reading Academy 90 minutes of intensive reading instruction grades 1 & 2
- Directed professional development for professional and paraprofessional staff
- Preschool and Kindergarten screening
- Collaborative consultation time for grade levels
- Emphasis on differentiated instruction to meet the needs of all students
- Emphasis on the writing process using the Writer's Workshop
- Emphasis on teaching across the curriculum and assisting students in making connections to previous knowledge/experiences
- School-based counseling
- Access to support staff
- Web Cart, leveled books for students in grades 1 & 2 that students check out for reading at home
- Class meetings
- Calm Classroom Daily Activities
- Chill Zone in each classroom
- Second Step Emotional Curriculum
- Toolbox Tools Social Emotional Curriculum
- Executive Functioning Strategies
- Kathy Richardson math intervention program
- Positive Behavior Support through school core values
- Student Assistance Team (SAT)
- Student Intervention Team (SIT)
- Go Noodle brain breaks for students
- Promote and celebrate positive behaviors with awards

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MIDDLE SCHOOL CURRICULUM ACCOMMODATION

PROGRAM AND STRUCTURE CHARACTERISTICS SUPPORTING CURRICULUM ACCOMMODATION FOR REGULAR EDUCATION STUDENTS INCLUDING ENGLISH LANGUAGE LEARNERS

- Small class sizes
- Enrichment and Intervention Program (4 days per week during school day)
 - Provides targeted intervention to students based on data collection
 - Provides high interest enrichment activities to increase student engagement
- Advisory Program provides each student with a consistent adult advocate
- Accelerated 7th and 8th grade Math courses
- Analysis of MCAS and Galileo data to form instruction
- Collaborative consultation time for all grade levels
- After school help in all disciplines with late buses three days per week
- Grades, attendance, progress and attendance posted regularly to Aspen and Google Classroom for parent and student review
- Students are identified through data collection for Reading Intervention services
 - Fountas & Pinnell Leveled Literacy Intervention
 - Wilson Reading
 - Lexia Reading
 - Specialized reading instruction/tutoring
- Afterschool homework club
- Access to computer lab
- iPad/ Chromebook one to one program in grades 6-8
 - Builds in communication and accessibility features
 - Google Classroom and other G-Suite products used for organization
- Emphasis on differentiated instruction to meet the needs of all students
- Emphasis on writing across the curriculum
- Emphasis on teaching across the curriculum and assisting students to make connections to previous knowledge/experiences
- School-based counseling for students and outreach to families
- Student Assistance Team or Student Intervention Team convenes weekly
- Extended time for tests and assignments
- Social Emotional Learning for all students
 - Integrated into classroom instruction
 - Calm Classroom activities
 - Zones of Regulation and Toolbox program to promote resiliency, self-management, and responsible decision-making skills.
- Academic Assistance Websites
 - NewsELA
 - Study Island
 - ALEX math
- Grade 8 to High School Summer Transition Program

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HIGH SCHOOL CURRICULUM ACCOMMODATION

PROGRAM AND STRUCTURE CHARACTERISTICS SUPPORTING CURRICULUM ACCOMMODATION FOR REGULAR EDUCATION STUDENTS INCLUDING ENGLISH LANGUAGE LEARNERS

- Leveled classes in core subjects at grades 9-12
- One to one device program for grades 9-12
- Access to computer labs
- Calm Classroom activities
- Social Emotional Learning for all students
- Elective programs for exploration and to meet interest areas
- Faculty Professional Learning Communities for focus on student achievement
- Freshman Experience teaming to meet the specific needs of first-year students
- Differentiated instruction to meet the needs of all students
- MCAS preparation options
- MCAS, teacher administered assessments, College Board testing
- PSAT administered free of charge for all 9th, 10th and 11th grade students during school hours
- SAT and subject area vocabulary – words of the week
- Honors courses in core academic areas
- Advanced Placement courses: Biology, English Language, English Literature, Calculus AB, United States History, Government, Environmental Science, Spanish, Computer Science
- Career and college planning resources
- School-day internships for career exploration and credit recovery
- After school help in all disciplines
- Honors courses in core academic areas
- Online courses through Edgenuity and Virtual High School
- Academic summer school for credit recovery
- School-based counseling for students and outreach to families
- Students are identified through data collection for Reading Intervention services
 - Wilson Reading
 - Lexia Reading
 - Targeted tutoring
- Strategies for Learning classes
- Advisory Program provides each student with a consistent adult advocate
- Summer Transition Program for identified rising freshmen
- Grades, attendance, progress and attendance posted regularly to Aspen for parent and student review
- Student Assistance Team convenes weekly and Student Intervention Team available
- Personalized learning
- Small class sizes allow staff to know each student
- Extended time tests and assignments

<p>PERSONNEL RESOURCES PROVIDING CONSULTATION/SUPPORT/INTERVENTION IN THE REGULAR EDUCATION SETTING INCLUDING ENGLISH LANGUAGE LEARNERS</p>

- **School Psychologist**
Teacher consultation, support and training, parent/family consultation direct service to students (individuals or small groups), Functional Behavioral Assessments, Behavior Intervention Plans, Member of Student Assistance Team (high school), Member of Student Intervention Team (middle and elementary school)
- **Adjustment Counselor**
Teacher consultation, support and training, parent/family consultation direct service to students (individuals or small groups), Functional Behavioral Assessments, Behavior Intervention Plans, Member of Student Assistance Team (high school), Member of Student Intervention Team (middle school and elementary school), 504 coordinator (middle and elementary school)
- **Guidance Counselor**
Liaison between home and school, parent consultation, teacher support, student support, file managers, member of Student Intervention Team, member of Student Assistance Team, 504 plans (high school)
- **Principal/Assistant Principal**
Articulation and modeling of vision and principles, supervision and evaluation of staff, fostering of accommodation philosophy, support to teachers on social/behavioral issues, behavioral interventions with students, scheduling accommodations, Members of Student Intervention and Student Assistance Teams
- **Reading specialists**
Teacher consultation for curriculum modification, screening and informal assessment, academic support for struggling students, support for teachers
- **Literacy Coach & Instructional Coach (elementary and middle)**
Teacher modeling, assessment, analysis of assessment data, ongoing professional development
- **School Nurse**
Consultation to parents, students and staff, direct service for individual students, health instruction, services students with concussions, manages health plans, Member of Student Assistance Team (high school), Member of Student Intervention Team (middle and elementary school), Member of Wellness Community (middle and elementary school)

- Speech and Language Pathologist
Teacher consultation for curriculum modification, screening and informal assessment, teacher training, direct services to groups or individual students
- Occupational Therapist
Teacher consultation, classroom observations of students, informal screening
- Physical Therapist
Teacher consultation, classroom observations of students, informal screening
- Librarian / Media Specialist (high school)
Support for student research, teacher and student consultation about curriculum resources, management and supervision of Virtual High School courses and students, summer school coordinator
- Outreach Coordinator
Arranges internships, provides employment opportunities for students, coordinates student volunteer opportunities, organizes guest vocational speakers,
- Administrative Team
Support to teachers on academic, social, and 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
- Student Intervention Team & Student Assistance Team
Review of teacher referred cases
- Crisis Management Team
Resource for staff, students and parents, regarding emergency and unique situations, each member trained in Safety Care
- School Resource Officer
Resource for staff, students and families