

# **STONEHAM PUBLIC SCHOOLS**

## **District Accommodation Plan**

*September 2015*

## **District Accommodation Plan**

“A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet students’ needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement. A curriculum accommodation plan shall also provide curriculum accommodations for students who are gifted and talented.”

Ch. 71 of the Massachusetts General Laws  
Section 39Q1/2

**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.**

- Implement PreK-12 curriculum development and revision cycle that aligns local curricula with state frameworks.
- Integrate technology into instruction when appropriate as a learning tool.
- Implement assessment program including mandated state testing as well as diverse authentic and performance measures.
- Use data analysis at district, school and individual levels to provide instructional and curricular interventions and remediation programs for students who display weakness in MCAS/State testing.
- District-wide professional development offerings based on current needs of staff.
- Training for Core Academic teachers with ELLs in Sheltered English Immersion provided by DESE through June 2016.
- Professional development provided for all staff in working with students exhibiting behavioral challenges.
- Professional development provided for all paraprofessionals in teaching and differentiation techniques to reach at-risk students.
- Non-violent Crisis Intervention Training
- Harassment and Anti-Bullying Training
- CPR Training
- Epi-pen Life Threatening Allergy Training

**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.**

- Continue to provide training in a balanced literacy approach at the elementary level.
- Continue to provide training for secondary teachers in teaching reading and writing in content areas.
- Continue to support collaboration among staff to plan transitions from elementary to middle school and middle to high school.
- Provide adequate school psychologist staffing at each school.
- Provide adequate ELL staffing as identified by student needs.
- Provide adequate staff for MCAS/State testing remediation at secondary level.
- Provide adequate counseling time at each school.
- Continue to provide Teacher Assistance Teams to support teachers in determining appropriate modifications and/or accommodations for students exhibiting difficulty learning.
- Provide professional development for teachers in differentiation of instruction and the RTI model.
- Student Success Plans (ISSP's) for at-risk students.
- All elementary teachers trained in Open Circle Social Development program.

**DIRECT AND SYSTEMATIC INSTRUCTION IN READING FOR ALL STUDENTS.**

- Early literacy assessment available (DIBELS) to monitor student progress and target instruction for students in Gr. K-1.
- Benchmark reading assessment system (Fountas & Pinnell) at grades K-4 informs instruction.
- Title I grant used as a supplement to provide reading support to struggling readers in Middle School.
- Parent Workshops in areas of literacy and reading support offered annually.
- *Foundations* Program taught in all grade K-2 classrooms.
- Literacy Instruction for all students is provided through a workshop model that allows for differentiation and individualization.

**ENCOURAGEMENT OF TEACHER MENTORING AND COLLABORATION.**

- Teacher mentoring program in place for new hires.
- Mentor training provided for professional-status staff interested in mentoring new hires.
- Provide common time for peer observations and reflective sharing between mentor and mentee.
- School-based common planning time.

**ENCOURAGEMENT OF PARENTAL INVOLVEMENT IN THEIR CHILDREN'S EDUCATION.**

- Back to School Nights at each school.
- Monthly PTO meetings at each school.
- Bi-annual parent afternoon and evening conferences.
- District and school web sites.
- Online teacher gradebooks for parent review.
- Weekly Email Blast that conveys important information to parents at each school.
- Parent access to teachers by phone and/or email.
- Parent/child reading events.
- Parent volunteers active at each school, ie library and technology support.
- School Council at each school.

**CHANGES TO THE SCHOOL SCHEDULE SUCH AS ADDITIONAL INSTRUCTIONAL TIME OR BLOCK SCHEDULING.**

- Middle School Homework Club.
- District provides an academic school year of state mandated 180 days.

**REVIEW OF LOCAL CURRICULUM IN RELATION TO STATE LEARNING STANDARDS.**

- Ongoing update and review of curriculum being updated at all levels.
- District curricula has been aligned with newly adopted MA ELA and Math Common Core Frameworks.
- Effective, high impact professional development provided for staff on a regular basis to support standards-based instruction and assessment.

**REVIEW OF SCHOOL POLICIES AND DISCIPLINE CODES.**

- School Committee policies reviewed and revised as necessary.
- Discipline codes reviewed and revised annually and published in Student Handbooks.
- Special Education and Nursing policies reviewed and revised as necessary.
- School Councils at each school review former and develop current School Improvement Plans.

**ADDITIONAL STAFFING OR CONSULTATION ON BEHAVIORAL ISSUES AND ON LITERACY DEVELOPMENT.**

- School psychologist staffing at each school.
- School adjustment counselor at each elementary school.
- Behavior specialists work with students and staff, providing positive behavioral supports.
- District membership in SEEM Collaborative and North Shore Consortium for Staff Development.
- Regular consultation between principals and the Director of Special Education.
- Elementary Literacy Coach hired to support literacy instruction beginning September 2015.

**AFTER-SCHOOL OPTIONS SUCH AS HOMEWORK ASSISTANCE AND PEER COACHING.**

- Middle School Homework Club
- Elementary Before and After-School Programs offered.
- MCAS/State Testing Support offered to at-risk students offered after school for students in grades 5-12.
- Development of Individualized Student Success Plans (ISSP's) using data from MCAS, standardized tests and local assessments.
- Title I summer reading and math programs offered to at-risk Middle School students.

**STRATEGIES FOR USING OR INCREASING THE USE OF COMMUNITY AGENCIES AND VOLUNTEERS TO ASSIST STUDENTS AND TEACHERS.**

- Mentoring Program established in partnership with the Stoneham Chamber of Commerce for all Grade 11 students.
- High School volunteers/community service.
- Parent and community volunteers are active at each school.

**EDUCATIONAL SERVICES IN HOME OR HOSPITAL**

- Upon receipt of a physician's written order verifying that any student enrolled in Stoneham Public Schools must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the principal arranges for provision of educational services in the home or hospital.
  - Services are provided with sufficient frequency to allow the student to continue his/her education program, as long as such services do not interfere with the medical needs of the student.
  - The principal coordinates such services with the administrator of special education for eligible students. Though, such educational services are not considered special education unless the student has been determined eligible for such services and the services are included in the student's IEP.