

Dover Sherborn Regional Schools

District Curriculum Accommodation Plan

2016-2017

The Dover-Sherborn Regional School District provides rich student-centered curricula, multiple instructional practices, and services geared to meet the individual needs of all students and to promote excellence in education. The rigorous curricular offerings provide students with opportunities to develop the skills necessary to achieve success. Extracurricular and academic programs are designed to educate the "whole" person, and to provide learning experiences that will help young people become responsible, healthy adults and contributing members of society. The Regional School District promotes tolerance, acceptance, and respect for others. Strong parental and community involvement and support are part of the culture.

Teachers and support staff use best practices to help students attain mastery of the learning standards found in the *Massachusetts Curriculum Frameworks*. Teachers employ various methods of assessment and differentiated instruction to match teaching strategies with students' individual learning styles.

The district is committed to hiring and retaining highly qualified, dedicated, outstanding professionals. A formal two-year mentoring program is in place to assist teachers who are newly employed by the district. Professional development opportunities provide training, information, and strategies to help staff develop and maintain mastery of their craft, remain current with respect to developments in the field of education, and integrate technology in an effort to maximize the potential of every student.

This District Curriculum Accommodation Plan addresses various strategies that will assist the district to meet the needs of all students.

I. Regular Education Support Services

- Small group math skills-building courses.
- Small group English skills-building courses.
- Small group Social Studies courses.
- Small group Science courses.
- Organizational and study strategies courses.
- Summer and after school remediation programs in Mathematics and English Language Arts as needed, based on MCAS data.
- **Development and monitoring of Educational Proficiency Plans for students performing below requisite score on MCAS, and Student Success plans for other students at risk.**
- ELL monitoring and delivery of support services
- Availability of curriculum leaders and department heads as resources for each discipline.
- College placement, Advanced Placement, SAT, PSAT, and MCAS test score analyses to focus curriculum.

- A wide variety of curricular and instructional tools including, but not limited to: computers, tape recorders, large-print books, Kurzweil, SmartBoards, SmartPads, CDs, DVDs, and calculators.
- Clearly articulated learning objectives.
- Use of formal and informal assessment procedures.
- **Frequent progress monitoring based on a variety of formal and informal assessments**
- Delivery of prescribed accommodations using a variety of instructional strategies.
- Use of student contracts to shape appropriate behavior and promote optimal levels of performance.
- Accommodation of student needs through preferential seating and other adaptations.
- Allowance of additional time for completion of tasks when recommended by an Instructional Support Team (IST).
- Availability of support staff including guidance counselors, an adjustment counselor, speech and language clinicians, an occupational therapist, and a consulting psychologist.
- Signs of Suicide (SOS) Program.
- Massachusetts Aggression Reduction Center (MARC) Anti-bullying Program.
- Tolerance and Diversity Awareness presentation by Dr. Michael Fowlin.
- Mentoring Program (based on Franklin Covey's *7 Habits of Highly Effective Teens*).
- Existence of an Academic Standards Committee as a recommending body to review curricula, graduation requirements, scheduling, course offerings, and other issues impacting delivery of programs.
- Advisor/Advisee Groups.
- Availability of diagnostic reading level assessments.
- Literacy coaching for students in content areas at the middle school.
- Dialectical Behavior Therapy (DBT) groups (mindfulness skills) at the high school and middle school.
- Tutoring provided through the Academic Support Grant.
- Tutoring funded through the Title I Grant.

II. Reading Instruction

- Student choices provided for assigned summer reading and reading materials in grades six and seven.
- Core novels identified by grade or course.
- Emphasis on the meta-cognitive approach to reading at appropriate developmental levels.
- Required readings from a summer reading list (multi-discipline)
- Emphasis of reading strategies across all disciplines.
- **Specialized reading programs** funded through grants.

III. Professional Development, Teacher Mentoring and Collaboration

- Completion of recent workshops on reading strategies, the writing process, differentiated instruction, and student assessment strategies, research and technology integration.

- Assessment development.
- Expanded training for some staff as Critical Friends Group (CFG) coaches.
- Sharing best practices through department or team meetings and Professional Dialog meetings.
- Collaboration between high school and middle school faculty.
- Increased efforts to promote interdisciplinary and intra-disciplinary dialogue and practice.
- Existence of an extensive teacher mentoring and induction program for first and second year faculty with veteran faculty members as Mentor Leaders.
- Expanded 6 – 12 Curriculum Review and Coordination Committee.
- Differentiated instruction training.
- Asperger's Syndrome and Autism training.
- MARC training.
- Signs of Suicide (SOS) program training.
- Franklin Covey 7 Habits of Highly Effective Teens Mentor training.
- Gay/Bisexual/Lesbian/Transgender Awareness training.
- Tolerance and Diversity Awareness presentation by Dr. Michael Fowlin.
- Ongoing anti-bullying training.
- Resilience and executive functioning training.
- Positive Behavior Intervention Supports (PBIS) training.

IV. Parental Involvement

- Scheduled programs for parents on topics of importance such as parenting of adolescents, adolescent sexuality, communication, responsible sponsoring of parties and associated liability, and drug awareness.
- Communication between school and home via telephone, mailings, newsletters, emails, and website.
- Parental involvement in pre-referral process.
- Parent organizations that work closely with teachers and administration on a number of school related functions and issues.
- Active School Councils focusing on key school policies and procedures.
- High level of parent volunteerism.

V. Pre-referral Activities (*RtI Initiatives*)

- Use of Instructional Support Team to review student performance and to make recommendations for strategic action or referral.
- Review of students at risk conducted through joint meetings of administrators, guidance counselors and school nurse.
- Documentation of intervention strategies.
- Regular meetings of Regional Administrative Review Board to maintain effective communication between regular education and special education.
- Development and monitoring of Educational Proficiency Plans.