

# 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. The process of review and revision serves as part of the district's strategic planning process. 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 Student Intervention Team 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, looking for opportunities to make 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.

## POSSIBLE 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

### Structural

Change levels (high school)  
Develop alternate assignments

### Organizational

Flexible scheduling  
Rotate the students' schedule (middle school)  
Reduce the student's schedule  
Invite parental assistance  
Arrange parent workshops  
Frequent progress reports  
X2 Aspen Parent Portal  
Level B diploma option

### 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)  
Strategies for Learning classes (high school)  
Intervention program (middle school)  
ALEKS math (middle school)

### Behavioral

Change seats  
Utilize charts  
Provide a mentor  
Refer parents to agency  
Provide a set of rewards  
Plan parental programs  
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

### Instruction/Assessment

Differentiate instruction  
Formative assessments  
Give extended time on tests & assignments  
Encourage peer tutoring  
Allow oral testing  
Provide manipulatives  
Use alternate assessments  
Vary teaching strategies  
Identify student's learning style  
Assign mentors (high school)  
Provide visual clues  
Include transition cues  
Utilize agenda books and/or personal electronic devices or school iPads  
Provide modified study guides  
Create flashcards  
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

### Technology

Incorporate appropriate software  
Schedule computer-assisted instruction  
Provide calculators  
Offer research assistance  
Utilize listening centers  
Utilize e-mail communication  
Books on CD/tape  
Kurzweil  
Lexia  
Bookshare.org  
Online textbooks  
iPads 6 – 10  
Group or individual iPad projects  
Everyday Math online resources (elementary)

### Teams

Student Intervention Team  
Student Assistance Team  
Crisis Team  
Leadership Team

## HULL PUBLIC SCHOOLS

### ELEMENTARY CURRICULUM ACCOMMODATION

PROGRAM AND STRUCTURE CHARACTERISTICS SUPPORTING CURRICULUM ACCOMMODATION FOR REGULAR EDUCATION STUDENTS
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- Small class sizes
- Early literacy activities for preschool and kindergarten students
- Computer lab accessibility
- iPad cart accessibility (25 ipads)
- Analysis of MCAS, PARCC, and teacher administered assessments
- Inclusion classrooms with additional professional staff
- Full-day kindergarten available for all students
- Paraprofessionals in all kindergarten 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
- John Collins Writing Program
- Standardized and other testing data, including DRA, DDMs, MCAS, PARCC 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
  - Comprehension Club
- Summer school for indentified Title I students
- Reading Academy 90 minutes of intensive reading instruction grades 1 & 2
- Directed professional development for professional and paraprofessional staff
- District-wide kindergarten screening
- Collaborative consultation time for grade levels
- Curriculum and instructional activities that address varied learning styles
- Emphasis on differentiated instruction to meet the needs of all students
- Emphasis on the writing process using the John Collins method
- Emphasis on teaching across the curriculum and assisting students in making connections to previous knowledge/experiences
- School-based counseling
- GO Noodle brain breaks for students

## HULL PUBLIC SCHOOLS

### MIDDLE SCHOOL CURRICULUM ACCOMMODATION

PROGRAM AND STRUCTURE CHARACTERISTICS SUPPORTING CURRICULUM ACCOMMODATION FOR REGULAR EDUCATION STUDENTS
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- Small class sizes
- Enrichment and Intervention Program (3 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 7<sup>th</sup> and 8<sup>th</sup> grade Math courses
- Analysis of MCAS/PARCC, PSAT 8/9, group Qualitative Reading Inventory, District Determined Measures, and teacher administered assessments
- Collaborative consultation time for all grade levels
- PSAT 8/9 administered free of charge for all 8<sup>th</sup> grades students during school hours
- After school help in all disciplines with late buses three days per week
- Grades, attendance, progress and attendance posted regularly to Aspen for parent and student review
- After school grade 8 English and math PARCC support funded by 632 grant
- Students are identified through data collection for Reading Intervention services
  - Fountas & Pinnell Leveled Literacy Intervention
  - Wilson Reading
  - Lexia Reading
  - Targeted afterschool tutoring
  - Comprehension Club
- School day intervention in math for identified students
- Afterschool homework club
- Summer school for identified students in reading
- Access to computer lab
- iPad one to one program in grades 6-8
  - Builds in communication and accessibility features
- Curriculum and instructional activities that address varied learning styles
- 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
- John Collins Writing Program instituted in all core subjects
- School-based counseling
- Academic Assistance Websites
  - NewsELA
  - Study Island
  - Catchup Math

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### HIGH SCHOOL CURRICULUM ACCOMMODATION

PROGRAM AND STRUCTURE CHARACTERISTICS SUPPORTING CURRICULUM ACCOMMODATION FOR REGULAR EDUCATION STUDENTS
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- Leveled classes in core subjects at grades 9-12
- Access to computer labs and individual technology
- 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 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade students during school hours
- SAT vocabulary
- Advanced Placement course: Biology, English Language, English Literature, Calculus AB, United States History, Environmental Science
- Career and college planning resources
- School-day internships for career exploration and credit recovery
- Honors courses in core academic areas
- After school help in all disciplines
- Online courses through Edgenuity
- Academic summer school for credit recovery
- School-based counseling
- Strategies for Learning classes
- Foundations math and English courses
- Satellite Program for suspended and special education students
- Advisory Program provides each student with a consistent adult advocate
- Summer Transition Program for identified rising freshmen
- School-based counseling
- Grades, attendance, progress and attendance posted regularly to Aspen for parent and student review

PERSONNEL RESOURCES PROVIDING CONSULTATION/SUPPORT/INTERVENTION  
IN THE REGULAR EDUCATION SETTING

- **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 (elementary and middle schools)**  
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 Crisis Prevention Intervention
- School Resource Officer  
Resource for staff, students and families