

# Shrewsbury Public Schools

## District Curriculum Accommodation Plan



*The mission of the Shrewsbury Public Schools is:*

*The Shrewsbury Public Schools, in partnership with the community, will provide students with the skills and knowledge for the 21<sup>st</sup> century, an appreciation of our democratic tradition, and the desire to continue to learn throughout life.*

*The core values central to teaching and learning in the Shrewsbury Public Schools are:*

- *Respect and Responsibility*
- *Collaboration and Communication*
- *Commitment to High Standards and Expectations*
- *Equity for All Students*

The District Curriculum Accommodation Plan documents the ways in which Shrewsbury Public Schools educators work to meet the needs of all students. The goal is for all students to meet the academic and behavioral expectations that we have for them, with the realization that students will often need some accommodation in order to succeed.

Accommodations may include varied instructional strategies, modified curriculum materials, targeted assessment, support services, and professional consultation. Additionally, ongoing professional development for educators and a strong induction program for new hires foster continuous improvement in the district's capacity to help learners with diverse needs.

The information below outlines the various approaches used to provide all Shrewsbury students with equal access to the district's general education program.

## I. Educational Program: Curriculum, Instruction, and Assessment

<b>Curriculum Frameworks</b>	<ul style="list-style-type: none"> <li>Where in existence, Massachusetts Department of Elementary and Secondary Education Curriculum Frameworks used as basis of local curriculum planning</li> </ul>
<b>Standards-based Approach</b>	<ul style="list-style-type: none"> <li>Based on Curriculum Frameworks, local K-12 learning standards for all students developed; standards-based reporting instrument in grades K-8</li> <li>Common assessments developed to provide equity across grade levels, schools, and courses (Developmental Reading Assessment in elementary, grade level-wide assessments at elementary and middle, common midterms and finals at high school); benchmarks established on many assessments to set equitable expectations for student learning</li> <li>Rubrics used often to provide clear set of expectations for student learning (all levels)</li> </ul>
<b>Differentiated Instruction</b>	<ul style="list-style-type: none"> <li>Expectation that educators will vary content, process, and product demands in response to students' needs, based on formative assessment</li> </ul>
<b>Systematic literacy and mathematics programming</b>	<ul style="list-style-type: none"> <li><i>Rigby Literacy by Design</i> literacy program, K-4; guided reading model</li> <li><i>Everyday Mathematics</i> program, K-6</li> <li><i>Connected Mathematics II</i> program, 7-8</li> <li><i>Core-Plus Mathematics</i> program, 9-12</li> </ul>
<b>Use of Assessment Data to Monitor Student Progress</b>	<ul style="list-style-type: none"> <li>MCAS data analyzed for aggregate trends and for individual student performance</li> <li>MCAS, DRA, Math Unit Tests, etc. used as part of information to determine eligibility for additional support</li> </ul>

## II. General Education Support Services to Provide Access to Learning

<b>Instructional/Student Support Teams/Early Intervention Team</b>	<ul style="list-style-type: none"> <li>• Each school has a structured process to review issues related to students who are not making effective progress academically or behaviorally. These teams are made up of administrators, teachers, and specialists who review data, make recommendations for accommodations, and monitor progress (“Response to Intervention” methods used)</li> </ul>
<b>Collaborative Teams</b>	<ul style="list-style-type: none"> <li>• Various grade level and/or departmental teams of educators, including classroom teachers, instructional coaches, curriculum coordinators, special educators (including speech and language pathologists, occupational therapists, assistive technology specialist, etc. as appropriate), and/or administrators who meet regularly to set learning goals, examine student assessment data, and design interventions</li> </ul>
<b>Reading Specialist Support</b>	<ul style="list-style-type: none"> <li>• Reading specialists at Title I targeted assistance elementary schools, intensive “extra dose” of small group reading instruction</li> <li>• Reading specialist (5-6) for reading interventions outside of regular language arts program</li> </ul>
<b>Paraprofessional Support</b>	<ul style="list-style-type: none"> <li>• Elementary level: instructional aides carrying out targeted reading and math interventions; reading tutors, including Title I-funded tutors in targeted assistance schools; math tutor</li> <li>• Middle level: math tutors (5-8); academic support tutor (7-8)</li> <li>• After school and before school “Homework Academy” (7-8)</li> </ul>
<b>English Language Education Programming</b>	<ul style="list-style-type: none"> <li>• ESL teachers and tutors to support students who qualify for assistance</li> </ul>
<b>MCAS Intervention Programming</b>	<ul style="list-style-type: none"> <li>• Various before, during, and after school programming at different levels; grant-funded at high school level</li> <li>• Designed to provide targeted assistance to students identified as needing additional support, based on previous MCAS and ongoing classroom performance</li> </ul>
<b>Summer Academic Programming</b>	<ul style="list-style-type: none"> <li>• Academic enrichment program for K-8 students</li> <li>• Title I summer reading program</li> <li>• English language learner summer program</li> <li>• Summer academic support program for 7-8 students</li> <li>• Academic summer school program for high school students</li> <li>• Special education summer program, both substantially separate and integrated into programs listed above</li> </ul>

<b>Counseling Services</b>	<ul style="list-style-type: none"> <li>• Adjustment counselors, 5-8</li> <li>• Guidance counselors, 9-12</li> <li>• Psychologists, K-12</li> <li>• Various interventions, including social skills groups</li> </ul>
<b>School Nurses</b>	<ul style="list-style-type: none"> <li>• Provide physical and mental health related supports</li> <li>• Support district wellness plan</li> <li>• Serve on building support teams</li> </ul>
<b>Clinical Coordinator</b>	<ul style="list-style-type: none"> <li>• Consultation regarding behavioral issues</li> <li>• Conducts Functional Behavioral Assessments</li> </ul>
<b>School Resource Officers</b>	<ul style="list-style-type: none"> <li>• One officer 5-8, another 9-12</li> <li>• Provide proactive interventions with at-risk students; work with leadership teams to develop prevention programs, anti-bullying policy, etc.</li> </ul>

**III. Personnel Available to Provide Consultation to Assist Educators with General Education Accommodations**

<b>Principals</b>	<b>Instructional Coaches</b>	<b>ESL Teachers</b>
<b>Assistant Principals</b>	<b>Curriculum Coordinators</b>	<b>Speech and Language Pathologists</b>
<b>Psychologists</b>	<b>Department Heads</b>	<b>Occupational Therapists</b>
<b>Counselors</b>	<b>Media Specialists</b>	<b>Physical Therapists</b>
<b>Reading Specialists</b>	<b>Special Education Teachers</b>	<b>Assistive Technology Specialist</b>
<p><b>Parents are partners in our work to provide the best education possible for their children. Through our support team processes, and in general, we ask parents to consult regarding how we might help their children meet the expectations set for them and seek their support for our recommended interventions and accommodations.</b></p>		

#### IV. Accommodations Provided within General Education Program When Appropriate

<b>Physical</b>	<ul style="list-style-type: none"> <li>• Preferential seating</li> <li>• Frequent breaks</li> <li>• Writing aids (slant board, pencil grips, etc.)</li> <li>• Stress release activities (squeeze objects, motor breaks, etc.)</li> <li>• Remove auditory distractions (use headphones, etc.)</li> </ul>
<b>Behavioral</b>	<ul style="list-style-type: none"> <li>• Positive behavior support plan (goal setting, positive reinforcement, point system, etc.)</li> <li>• Adult mentor</li> <li>• Alternative seating</li> <li>• Logical consequences</li> <li>• Counseling</li> <li>• Peer mediation</li> <li>• Alternative schedule/restructure demands</li> </ul>
<b>Instructional</b>	<ul style="list-style-type: none"> <li>• Visual aids</li> <li>• Manipulatives and other hands-on strategies</li> <li>• Additional small group instruction</li> <li>• Graphic organizers</li> <li>• Study guides/structured notes</li> <li>• Homework checks/homework help/targeted homework (quality vs. quantity)</li> <li>• Planner checks</li> <li>• Alternative assessments</li> <li>• Work contracts</li> <li>• Peer tutoring</li> <li>• Cues for transitions</li> <li>• Break down tasks into explicit chunks</li> <li>• Extra help sessions</li> <li>• Extended day/week/year access to academic programming</li> </ul>
<b>Technological</b>	<ul style="list-style-type: none"> <li>• Instructional software</li> <li>• Calculator</li> <li>• Word processor</li> <li>• Listening center/audio recording of books</li> <li>• Video</li> </ul>

## V. Professional Development, Induction, and Support for Educators

<b>Graduate Courses</b>	<ul style="list-style-type: none"> <li>• Reimbursement for qualifying courses</li> <li>• Relevant courses offered in-district</li> <li>• Partnership with high quality outside providers, such as Primary Source</li> </ul>
<b>Job Embedded Professional Development</b>	<ul style="list-style-type: none"> <li>• Expertise shared through professional collaboration, facilitated by instructional coaches, curriculum coordinators, administrators, and/or teachers</li> <li>• Constant inquiry into best practices needed to reach student performance goals</li> </ul>
<b>Professional Development Workshops</b>	<ul style="list-style-type: none"> <li>• Three professional development days throughout the year, half or full day experiences devoted to key areas of focus</li> <li>• Various after school workshops, often led by peers, including technology skill development and best practice study groups</li> </ul>
<b>Conferences</b>	<ul style="list-style-type: none"> <li>• District supports attendance of educators at various conferences put on by professional associations, Assabet Collaborative, etc., related to key education topics related to district and school goals</li> </ul>
<b>Induction Program for New Staff</b>	<ul style="list-style-type: none"> <li>• All first year professional staff are assigned a mentor</li> <li>• Peer observations between mentor and induction teacher are required</li> <li>• Mentor training prior to year beginning, ongoing during the year</li> <li>• <i>Strategies for Effective Teaching</i> course for all new staff (three courses: elementary, middle, and high school)</li> </ul>
<b>Supervision and Evaluation</b>	<ul style="list-style-type: none"> <li>• All professional staff are rigorously evaluated on standards of professional practice, which include standards related to ensuring that curriculum, instruction, and assessment are adjusted to meet the needs of all students. Recommendations are made and support provided where needed</li> </ul>

## VI. Volunteer and Community Resources

<b>Parent Groups</b>	<ul style="list-style-type: none"> <li>• Advisory Committees (District Coordinating Council, School Councils)</li> <li>• Parent Teacher Organizations</li> <li>• Booster Clubs (Music, Visual Arts, Speech and Debate, Athletics)</li> <li>• Special Education Advisory Council</li> </ul>
<b>District Volunteer Coordinator</b>	<ul style="list-style-type: none"> <li>• Privately funded position secures volunteers to provide additional support in classrooms or for specific academic focus areas</li> </ul>
<b>UMass Medical School STEM Pipeline Partnership</b>	<ul style="list-style-type: none"> <li>• Provides laboratory resources for 7<sup>th</sup> grade life science field study (DNA labs)</li> <li>• Provides professional development for math and science educators</li> </ul>
<b>Shrewsbury Youth and Family Services</b>	<ul style="list-style-type: none"> <li>• Local non-profit provides on-site LIFE after school counseling program for middle level at-risk students and TheraPM after school counseling program for high school at-risk students</li> <li>• Coordinates with school counselors for outside referrals</li> </ul>
<b>Shrewsbury Education Foundation</b>	<ul style="list-style-type: none"> <li>• Provides grant funding for innovative academic programming that engages learners</li> </ul>
<b>Corridor 9 Chamber of Commerce School Business Partnership</b>	<ul style="list-style-type: none"> <li>• Provides grant funding for innovative academic programming and for ongoing professional development needs</li> </ul>
<b>You, Inc.</b>	<ul style="list-style-type: none"> <li>• Local mental health service provider who provides direct counseling to students in the school environment; these students may not otherwise be able to access counseling outside of school</li> </ul>
<b>Family Success Partnership</b>	<ul style="list-style-type: none"> <li>• Grant-funded, community-based resources for children with mental health needs requiring additional support and services</li> </ul>