Norton Public Schools
District Curriculum Accommodation Plan (DCAP)

A Plan to Continually Strengthen and Improve the General Education Program for All Students

Students learn best in classrooms that support accommodations for all students' learning styles. The Norton Public School System has adopted a District Curriculum Accommodation Plan to assist principals, insuring that all efforts have been made to meet students' needs in regular education. This plan has been 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 math and provision of services to address the needs of children whose behavior may interfere with learning. The District Curriculum Accommodation Plan does include provisions to encourage teacher mentoring and collaboration, and parental involvement. The purpose of this document is to strengthen and improve the general education program for the benefit for all students. The DCAP addresses various strategies that will help to achieve that objective, including:

1) Assistance to regular classroom teachers, such as professional development that will help them to analyze and accommodate various student learning needs including students who are English Language Learners, and to manage students' behavior effectively.

   1.1) Analyzing and accommodating diverse learning styles of all students.

   1.2) Methods of collaboration among teachers, paraprofessionals, and teachers' assistants to accommodate such style.

   1.3) The district provides a comprehensive professional development program that includes mentoring for new teachers and offerings for all staff in ways of assisting diverse learners in meeting Massachusetts Learning Standards.
   - Use of Educator Quality Grant funds to provide support for collaboration and peer observation for mentors and new teachers
   - Professional development that is targeted and based on the needs of individual teacher, achievement data and student needs.

2) To provide support services that are available to students through the regular classroom program, including services to address the needs of students whose behavior may interfere with learning.

   2.1) Support services are available to students through the general education program, including services to address the needs of students with disruptive behavior.

3) To provide direct and systematic instruction in reading and math for all students.

   3.1) The school system utilizes standardized and criterion-referenced assessment data as one measure of student learning and indicator of student needs
   - Kindergarten Screening Tools
   - Benchmark Assessments – ELA and Math
   - STAR Testing in K-5
   - MCAS in grades 3-8 and 10
   - Standards-Based Report Card

   3.2) Teachers at the elementary level provide direct and systematic instruction in reading in the areas of phonics, phonemic awareness, fluency, vocabulary and comprehension. Using a Readers Workshop model from the *Lucy Calkins Units of Study for Reading,* teachers focus on grade level standards and encourage a love of authentic literature.

   3.3) Teachers at the elementary level provide direct and systematic instruction in math in the areas of computation, problem solving, algebra and data.

   3.4) Norton Middle School students receive intervention and enrichment in the area of reading and writing by a certified Reading Specialist.

4) To encourage teacher mentoring and collaboration.

   4.1) The Norton School System encourages teacher mentoring and collaboration. At the beginning of each year, all new teachers are assigned a teacher mentor so that their experience in the Norton Public School System is positive and successful.

   4.2) The Mission of the Mentor Program is to assure the quality of education for the children of Norton Public Schools by helping new teachers maximize their effectiveness through professional growth opportunities and personal associations with colleagues.

   4.3) Mentor Program Goals include the following:

   ➢ To provide personal support to new teachers to ensure their integration into the culture and climate of the school, the district, and the community.

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> ➢ To provide professional development to teachers new to the system as they face the challenges common to new teachers, such as discipline, classroom management, interaction with parents, diversity of students, and instructional issues.
> ➢ To offer the opportunity for both new and experienced teachers to analyze and reflect upon their teaching.
> ➢ To retain highly qualified teachers, both new and experienced.

    4.4) Each school has an Instructional Support Team (IST) that collaboratively meets a minimum of once a week for the sole purpose of discussing the educational needs of one or more students. The principal, with the assistance of the Director of Pupil Personnel, shall coordinate the delivery and supervision of special education services within each school building.

5) To encourage parental involvement in their children's education.

    5.1) The Norton School Department encourages parental involvement in children's education by conducting monthly parent meetings in each school, as well as special focus meetings to discuss particular issues within the learning environment.
- Parent Advisory Councils
- Site Councils
- Parent/Teacher Organizations
- Title I Parent Workshops
- Curriculum Nights
- Open Houses
- Norton Community Task Force

    5.2) Parents/Guardians are provided the opportunity to become actively involved in schools and classrooms through each school's parent involvement program.

    5.3) Each school involves parents in the educational decisions of their children, and in the case of students over the age of 14, students will also participate in these decisions.

6) To change school schedules whenever necessary in an effort to create additional instructional time.

7) Annually review local curriculum in relation to state learning standards.

    7.1) District Curriculum Committees work under the direction of the Assistant Superintendent of Teaching & Learning to examine and evaluate existing programs. Needs are identified based on identified gaps and redundancies in the local K-12 curriculum in relation to the state learning standards.

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7.2) Professional Learning Communities (PLC) taking place each week in schools provide for opportunities for teachers to work collaboratively to review curriculum and assessment data in regards to State Learning Standards.

8) Annual review of school policies and discipline codes.

9) To attempt to provide additional staffing or consultation on behavioral issues and literacy development.

10) To review after-school options such as homework assistance, MCAS assistance and peer coaching.

10.1) When necessary, tutorial services will be provided to any student enrolled in a public school who has been out of school for medical reasons more than 14 days in a school year, or in the opinion of the principal, has additional needs that cannot be met during the school day. Educational tutoring services are not considered special education unless the student has been determined eligible for special education and the services are according to the I.E.P.

11) To formulate strategies for using and increasing the use of community agencies and volunteers to assist students and teachers.

In conclusion, school principals and school site councils are involved in identifying the types of educational concerns that are presented by diverse student learners, and in the development, implementation, and assessment of a SCAP at the building level.

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District Curriculum Accommodation Plan

Changes in the Massachusetts Special Education Laws (12/03) require school districts to implement District Curriculum Accommodation Plans (DCAP) to help ensure all efforts have been made to meet students' needs in regular education. The plans should encompass efforts as follows:
- Analysis of diverse learning styles within the regular education classroom
- Accommodations to meet needs of the diverse learning styles within a regular education class
- Provision of appropriate services and support within the regular education classroom
- Direct and systematic instruction of reading
- Services to address the needs of children whose behavior may interfere with learning

The District Curriculum Accommodation Plan details programs and supports already available and implemented within the Norton Public Schools. School Site Councils need to formulate specific School Curriculum Accommodation Plans (SCAP) at each school building.

Instructional Support Teams
Instructional Support Team (IST) is an on-going confidential team approach to assist struggling students in one or more areas. It is not a disciplinary team, but one that functions as an assessment, prevention and intervention team. It allows teachers to receive support from professional peers when the teachers have questions about a student's progress. Students, who are at risk of failing multiple subjects, have major behavioral problems, are suspected users or abusers of alcohol or drugs are involved in the court system are in psychiatric referrals are appropriate referrals to the IST team. The team may be comprised of the school nurse, a teacher, a guidance counselor, adjustment counselor, social worker, building principal, and psychologist. Although referrals are typically initiated by classroom teachers, parents, and in the upper grades, students may make referrals to the IST.

Beginning at grade level team meetings, the teachers discuss the needs of individual students and design interventions to support their behavioral or instructional needs. Data collection and review takes place during the initial intervention and the grade level team assess student progress with these interventions. If these interventions are not successful, the teacher can then ask to convene the school based team. IST members listen to the concerns expressed by the person making the referral and when it is deemed appropriate, instructional strategies are offered through a brainstorming format. These strategies are then reviewed with the classroom teacher and considered for implementation. Because of the varied expertise of the IST members, instructional strategies often reflect alternative methods of instruction not yet explored by the classroom teacher. In-house consultation services are also available to the IST and the teacher. Title I Teacher, Psychologists, Speech Therapist, Occupational Therapist and the Physical Therapist are resource people who are available to deliver consultation services.

Once the IST has formulated an instructional strategy, the strategy is reviewed on a regular basis. During the review, the IST analyzes the classroom teacher's(s') documentation of progress and the team members determine if:
- The strategies are effective and the student has made adequate progress, no longer needing the IST process.

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- The strategies are effective and there is evidence of some progress. The IST process should continue and another meeting date should be set to carefully monitor progress.
- Strategies have not been effective and adequate progress is not evident. The IST members suspect that there may be other issues impeding the student's progress. The student may at this point be referred for a special education evaluation or a 504 plan.

504 Accommodation Plans

Student 504 Accommodation Plans are provided for those students who are experiencing a disabling condition that prevents them from accessing and benefiting from the regular curriculum. Identifying the disability condition and developing modifications, allows the student the opportunity to fulfill Adequate Yearly Progress (AYP) through the regular curriculum.

Support Services Available Within the District

Title I
Title I, a regular education program, is the largest federal aid program in the nation. The goal of the Title I program is to:
- Identify students who are at risk academically.
- Provide small group direct reading/math instruction for the students identified. Instruction in Norton is provided primarily within the regular classroom in grades 1-5 utilizing a co-teaching model.
- Provide instruction through the use of a variety of teaching methods and services.
- Work closely with school personnel to provide collaboration and consultation regarding the student's progress.
- Increase meaningful parent involvement in student success.

Informal and formal assessments are conducted to determine which students could benefit from services provided through Title I. Title I Teachers work closely with the Title I Director and classroom teachers. Special educators may also provide consultation to the Title I Teachers regarding instructional methods and materials.

Direct, systematic reading instruction is offered to all students in grades K – 5. In grade 8, all students are exposed to world language instruction in lieu of reading class. Any grade student who would be better served with an additional year of direct reading service is given that opportunity. All students do receive literature instruction in their English classes. Title I services provides supplemental support for students who qualify in grades 1-5. Title I support is offered for supplemental support in English Language Arts in grades 1-5 and is also available for supplemental mathematics support in grades 4-5.

Tier II and Tier III Intervention
Additionally, Tier II and Tier III intervention support blocks are in place weekly. This intervention is provided by Title I, special education and classroom teachers as well as educational assistants. Tier III intervention is provided for a small group of students on an as needed basis.

Behavioral Support Services
Counseling services are available to all regular education K – 12 students in the Norton Public Schools. Whole class mini-lessons led by Counselors in age appropriate topics such as bullying

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and conflict resolution take place at various grade levels. Further, teachers have participated in various professional development opportunities in an effort to extend their knowledge based on strategies for working with behavioral students. Smoking cessation, diversity issues, bullying, and other social issues are addressed on an as needed basis. If necessary, referrals to providers outside the district can be arranged.

Consultation services include behavioral intervention strategies, and functional behavioral assessments, classroom management consult and participation in the pre-referral process. The pre-referral process involves discussion of the students who may be experiencing social, educational, or behavioral difficulties.

Direct services that are available consist of individual and group counseling, crisis intervention, psychological assessments and recommendation, family/school communications and feedback, and referral to outside therapy as needed. The district employs 2.3 school psychologists.

A crisis team is established as needed with counselors and school psychologists in the geographical area.

Occupational Therapy
Occupational Therapy services are provided by Certified Occupational Therapists. The Occupational Therapists (OT) provide direct OT treatment, informal support services and supervision of Certified Occupational Therapy Assistants (COTAs). During whole class inclusion sessions, the Occupational Therapist provides support and demonstration for primary fine motor and visual motor skills. Also, the Occupational Therapist provides informal consultation on an as needed basis.

Speech-Language Pathology
Speech-Language Pathologists provide consultation to address language development in areas such as phonemic awareness, auditory processing, articulation and conversation. Students benefit from indirect services provided by Speech/Language Pathologists to general education classrooms. They support the systematic development of auditory processing and phonemic awareness skills that are utilized within school buildings. Speech-Language Pathologists provide speech, language screenings throughout the school year. Technical support for assistive listening devices is also provided. Through consultation and direct instruction, the Speech-Language Pathologists provide a valuable service for students.

Character Education Programs
Within the elementary schools, principal/teacher training in Character Education Programs is ongoing. Programs of this type provide a model for helping young children develop social competency and appreciation for diversity skills in a thoughtful and systematic manner. The model focuses on strategies to build self-esteem, problem-solving skills, and a classroom environment of collaboration and cooperation. An open discussion format allows students opportunities for modeling and practicing skills while receiving positive reinforcement. The program is built around a yearlong curriculum and multi-year community based training for school staff.

Peer Mediation/Conflict Resolution
Peer mediation/conflict resolution is offered at both Norton Middle School and Norton High School. Students receive intensive training to prepare them for this responsibility. Peer mediation is students helping students to avoid violence by resolving conflicts in a peaceful, pro-
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social manner. The goal of the program is to improve the school environment by reducing violence, assaults, hateful language, bullying, discipline referrals, and increasing academic performance. In the peer mediation intervention, teams of student volunteers are trained to serve as role models and "neutral third parties" to provide mediation services for their peers who lack the skills to successfully resolve their conflicts.

Peer Tutoring/Mentoring Program
High school students as well as Wheaton College students offer academic assistance to middle school students to develop better organizational skills and encourage the younger students to practice good study skills. The goal of the tutor is to be a mentor, a good role model and a friend to the younger student.

Academic Support
An Individual Student Success Plan (ISSP) is developed for all students that require one. The Middle School provides homework/tutoring assistance Monday – Thursday with highly qualified certified staff. Students in grades 4-5 are provided homework assistance through the Homework Heroes club which takes place twice a week. In both the Middle School and the High School, grant funding is used to provide students with academic support based on failure or needs improvement status on MCAS.

Professional Development
Various students' learning needs are analyzed and accommodated. Staff members suggest topics in areas they feel are in need of professional development. The district utilizes regular education and grant funds as well to support professional development offerings. The belief is that a teacher's skill is the greatest determining factor in student achievement. The district holds 6 early release days annually and a full day of professional development opportunities for staff. The district has a Professional Development Plan. Whenever possible, common planning time is afforded teachers.

Parent Involvement
Parent Involvement in their children's education has increased significantly over the last several years. All parents are eligible to serve on PTA/PTO/SPO and Site Councils. The Superintendent holds meetings for parents and community members. Information is shared, concerns aired, and questions answered. Title I and Parent Involvement Project grants have increased the number of evening activities for families. Schools consistently conduct literacy, science/mathematics curriculum evenings, science fairs, MCAS presentations and parent volunteer training sessions. The Title I program embraces parent/staff communication, community involvement, volunteerism, new family orientation, and so forth. A Middle School Parents' Night for Grade 8 students going to Grade 9 is held where topics of school choices, high school transition, school requirements offering support services, etc. are addressed.   At the secondary level, parents are invited to award presentations, college financial aid workshops, MCAS presentations, Honor Society Inductions and sports award evenings. Parent/Teacher Organizations, Site Councils and Special Education PAC meetings take place monthly. The Special Education PAC meetings offer support and information to parents.

Community Development
A parent/community volunteer group of hundreds of individuals work weekly in classrooms throughout the district. This initiative helps to reduce the adult/child ratio. The use of Norton's Cable Television Channel 15 and Channel 98 our educational television station provides timely
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information to Norton residents. A district/school website, EdLine, newsletters, ePacks, student handbooks, and sign boards are afforded parents/guardians. Additionally, the Superintendent's Advisory Group meets quarterly and includes representatives from the community, higher education institutions, local businesses, etc.

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School Curriculum Accommodation Plans (SCAP)

- ➢ **L.G. Nourse Elementary**
- ➢ **J.C. Solmonese Elementary**
- ➢ **Henri A. Yelle Elementary**
- ➢ **Norton Middle School**
- ➢ **Norton High School**

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L.G. Nourse Curriculum Accommodation Plan Grades Prekindergarten – 3 2011-2012	
General Strategies	**Specific L.G. Nourse School Strategies**
Assistance to regular education classroom teachers, such as **professional development**, that will help them to analyze and accommodate various students' learning needs, and to manage students' behavior effectively.	• Weekly Instructional Support Team (IST) process for struggling students • Response to Intervention (RTI) for students who have gone through IST (small group reinforcement of skill/concepts) • Intervention blocks in math 3x weekly for students by need • Kindergarten daily reading intervention groups for most at-risk students utilizing highly qualified Para Professional • Extra small group support from student teachers and other Wheaton, Stonehill College, and Bridgewater State University volunteers • Extra small group support from NHS "School-to-Career" program • Professional Learning Communities (PLC) • Data and Differentiated Instruction Committee • Weekly grade level team meetings • Individual (teacher attendance at) workshops for specific needs • Mentor Program and New Staff Member Induction Program • Curriculum Meetings • 36 hour course – Studying Skillful Teaching I (Research for Better Teaching contractual requirement) • Empowering Writer's Workshop • Technology Training – SMARTBoard, Epson BrightLink
Support services that are **available to students through the regular education program**, including services to address the needs of students whose behavior might interfere with learning.	• Reading Specialist Support • Title 1 Support for qualified students • ESL Instruction 1x weekly for qualified ELL Students • Tier II and Tier III Interventions • Flexible grouping for instruction • Special Education support for qualified students • School Counselors (.4 FTE) a shared position • School Psychologist (.6 FTE)
Direct and systematic **instruction in reading** for **all students**.	• Guided Reading • Reading Specialist (1.0 FTE) • DRA in K-3 • DIBELS assessment three times a year K-3, progress monitor identified or at risk students
Encouragement of **teacher mentoring** and **collaboration**.	• New staff orientation meetings – district level • District wide mentor meeting • Monthly cohort meeting • Mentors assigned with common meeting time allocated • Peer collaboration and observation • Professional Learning Communities

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L.G. Nourse Curriculum Accommodation Plan Grades Prekindergarten – 3 2011-2012	
General Strategies	**Specific L.G. Nourse School Strategies**
Encouragement of **parental involvement** in their children's education.	• *VISIONS* Volunteer program (Volunteers in Schools in Our Norton System) • School Council • Title I Literacy Newsletters • Title I Parent Workshops • Grade 2 and 3 Curriculum Night • Science Fair – Grade 3 • EdLine • Principal's Monthly Newsletter – EdLine • PTA Events
Additional Elements:	
Effective education policies and practices. Changes to the school schedule, such as **additional instructional time or block scheduling**.	• Maintain low class sizes whenever possible • Review of Time on Learning allocations • Literacy Blocks Scheduled for each grade • Walk to Read • Walk to Write • Intervention Blocks
Review of local **curriculum** in relation to state learning **standards.**	• Curriculum Committees • Early-release /In-service • Staff Meetings • Grade Level Professional Learning Communities
Review of school policies and discipline codes.	• Ongoing (at staff meetings) • Introduction of Second Step • Bully Guard Program • Inappropriate Behavior/Bullying Report Form
Additional staffing or consultation on behavioral issues and on literacy development.	• Part time adjustment counselor (.4 FTE)and full time Reading specialist • Mass Aggression Reduction Center at Bridgewater State University • School Psychologist (.6 FTE) • CPI Training
After school options such as homework assistance and peer coaching.	• Champions after school care • Site Council revisited an After School Club program will re-survey in the 2012-2013 School Year
Strategies for using or increasing the use of	• Senior Volunteers • Parent volunteers in classrooms – VISIONS

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L.G. Nourse Curriculum Accommodation Plan Grades Prekindergarten – 3 2011-2012	
General Strategies	**Specific L.G. Nourse School Strategies**
community agencies and volunteers to assist students and teachers.	- Library volunteers - Community Service Learning projects with High School - High School Volunteers - Student Teachers and other college students - PTA Events

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J.C. Solmonese Elementary Curriculum Accommodation Plan
Grades Kindergarten – 3
2011- 2012

General Strategies	Specific J.C. Solmonese School Strategies
Assistance to regular education classroom teachers, such as **professional development**, that will help them to analyze and accommodate various students' learning needs, and to manage students' behavior effectively.	- Weekly Instructional Support Team (IST) process for struggling students - Response to Intervention (RTI) for students who have gone through IST – small group instruction targeting student needs - Reading intervention - provided by Reading Teachers, SPED Teachers and trained Educational Assistants - Kindergarten reading intervention 5 times per week for students at risk - Grade 1 reading intervention 4 times per week - Grades 2 and 3 intervention 2 to 3 times per week - Speech intervention 1 or 2 times per week for 6 to 8 weeks – provided by Speech Pathologists - Extra small group support from student teachers from local colleges - Extra small group support from NHS "School-to-Career" program students - Professional Learning Communities (PLC) - Differentiated Instruction Study Group - Guided Reading Study Group - Individual (teacher attendance at) workshops for specific needs - Mentor Program - Curriculum Meetings 36 hour course – Studying Skillful Teaching I (Research for Better Teaching contractual requirement) 36 hour course – Differentiated Instruction - Technology Training – SMARTBoard, Epson BrightLink, SuccessNet, Think Central
Support services that are **available to students through the regular education program**, including services to address the needs of students whose behavior might interfere with learning.	- Reading Specialist Support - Title I Support for qualified students - Tier II and Tier III Interventions - Flexible grouping for instruction - Special Education support for qualified students - School Counselor (.8 FTE) - School Psychologist (.5 FTE) - Social Skills Intervention Group - Study Island – Grades 2-3 - Literacy Coach (.4 FTE)
Encouragement of **teacher mentoring** and **collaboration**.	- New staff orientation meetings – district level - Mentors assigned with common meeting time allocated - Peer collaboration and observation - Professional Learning Communities - District wide grade level meetings and committees - IST meetings

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J.C. Solmonese Elementary Curriculum Accommodation Plan Grades Kindergarten – 3 2011- 2012	
General Strategies	**Specific J.C. Solmonese School Strategies**
Encouragement of **parental involvement** in their children's education.	• Parent volunteer program – classroom assistance, help with special projects • Enrichment Program for grade 1 facilitated by parent volunteers • Library volunteers • School Council • Title I Literacy Newsletters • Title I Parent Workshops • Science Fair – Grade 3 • EdLine postings • Principal's Monthly Newsletter • Updated monthly calendar of events on EdLine and a paper copy sent home • Study Island – Grades 2-3
Additional Elements:	
Changes to the school schedule, such as **additional instructional time or block scheduling**.	• Maintain low class sizes whenever possible • Increased time allotment for math • Literacy Blocks Scheduled for each grade • Intervention Blocks
Review of local **curriculum** in relation to state learning **standards.**	• Curriculum Committees • Early-release /In-service • Staff Meetings • PLC Meetings
Review of school policies and discipline codes.	• Ongoing at staff meetings and PLC meetings • Second Step Program • Bully Guard Program • Inappropriate Behavior and Bullying Report Forms • Articles about Bullying in the newsletter • Reviewed and revised discipline code in handbook with the other K – 3 elementary school
Additional staffing or consultation on behavioral issues and on literacy development.	• Part time guidance counselor and full time Reading Specialist • Local agencies such as the crisis center and DMH contacted when needed • School Psychologist (.5 FTE)
After school options such as homework assistance and peer coaching.	
Strategies for using or increasing the use of community agencies and volunteers to assist students and teachers.	• Parent volunteers in classrooms • Community Service Learning projects with High School • High School Volunteers

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Henri A. Yelle Elementary Curriculum Accommodation Plan Grades 4-5 2011- 2012	
General Strategies	**Specific Yelle School Strategies**
Assistance to regular education classroom teachers, such as **professional development**, that will help them to analyze and accommodate various students' learning needs, and to manage students' behavior effectively.	• Weekly Instructional Support Team (IST) process for struggling students • Response to Intervention (RTI) for students who have gone through IST (small group reinforcement of skill/concepts) • Reading intervention groups for most at-risk students utilizing highly qualified Para Professional • Extra small group support from student teachers and other Wheaton and Stonehill College volunteers • Professional Learning Communities (PLC) • Data and Differentiated Instruction Committee • Individual (teacher attendance at) workshops for specific needs • Mentor Program • Curriculum Meetings • Technology Training – SMARTBoard, Epson BrightLink/SMART Response/Excel/Edline
Support services that are **available to students through the regular education program**, including services to address the needs of students whose behavior might interfere with learning.	• Reading Specialist Support • Math Title 1 Support • Title 1 Support for qualified students • ESL Instruction 1x weekly for qualified ELL Students • Tier II and Tier III Interventions • Flexible grouping for instruction • Special Education support for qualified students • School Counselor (.5 FTE) • School Psychologist (.8 FTE) • Response to Intervention (RTI) (Speech/Language/OT/PT/Special Education) • Grade level "Data Meetings" to review student assessment data and student progress
Direct and systematic **instruction in reading** for **all students**.	• Guided Reading • Reading Streets reading program – scientifically based • Reading Specialist (1.0 FTE)
Encouragement of **teacher mentoring** and **collaboration**.	• New staff orientation meetings – district level • Mentors assigned with common meeting time allocated • Peer collaboration and observation Professional Learning Communities
Encouragement of **parental involvement** in their children's education.	• New staff orientation meetings – district level • *VISIONS* Volunteer program (Volunteers in Schools in Our Norton System) • School Council • Title I Literacy Newsletters • Title I Parent Workshops

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Henri A. Yelle Elementary Curriculum Accommodation Plan Grades 4-5 2011- 2012	
General Strategies	**Specific Yelle School Strategies**
Encouragement of **parental involvement** in their children's education – continued.	• Family Math, Science, Literacy Nights • Social Science Expo grades 4-5 • EdLine • Principal's Monthly Newsletter – EdLine
Additional Elements:	
Changes to the school schedule, such as **additional instructional time or block scheduling**.	• Maintain low class sizes whenever possible • Increased time allotment for math • Teacher Teams, ELA ,social studies or math, science • Inclusion/team/ co - teaching model
Review of local **curriculum** in relation to state learning **standards.**	• Curriculum Committees • Early-release /In-service • Staff Meetings
Review of school policies and discipline codes.	• Ongoing (at staff meetings) • Inappropriate Behavior/Bullying Report Form • Monthly All School Meetings – to address school behavior
Additional staffing or consultation on behavioral issues and on literacy development.	• 0.5 guidance counselor and full time Reading specialist • Mass Aggression Reduction Center at Bridgewater State College • School Psychologist (.5 FTE)
After school options such as homework assistance and peer coaching.	• After school enrichment program offered Destination Imagination • After school Homework Heroes • After school MCAS Academy • After school 2x a month Helping Hands Community Service Program
Strategies for using or increasing the use of community agencies and volunteers to assist students and teachers.	• Parent volunteers in classrooms - VISIONS • Community Service Learning projects with High School High School Volunteers

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Norton Middle School Curriculum Accommodation Plan Grades 6-8 2011 - 2012	
General Strategies	**Specific NMS School Strategies**
Assistance to regular education classroom teachers, such as **professional development**, that will help them to analyze and accommodate various students' learning needs, and to manage students' behavior effectively.	- Professional development in Differentiated Instruction and Co-teaching. - Visitations and observations of colleagues in building and other schools including a spotlight middle school - Meetings with academic coordinators, team meetings and department meetings - Learning Walks - Tech Ed to incorporate Technology Engineering standards
Support services that are **available to students through the regular education program**, including services to address the needs of students whose behavior might interfere with learning.	- ICE (Intervention, Correction, Enrichment) period every day in school - Homework Club - Teacher extra help before and after school - Math Lab program - Wheaton College tutor program - Instructional Support Team - Plato Lab/ My Access program
Direct and systematic **instruction in reading** for **all students**.	- Double block of ELA/reading classes in grade 6 - Wilson Reading for specialized needs - FTE Reading Specialists (6-8)
Encouragement of **teacher mentoring** and **collaboration**.	Faculty visitations/ observations of building colleagues and other schools
Encouragement of **parental involvement** in their children's education. Encouragement of **parental involvement** in their children's education – continued.	- Use of Edline and web site for school information, grades, homework, e-mails etc. - Newsletters, Alert Now - Meet the Teachers Night/ Parent-Teacher Conferences - Transition nights for parents of students moving from 5-6 and 8-9
Additional Elements:	
Changes to the school schedule, such as **additional instructional time or block scheduling**.	- Double block of math in grade 7 - ICE block daily
Review of local **curriculum** in relation	- Meetings with Academic Coordinators - Meetings with Director of Curriculum and Instruction

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Norton Middle School Curriculum Accommodation Plan Grades 6-8 2011 - 2012	
General Strategies	**Specific NMS School Strategies**
to state learning **standards.**	
Review of school policies and discipline codes.	• Reviewed annually by Action Team of teachers, SITE Council and Administration and approved by the School Committee
Additional staffing or consultation on behavioral issues and on literacy development.	• Substantially separate classroom for students with behavioral/emotional needs • Consult with READS Collaborative • Adjustment Counselor for program
After school options such as homework assistance and peer coaching.	• Homework Club • Wheaton tutors • MCAS Tutoring • Extra help with teachers • High School tutors • Clubs/Activities
Strategies for using or increasing the use of community agencies and volunteers to assist students and teachers.	• Wheaton tutors • High School tutors • Connections with YMCA programs

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Norton High School Curriculum Accommodation Plan
Grades 9-12
2011 - 2012

General Strategies	Specific NHS School Strategies
Assistance to regular education classroom teachers, such as **professional development**, that will help them to analyze and accommodate various students' learning needs, and to manage students' behavior effectively.	- Instructional Support Teams - Response to Intervention - Professional Learning Communities - Differentiated Instruction - Mentor Program 36-hour Course…. - Technology & Training…..
Support services that are **available to students through the regular education program**, including services to address the needs of students whose behavior might interfere with learning.	- School Counselors (3) - Adjustment Counselors (2) - Peer Tutoring - Tutoring from Wheaton College students - Extra Help Hours offered by C.R. Teachers
Direct and systematic **instruction in reading** for **all students**.	- Differentiated Instruction for students in ELA (3) Levels of English classes (L1, H, AP) - Inclusion & Co-Teaching in L1 classes
Encouragement of **teacher mentoring** and **collaboration**.	- New Staff - Mentors - Peer Collaborations - PLC's
Encouragement of **parental involvement** in their children's education. Encouragement of **parental involvement** in their children's education – continued.	- Parent Advisory Board - Parent – Teacher Conferences - Course of Studies – Evenings - Alert Now calls informing parents of events/opportunities - Use of Edline, Cable & Newsletters, ePacks - Use of Parent Volunteers - Honor Society Induction - AP Information Nights - Open Houses for 8th grade parents - Meetings with Guidance
Additional Elements:	
Changes to the school schedule, such as **additional instructional time or block scheduling**.	- Modified Block Scheduling - Ability for students to take courses @ area colleges - Ability for students to do internships - Virtual High School

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Norton High School Curriculum Accommodation Plan Grades 9-12 2011 - 2012	
General Strategies	**Specific NHS School Strategies**
Review of local **curriculum** in relation to state learning **standards.**	- On-going revision of curriculum maps - On-going review of State Curriculum Standards - Review of MCAS Scores as they relate to individual students & teachers
Review of school policies and discipline codes.	- Handbook Committee organized with Administration/Teachers/Students & Parents - Regular Review of School Law and State and National trends
Additional staffing or consultation on behavioral issues and on literacy development.	- Structured Resource Room for behavioral issues - Inclusion Model to assist in differentiation for students who struggle (2) Adjustment Counselors
After school options such as homework assistance and peer coaching.	- All H.S. Teachers keep established office hours for extra help - Homework Clubs established by Honor Societies - Wheaton College tutors - Athletic Team study sessions
Strategies for using or increasing the use of community agencies and volunteers to assist students and teachers.	**Norton Community Task Force** ✓ Organizes community groups to meet needs of students **Tri-Town Task Force** ✓ CPR Training for all students through Wheaton College ✓ Use of senior citizens as volunteers in the schools ✓ Use of Wheaton College students as volunteers

Revised: March, 2017