

# Saugus Public Schools - District Curriculum Accommodation Plan

**Saugus School District  
23 Main Street  
Saugus, MA**

## **DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP)**

*A Resource Guide for Teachers, Principals,  
Student Support Services Personnel, Paraprofessionals, and Parents to  
Meet the Needs of All Learners of the  
Saugus School District Learning Community*

**September 2009**

# Saugus Public Schools - District Curriculum Accommodation Plan

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- Elementary Schools
- Middle School
- High School

## **Vision, Mission, and Core Values**

**Richard Langlois, Superintendent**

### **To the Saugus School Community,**

Teachers make the difference in what we do. We will continue to bridge relationships that will allow us to move forward, in this era of educational reform, to provide the best education for our students. Together we will make others take notice that “great teachers, great teaching” is a prescription for success.

### **Our Vision**

Saugus is a place of excellence where children are able to achieve their full potential. For Saugus, however, it’s more than a place of excellence, excellence is a culture! Everything we do is focused on doing the best for our children so that they can compete, successfully, in this ever-changing global community. It is about providing a quality education, with the best technologies and skills, that will enable all children to contribute, survive, in a new world order.

### **Our Mission**

The mission of the Saugus Public Schools is to educate, challenge, and empower students to be life-long learners and to achieve excellence with integrity in the 21<sup>st</sup> century as productive, caring, and contributing members of society. The Saugus School District promotes intellectual, ethical and social growth within a dynamic educational community in order to develop knowledgeable, productive and caring citizens. Our **Core Values** are Integrity, Curiosity, Respect, Compassion, Community, Responsibility, Work Ethic, and Curiosity.

**Respectfully,**

**Richard Langlois**

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**District Curriculum Accommodation Plan (DCAP)**  
**Massachusetts Department of Education Memorandum (2/20/01)**

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## **Introduction to DCAP**

Each school district in the Commonwealth of Massachusetts is required to develop a District Curriculum Accommodation Plan (DCAP) to assist school leaders and teachers in planning and providing a general education program that is able to accommodate students' diverse learning needs and avoid unnecessary referrals to special education. The Massachusetts General Law related to DCAP is as follows:

### **New Section 38Q ½ added to Chapter 71**

“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 education 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.”

### **Recent amendment made to Chapter 71, Section 59C**

The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of the students attending the school, make recommendations to the principal for the development, implementation, and assessment of the curriculum accommodation plan required pursuant to Section 38Q ½, shall assist in the review of the annual budget, and in the formulation of a school improvement plan.

Essentially, the law requires that the District Curriculum Accommodation Plan be adopted by the district and individualized for each school building. The purpose of this planning is to continually strengthen and improve the general education program, for the benefit of *all* students.

The Saugus Public Schools DCAP addresses various strategies that will help to achieve that objective, including:

Assistance to Regular Education Classroom Teachers – Such assistance includes such things as professional development that will help them to analyze and accommodate

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various students' learning needs, including students who are English Language Learners, and to manage students' behavior effectively.

Support Services – These include services that are available to students through the regular education program, including services to address the needs of students whose behavior may interfere with learning.

Reading Services – This means the direct and systemic instruction in reading for all students.

Mentoring and Collaboration – This includes such things as mentoring new teachers and common planning time.

Parental Involvement – This includes opportunities that encourage parental involvement in their children's education such as school and district councils, PTO, websites, connect-ed, and conferences.

The DCAP provides plans for each of the levels (elementary, middle and high school) describing the process for moving from the identification of a concern through communications with parents, staff collaboration, articulation of strategies for accommodations or intervention and periodic review and evaluation of student progress. Also included is an annotated list of the school-based personnel who are available to assist and support classroom teachers in analyzing and accommodating the individual needs of students. As well, there is a list of sample strategies and other actions from which teachers and collaborating staff may select appropriate accommodations for individual students. The list includes suggestions for accommodating concerns about academic progress as well as strategies and interventions intended to resolve social 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, teams of educators will be involved in the process and a more formal written plan may result. Again, parent involvement is an important part of the process. Concerns that cannot be resolved by these routes, or where there is lack of progress, may result in a recommendation for a formal evaluation to determine if a disability exists

Teachers in Saugus are continuously monitoring student progress looking for opportunities to make accommodations to facilitate learning and foster understanding.

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## **Overview of Accommodations**

Accommodations are changes in how a student gains access to information and demonstrates his/her learning. Accommodations do NOT change the instructional level, content or performance criteria. Such changes are made to provide a student with equal access to learning along with an equal opportunity to be able to show what he/she knows or can do.

For many, the following list of accommodations would simply be thought of as best educational practices. Examples of accommodations may include changes to the following:

1. Presentation and/or format and procedures (visual models vs. lecture)
2. Instructional strategies
3. Time/scheduling
4. Environment
5. Equipment
6. Architecture
7. Test taken orally
8. Large print textbooks
9. Additional time allowed to take tests
10. A locker with an adapted lock
11. Weekly home-school communication tools, such as notebook, daily log book, etc.
12. Peer support for note taking (or teacher prepared notes)
13. Lab sheets with highlighted instructions
14. Graph paper to assist in organizing and lining up math problems
15. Tape record lectures
16. Use of a computer/word processor for writing assignments



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## Elementary Curriculum Accommodation

### Program and Classroom Characteristics and Structures Supporting Curriculum Accommodation for Regular Education Students

- Small class sizes staffed by highly qualified personnel who demonstrate core content knowledge
- Standardized (formative/summative) testing data: MCAS, DIBELS, GRADE, Baseline Reading Tests-Houghton-Mifflin, teacher administered assessments and content used to assess achievement and to inform instruction through pre/post test score comparisons
- Differentiation of instruction to include various learning modalities ([www.unitedstreaming.com](http://www.unitedstreaming.com); PLATO; core curriculum series
- Professional development for both professional and paraprofessional staff members
- Building teams who develop Action Plans to increase student achievement through Whole Faculty Study Groups (looking at student work, determination of the essential question: “What do we want students to know and be able to do in accordance with the MA Curriculum Frameworks learning standards?”; then designing instruction and assessment tools to reach student learning goals
- District-wide Kindergarten screening
- Building based cultural enrichment activities (involving family interaction)
- Curriculum based “academic choice” instruction and activities to meet the needs of ALL learners

### Personnel Resources Providing Specific Consultation/Support/Intervention in the Regular Education Setting

- Guidance Counselors – Liaison between home, school, local social service agencies, parent/guardian and teacher support and consultation, “Lunch Bunch” facilitation, social skill circle overseers, chairperson of Teacher Assistances
- Reading Specialists – Teacher consultants for curriculum modification or accommodations, screening and informal/formal assessment(s), direct service to groups or individual students, demonstration classes, co-taught classes, reading resource materials
- Occupational Therapist/Physical Therapist/Speech-Language Pathologist – consultation contacts for regular education staff, may conduct classroom observations of students for the purpose of informal screening(s), parent/home consult capacity

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- Library Support Staff – Saugus is most fortunate to have in-house staff and local librarians available for consultation with teachers to determine resources for content specific materials, support for enrichment and research
- Nurses – offer consultation to staff, training of personnel to enhance awareness of what to watch for in psychopharmacological effects, and practice of universal precautions in student injury situations, direct service to individual students and staff, vision and hearing screening, serves on Teacher Assistances as needed
- School Psychologist – Teacher consultation, staff training, referrals, formal evaluations
- English as a Second Language (ESL) Teacher – direct service for identified students, teacher/parent consultations
- Teacher Assistance – Review of staff, principal and parent referred cases including review of a child’s cumulative file, determination of progress in curriculum review
- Principal – articulation and modeling of vision and principles (for district and specific school), supervision and evaluation of staff, fostering of accommodation philosophy, facilitating staff, collaboration and communication
- DARE Officer and Safety Officer – Police Department liaison, individual student or parent support and consultation, referral where appropriate
- School Social Worker(s) – provides teacher consultation, support to student and families, liaison for social/community agencies.

## **Accommodations, Modifications, and Interventions that May Be Recommended, But Not Limited to Regular Education Students**

### **Curriculum/Instruction/Assessment Strategies**

- Provision of multi-modal presentations of materials: visual, auditory, “hands-on”
- Utilize differentiated instruction and assignments (academic choice projects)
- Develop alternate assignments
- Repeat or reteach concepts (spiraled review)

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- Offer peer teaching/group activities
- Model content area reading strategies (directly taught)
- Provide individual help in the classroom (one on one conferences with students with specific feedback)
- Include study skills strategies
- Utilize transition cues
- Develop teacher-student contacts
- Incorporate positive reinforcement incentives/rewards
- Use of technology/computer assisted instruction ([www.unitedstreaming.com](http://www.unitedstreaming.com))
- Provision of challenge projects encouraging student creativity
- Offer of oral/untimed testing
- Use of multiple intelligence/learning style approaches DIFFERENTIATION
- Model use of graphic organizers ([www.readwritethink.org](http://www.readwritethink.org))
- Develop integrated curriculum projects

## **Behavioral Intervention Strategies**

- Classroom interventions by guidance counselor
- Arrange seating accommodations
- Develop behavioral intervention plans (BIP)
- Utilize charts/graphs to monitor expectations and provide a visual for student self-check monitoring
- Adjust classroom management strategies
- Facilitate parent/support communication
- Consult with school psychologist, social worker, special needs staff
- Individual and small group guidance counseling (“lunch bunch”, mediation, social circles)

## **Organizational Strategies Directly Modeled and Taught**

- Provide a school-wide agenda system
- Develop flexible/modified schedule
- Utilize flexible grouping
- Utilize contract learning
- Utilize team teaching – cooperative teaching
- Implement a progress reporting system
- Consult with and co-plan by grade level teams

## **Intervention/Remedial/Challenge Strategies**

- Provide test taking strategies and practice
- Utilize miscue analysis/prescriptive teaching

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- Develop study skills strategies
- Consult with teacher mentors
- Provide after school help
- Utilize peer buddy systems

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## MIDDLE SCHOOL CURRICULUM ACCOMMODATIONS

### **Program and Classroom Characteristics and Structures Supporting Curriculum Accommodation for Regular Education Students**

- Leveled classes in core subjects at grades 6, 7, and 8
- Computer labs (with assigned support staffing)
- Team structure at grades 6, 7, and 8
- Strong elective program for exploration and to meet interest areas (differentiation)
- Remedial reading classes
- Behavioral support center
- Writing portfolio system
- Standardized and informal assessments as part of a testing data base: MCAS, pre/post assessments (formative/summative data to measure progress over time)
- Service Learning Grant
- Detention, In School Suspension program
- Course/grade level acceleration
- Honors courses offered in core academic areas
- Retention or repeating of specific courses
- After school help available in all disciplines/core academic areas
- Student folders/portfolios maintained in all core academic areas

### **Personnel Resources Providing Specific Consultation/Support/Intervention in the Regular Education Setting**

- Behavioral Specialists – Behavioral interventions with students, management strategy support for teachers
- Guidance Counselors, School Social Worker/School Adjustment Counselor – Liaison between home and school, parent consultation, teacher support, referrals, file manager, liaison for social/community agencies, chairperson/facilitator of Teacher Assistance
- Department Chairs – Curriculum and instruction oversight, teacher assistance with curriculum modifications, curriculum resource acquisition and allocation
- Administrative Team – Support to teacher on social/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

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- School Nurse – Consultation to parents, students and staff, direct service for individual students
- English as a Second Language (ESL) Teacher – Direct services for identified students
- Librarian – Support for student research, consultation with teachers and students about curriculum resources
- MCAS Related Student Success Team – Review of MCAS and other performance data, development of Individual Student Success Plan (ISSP)
- School Psychologist – Teacher consultation and support to parents/students on academic, behavioral or social issues; formal evaluations, staff training
- Therapists (outside agencies) – Teacher consultations, observations of students

## **Accommodations, Modifications, and Interventions that May Be Recommended, But Not Limited to Regular Education Students**

### **Physical**

Arrange preferred seating  
Incorporate stress release activities  
Use visual/auditory aids  
Experiment with use of space  
Include energizers (creative movement, Brain Gym)  
Remove distractions  
Consider a better student/teacher match

### **Structural**

Change instructional levels (differentiate!)  
Change instructors  
Use contract learning  
Cross grade levels (older peers teach younger)  
Develop alternative assignments (differentiate!)

### **Behavioral**

Change seats  
Utilize charts  
Provide a mentor  
Refer parents to agency  
Provide a set of rewards  
Plan parental programs  
Adjust behavior management  
Use corrective measures  
Provide ongoing praise  
Refer to mediation  
Arrange alternative programs  
that are innovative in style

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## **Organizational**

Experiment with a flexible schedule  
Rotate the student's schedule  
Include an extended day program  
Reduce the student's schedule  
Invite parental assistance  
Arrange parent workshops/help opportunities  
Insist upon frequent progress reports

## **Remedial**

Offer after-school support  
Schedule counsel or meetings  
Improve parental communication  
Find a buddy reader  
Arrange peer tutoring  
Take advantage of tutoring  
Utilize study groups  
Provide assistance with note taking

## **Technology**

Incorporate appropriate software  
Schedule computer-assisted instruction  
Provide calculators  
Tape record/video lessons  
Offer research assistance  
Take advantage of computer labs often  
Use listening centers  
Arrange email communication  
Post homework at online sites ([www.schoolnotes.com](http://www.schoolnotes.com))

## **Instruction/Assessment**

Allow extended time on tests  
Encourage peer tutoring  
Allow oral testing  
Provide manipulatives  
Use alternate assessments  
Vary teaching strategies  
Identify learning style  
Assign mentors  
Provide visual cues  
Include transition cues  
Provide effective studyguides  
Create flashcards  
Break down tasks  
Shorten assignments  
Small group instruction  
Provide individual help  
Reduce load (less is more)  
Make contracts with students  
Include tactile activities  
Utilize homework logs  
Provide wait time  
Provide reference tools  
Provide graphic organizers  
\*[www.readwritethink.org](http://www.readwritethink.org)  
Teach test-taking strategies  
and provide practice  
Teach reading strategies  
Include study skill strategies

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## HIGH SCHOOL CURRICULUM ACCOMMODATIONS

### **Program and Classroom Characteristics and Structures Supporting Curriculum Accommodation for Regular Education Students**

- Leveled classes in core subjects at grades 9-12 (ability grouping)
- Computer lab use with assigned support staffing and training
- Strong elective program for exploration, enrichment, designed to meet interest areas
- Developmental reading evaluations and support
- Foreign Language lab
- Life skill, pre-vocational course offerings in Business, Family & Consumer Sciences, and Industrial Technology
- MCAS preparation options
- Dual enrollment options (including local colleges/university/distance online learning coursework)
- Academic summer school programs for identified students
- “School-to-work” career exploration programming
- Continuing Education options: college fairs
- Writing portfolio systems (including electronic portfolio options)
- Standardized and informal assessments database (MCAS, teacher administered assessments, College Board testing)
- Advanced Placement (AP) coursework offered
- ESL support (including all materials translated for parents/guardians)
- Independent study opportunities
- Extracurricular and contest activities related to academic areas
- Detention/service to community opportunities
- Course/grade level acceleration
- Honors course offered in core academic areas
- Retention or repeating of specific courses
- After school help available in all disciplines
- Extracurricular and co-curricular activities such as contests or other related activities

### **Personnel Resources Providing Specific Consultation/Support/Intervention in the Regular Education Setting**

- Guidance Counselors, School Social Workers, School Adjustment Counselor – Liaison between home and school, parent consultation, teacher support, referrals, file manager, support to students and families, chairperson/facilitator



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of Teacher Assistances or Service Teams, liaison for social/community agencies

- Behavior Interventionists – provides behavioral interventions with students, management strategy support for teachers
- Department Chairs – Curriculum and instruction oversight, teacher assistance with curriculum modifications, curriculum resource acquisition and allocation
- MCAS-related Student Success Team – Review of MCAS scores and other performance data, development of Individual Student Success Plan
- School Psychologist – consultation and support to teachers, parents, and students on academic, behavioral or social issues; formal evaluations, staff training
- Literacy Support Personnel (ELA and Math Collaborative Professional Development Teachers) WFSG – Direct instruction, consultation regarding curriculum modifications in the area of reading, writing, and math
- Technology Assistants – support to both staff and students with hardware and software options/training
- Assistant Principal/Principal – support to teachers on social/behavioral issues, behavioral interventions with students, scheduling accommodations, articulation and modeling of vision and principles, supervision and evaluation of staff, fostering of accommodation philosophy
- School Nurse – consultation to parents, students and staff, direct service for individual students, health instruction
- DARE Officer and Safety Officer(s) – Police Department liaison, individual student or parent support and consultation, referral where appropriate
- ESL Tutor – Direct services for identified students
- Student Success Team – Review of teacher referred cases
- Librarians – Support for student research, teacher and student consultation about curriculum resources

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## **Accommodations, Modifications, and Interventions**

### **Physical**

Arrange preferred seating  
Incorporate stress release activities  
Use visual/auditory aids  
Experiment with use of space  
Include energizers (creative movement, Brain Gym)  
Remove distractions  
Consider a better student/teacher match

### **Structural**

Change instructional levels (differentiate!)  
Change instructors  
Use contract learning  
Cross grade levels (older peers teach younger)  
Develop alternative assignments (differentiate!)

### **Organizational**

Experiment with a flexible schedule  
Rotate the student's schedule  
Include an extended day program  
Reduce the student's schedule  
Invite parental assistance  
Arrange parent workshops/help opportunities  
Insist upon frequent progress reports

### **Remedial**

Offer after-school support  
Schedule counsel or meetings  
Improve parental communication  
Find a buddy reader  
Arrange peer tutoring  
Take advantage of tutoring  
Utilize study groups  
Provide assistance with note taking

### **Technology**

Incorporate appropriate software

### **Behavioral**

Change seats  
Utilize charts  
Provide a mentor  
Refer parents to agency  
Provide a set of rewards  
Plan parental programs  
Adjust behavior management  
Use corrective measures  
Provide ongoing praise  
Refer to mediation  
Arrange alternative programs  
that are innovative in style

### **Instruction/Assessment**

Allow extended time on tests  
Encourage peer tutoring  
Allow oral testing  
Provide manipulatives  
Use alternate assessments  
Vary teaching strategies  
Identify learning style  
Assign mentors  
Provide visual cues  
Include transition cues  
Provide effective studyguides  
Create flashcards  
Break down tasks  
Shorten assignments  
Small group instruction  
Provide individual help  
Reduce load (less is more)  
Make contracts with students  
Include tactile activities  
Utilize homework logs  
Provide wait time  
Provide reference tools

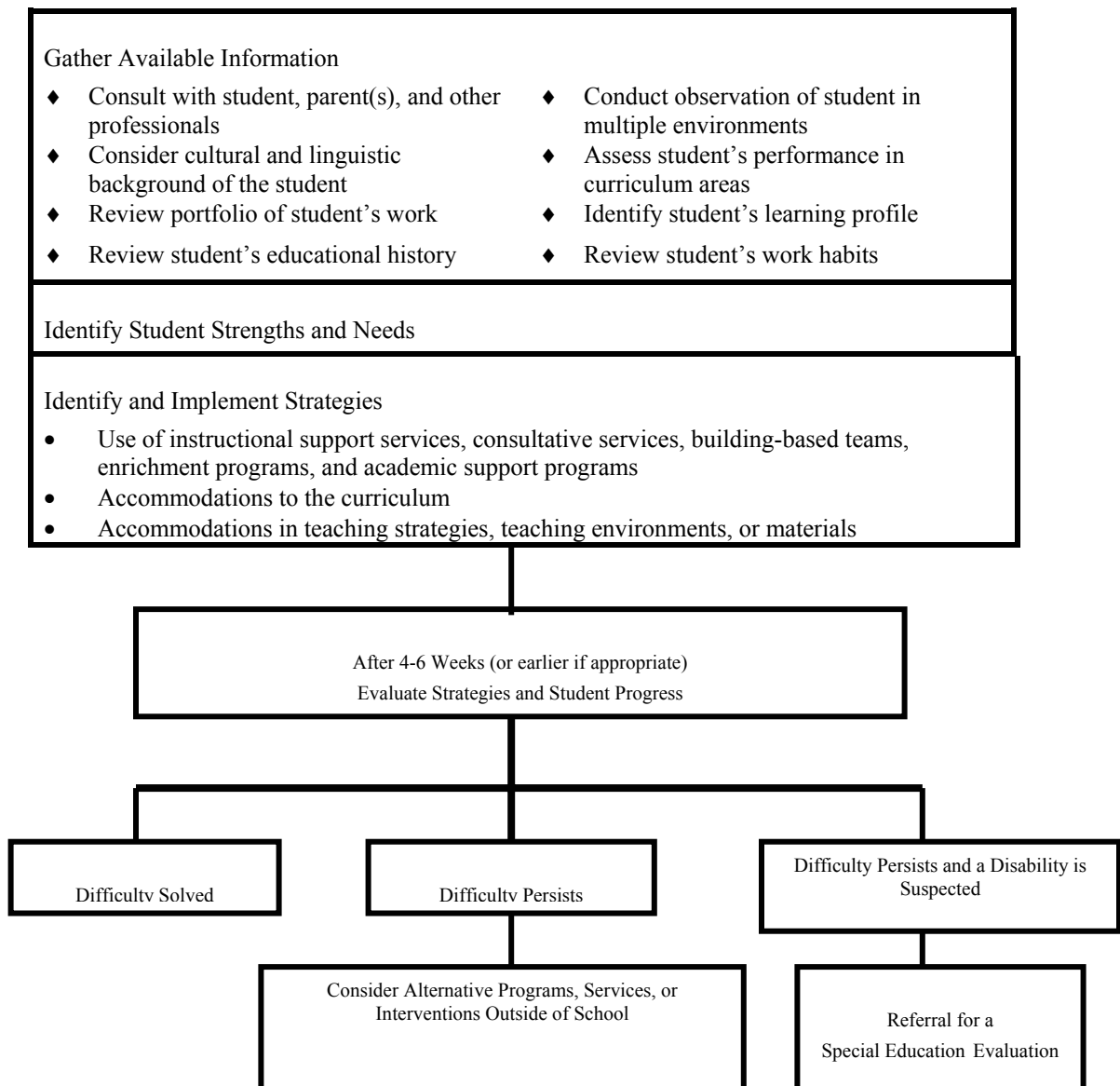
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Schedule computer-assisted instruction  
 Provide calculators  
 Tape record/video lessons  
 Offer research assistance  
 Take advantage of computer labs often  
 Use listening centers  
 Arrange email communication  
 Post homework at online sites ([www.schoolnotes.com](http://www.schoolnotes.com))

Provide graphic organizers  
 \*[www.readwritethink.org](http://www.readwritethink.org)  
 Teach test-taking strategies and provide practice  
 Teach reading strategies  
 Include study skill strategies

## INSTRUCTIONAL SUPPORT INTERVENTION PROCESS

### *Student Experiences School Difficulties\**



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**\*Note:** The law requires that no instructional support program nor any other intervention limits the right of a parent to refer a student for a special education evaluation. However, if a referral for a special education evaluation has been made and the district has asked for and received parental consent to evaluate, then evaluation information from any instructional support program should be made available to the special education Team to consider when determining if the student is eligible for special education.

## Instructional Support Team Referral Form

### Referral Information – Before the Meeting

Person Requesting Assistance: \_\_\_\_\_ Position: \_\_\_\_\_

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_

Grade: \_\_\_\_\_ School: \_\_\_\_\_ Gender: M F

Team Members: \_\_\_\_\_  
\_\_\_\_\_

Meeting Dates: \_\_/\_\_/\_\_ \_\_/\_\_/\_\_ \_\_/\_\_/\_\_ \_\_/\_\_/\_\_

### Previous Teacher Involvement

Teacher input: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Cumulative File Review

Has student attended school regularly in the past? Y N

Has the student attended school regularly during the current year? Y N

Attendance Comments: \_\_\_\_\_

What concerns have been noted in the past? \_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

Pertinent Test Scores (Universal Testing Data): \_\_\_\_\_

\_\_\_\_\_

Recent Curriculum Based Measurement Scores: \_\_\_\_\_

\_\_\_\_\_

## Specific Interventions for Referred Child Attempted and Results

Attempted	Results

**Complete the following areas that apply.**

Review what you currently know about the child's **academic skills**:

What are your academic concerns? \_\_\_\_\_

\_\_\_\_\_

What class is this child most frustrated in? \_\_\_\_\_

How are this child's organizational skills? \_\_\_\_\_

\_\_\_\_\_

How often does this child complete homework? \_\_\_\_\_

\_\_\_\_\_

How well does this child complete homework? \_\_\_\_\_

\_\_\_\_\_

Can this child work independently and cooperatively? \_\_\_\_\_

\_\_\_\_\_

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How well does this child complete homework?

Can this child work independently and cooperatively?

## **ACADEMIC CONCERNS**

- |   |                                     |  |  |
|---|-------------------------------------|--|--|
| <input type="checkbox"/> speech                 | <input type="checkbox"/> language   | <input type="checkbox"/> articulation  |  |
| <input type="checkbox"/> writing                | <input type="checkbox"/> expression | <input type="checkbox"/> spelling      |  |
| <input type="checkbox"/> reading                | <input type="checkbox"/> decoding   | <input type="checkbox"/> comprehension | <input type="checkbox"/> fluency                       |
| <input type="checkbox"/> oral expression        |                                     |  | <input type="checkbox"/> math                          |
| <input type="checkbox"/> homework incomplete    |                                     |  | <input type="checkbox"/> drop in grades                |
| <input type="checkbox"/> always behind in class |                                     |  | <input type="checkbox"/> inattentive/distracted        |
| <input type="checkbox"/> off-task behavior      |                                     |  | <input type="checkbox"/> lack of organizational skills |
| <input type="checkbox"/> other                  |                                     |  |  |

Review what you currently know about the child's **behavior**:

Where does the behavior occur? \_\_\_\_\_

With whom does the behavior occur? \_\_\_\_\_

When does the behavior occur? \_\_\_\_\_

How often does the behavior occur? \_\_\_\_\_

How long does the behavior last? \_\_\_\_\_

## **BEHAVIORAL CONCERNS**

- |  |  |
|--|--|
| <input type="checkbox"/> defiance of rules           | <input type="checkbox"/> impulsive                         |
| <input type="checkbox"/> constant discipline problem | <input type="checkbox"/> blaming, denying                  |
| <input type="checkbox"/> verbally aggressive         | <input type="checkbox"/> cheating, lying                   |
| <input type="checkbox"/> obscene language, gestures  | <input type="checkbox"/> over stimulated, nervous, anxious |
| <input type="checkbox"/> hyperactive                 | <input type="checkbox"/> other _____                       |

## **OTHER AREAS OF CONCERN**

### **PHYSICAL/AFFECT**

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- ☐ avoidance of eye contact
- ☐ lack of coordination
- ☐ lethargic
- ☐ defensive, irritable
- ☐ manipulative
- ☐ avoids contact with staff
- ☐ attention getting

- ☐ erratic behavior changes
- ☐ inappropriate responses
- ☐ appears depressed
- ☐ crying
- ☐ extreme negativism
- ☐ unexplained fear/grief/nightmares
- ☐ other \_\_\_\_\_

## **PEER/SOCIAL**

- ☐ peer rejection
- ☐ change of friends
- ☐ preoccupation with sexuality

- ☐ avoids peer contact
- ☐ older/younger contacts

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## Useful Websites for Additional information

### **CAST Universal Design for Learning**

[http://www.cast.org/publications/ncac/ncac\\_diffinstruc.html](http://www.cast.org/publications/ncac/ncac_diffinstruc.html)

Not all students are alike. Based on this knowledge, differentiated instruction applies an approach to teaching and learning so that students have multiple options for taking in information and making sense of ideas. The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Classroom teaching is a blend of whole-class, group and individual instruction. Differentiated Instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms.



<http://www.pacelearning.com/library/pdf/reluctantlrnr.pdf>

Educators from elementary to secondary levels have met Bill Bright and Sam Slack. These students have features we recognize. The first student, Bill Bright, comes to class on time, has his homework done, eagerly raises his hand to answer questions, volunteers to go to the chalkboard, does his work neatly. His teachers say he is a motivated student. And they love him. Our other student, Sam Slack, comes to class tardy (when he comes at all), seldom does his homework, sits in the back row, daydreams. His teachers say he is an unmotivated student. And they leave him alone. Bill Bright made A's and B's, and passed easily to the next grade. Sam Slack made D's and F's, failed, went to the principal's office, became a behavior problem, and is now on the "dropout track." Sam Slack may well be lost as a member of the student community and possibly lost as a productive member of the society we live in 3/4 a society, which places a high value on formal education as the entry ticket to most jobs and careers.

### **Proven Methods**

<http://www.ed.gov/nclb/methods/index.html?src=ov>

*No Child Left Behind* puts special emphasis on determining what educational programs and practices have been proven effective through rigorous scientific research. Federal funding is targeted to support these programs and teaching methods that work to improve student learning and achievement.



# Saugus Public Schools - District Curriculum Accommodation Plan



<http://massone.mass.edu/>

# Saugus Public Schools - District Curriculum Accommodation Plan

## **Appendices**

### **Specific School-Based Information**

- **Elementary Schools**
- **Middle School**
- **High School**

# Saugus Public Schools - District Curriculum Accommodation Plan

# Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	ELEMENTARY ALL SCHOOLS	LYNNHURST	OAKLANDVALE	WAYBRIGHT
<p><b>Assistance to Regular Education Classroom Teachers</b></p> <p>Such assistance includes professional development that will help teachers analyze and accommodate various students' learning needs, including students who are English language learners, and to manage students' behavior effectively.</p> <p>As well, data is available from a variety of sources to assess student achievement and to inform instruction.</p>	<p>A number of professional development opportunities are available to all teachers, including:</p> <ul style="list-style-type: none"> <li>• LETRS</li> <li>• DIBELS</li> <li>• Math Strategies</li> <li>• SmartBoard Use</li> <li>• Collins Writing</li> <li>• MEPA training</li> <li>• ESL training</li> <li>• Technology training</li> </ul> <p>Two professional development days are included in the school year calendar.</p> <p>Professional development at staff meetings and release times</p> <p>Priority objectives include:</p> <ul style="list-style-type: none"> <li>• Differentiated Instruction/Flexible Grouping</li> <li>• ESL training</li> <li>• Using assessment data to inform instruction</li> </ul> <p>Opportunities to attend offsite workshops</p> <p>Partnership with Salem State College</p> <ul style="list-style-type: none"> <li>• Educational Leadership CAGS</li> <li>• Student Teachers</li> </ul> <p>Standardized Test Data:</p> <ul style="list-style-type: none"> <li>• MCAS/MEPA</li> <li>• MAP</li> <li>• DIBELS</li> <li>• Kindergarten Screening</li> <li>• Teacher administered tests (pre/post)</li> </ul>	<p>IST process is in place to support teachers by providing consultation on accommodation strategies.</p> <p>Individual Student Success Plan (ISSP) for students whose performance level on the MCAS was Warning.</p>	<p>IST process is in place to support teachers by providing consultation on accommodation strategies.</p> <p>Individual Student Success Plan (ISSP) for students whose performance level on the MCAS was Warning.</p>	<p>IST process is in place to support teachers by providing consultation on accommodation strategies.</p> <p>Individual Student Success Plan (ISSP) for students whose performance level on the MCAS was Warning.</p>

# Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	ELEMENTARY ALL SCHOOLS	LYNNHURST	OAKLANDVALE	WAYBRIGHT
<b>Support Services</b>  These include services that are available to students through the regular education program, including services to address the needs of students whose behavior may interfere with learning.	Learning Disabilities Specialist  School Nurse  Reading Specialist  Prep Providers (support common planning time)  Prep Aide (relief from paperwork)  Paraprofessional in Kindergartens  Educational Team Leader (ETL)  Principal	<b>As needed:</b> <ul style="list-style-type: none"> <li>• Adjustment Counselor</li> <li>• ELL Teacher</li> <li>• Occupational/Physical/ Speech &amp; Language Specialists</li> <li>• Behavioral Specialist</li> </ul>	<b>As needed:</b> <ul style="list-style-type: none"> <li>• Adjustment Counselor</li> <li>• ELL Teacher</li> <li>• Occupational/Physical/ Speech &amp; Language Specialists</li> <li>• Behavioral Specialist</li> <li>• Title I Math .6</li> </ul>	<b>As needed:</b> <ul style="list-style-type: none"> <li>• Adjustment Counselor</li> <li>• ELL Teacher</li> <li>• Occupational/Physical/ Speech &amp; Language Specialists</li> <li>• Behavioral Specialist</li> </ul>

# Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	ELEMENTARY ALL SCHOOLS	LYNNHURST	OAKLANDVALE	WAYBRIGHT
<p><b>Reading Services</b></p> <p>This means the direct and systemic instruction in reading for all students.</p>	<p>Macmillan McGraW-Hill K-5 (Leveled Texts)</p> <p>Early Intervention Programs (i.e., Triumphs, ERI)</p> <p>DIBELS Phonological Awareness Assessment K-3</p> <p>Three Levels of Assessment</p> <ol style="list-style-type: none"> <li>1. Benchmark Assessment</li> <li>2. Strategic Monitoring</li> <li>3. <u>Continuous/Intensive Care Monitoring</u> <ul style="list-style-type: none"> <li>• Grade level data meetings 3x's a year facilitated by Reading Specialist</li> <li>• Three tiered reading model</li> <li>• Flexible groups based on assessment (Whole, small, and individual groupings)</li> </ul> </li> </ol> <p><u>Dedicated 90 minute Literacy Block:</u></p> <ul style="list-style-type: none"> <li>• Decoding – Phonological Awareness/Alphabetic Principle</li> <li>• Fluency/Accuracy</li> <li>• Vocabulary</li> <li>• Comprehension</li> </ul>	<p>Reading Specialist</p> <p>Starfall Website</p>	<p>Reading Specialist</p> <p>Scholastic – Reading Counts</p> <p>Starfall Website</p>	<p>Reading Specialist</p> <p>Accelerated reading Study Island</p> <p>Starfall Website</p>
<p><b>Mentoring &amp; Collaboration</b></p> <p>Supporting each other by example and experience or by working together.</p>	<p>Mentoring Program:</p> <ul style="list-style-type: none"> <li>• New teachers meet monthly to share and support each other.</li> <li>• New teachers are matched with a colleague who initiates them into the school environment.</li> </ul> <p>Common planning time with grade level partners.</p> <p>After school grade level meetings to discuss curriculum</p>	<p>List of teachers willing to be a mentor.</p> <p>Walkthroughs</p>	<p>List of teachers willing to be a mentor.</p> <p>Walkthroughs</p>	<p>List of teachers willing to be a mentor.</p> <p>Walkthroughs</p>

# Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	ELEMENTARY ALL SCHOOLS	LYNNHURST	OAKLANDVALE	WAYBRIGHT
<b>Parent Involvement</b>  This includes strategies that encourage parents to be informed and involved in their children's education.	School PTO School and District Councils Conferences Websites Connect-Ed School Newsletters School Monthly Calendars Chaperones	Parent Volunteers – Maintain the school library  Parent Volunteers – School events and field trips	Parent Volunteers – Maintain the school library  Parent Volunteers – School events and field trips  Parent Volunteers – Read with students in grades K-2 Progress Reports Gr. 3-5 Title I Parenting Night Ice Cream Sundae/Scavenger Hunt Night Sleep Overs – Gr. 4 & 5 Science/Social Studies Fairs Scholastic Book Fair Year Book Committee – Gr. 5	Parent Volunteers – Maintain the school library  Parent Volunteers – School events and field trips

## Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	ELEMENTARY ALL SCHOOLS	VETERANS MEMORIAL SCHOOL
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# Saugus Public Schools - District Curriculum Accommodation Plan

<p><b>Assistance to Regular Education Classroom Teachers</b></p> <p>Such assistance includes professional development that will help teachers analyze and accommodate various students' learning needs, including students who are English language learners, and to manage students' behavior effectively.</p> <p>As well, data is available from a variety of sources to assess student achievement and to inform instruction.</p>	<p>A number of professional development opportunities are available to all teachers, including:</p> <ul style="list-style-type: none"> <li>• LETRS</li> <li>• DIBELS</li> <li>• Math Strategies</li> <li>• SmartBoard Use</li> <li>• Collins Writing</li> <li>• MEPA training</li> <li>• ESL training</li> <li>• Technology training</li> </ul> <p>Two professional development days are included in the school year calendar.</p> <p>Professional development at staff meetings and release times</p> <p>Priority objectives include:</p> <ul style="list-style-type: none"> <li>• Differentiated Instruction/Flexible Grouping</li> <li>• ESL training</li> <li>• Using assessment data to inform instruction</li> </ul> <p>Opportunities to attend offsite workshops</p> <p>Partnership with Salem State College</p> <ul style="list-style-type: none"> <li>• Educational Leadership CAGS</li> <li>• Student Teachers</li> </ul> <p>Standardized Test Data:</p> <ul style="list-style-type: none"> <li>• MCAS/MEPA</li> <li>• MAP</li> <li>• DIBELS</li> <li>• Kindergarten Screening</li> </ul> <p>Teacher administered tests (pre/post)</p>	<p>TAT process is in place to support teachers by providing consultation on accommodation strategies.</p> <p>Individual Student Success Plan (ISSP) for students whose performance level on the MCAS was Warning.</p>
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# Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	ELEMENTARY ALL SCHOOLS	VETERANS MEMORIAL SCHOOL
<p><b>Support Services</b></p> <p>These include services that are available to students through the regular education program, including services to address the needs of students whose behavior may interfere with learning.</p>	<p>Learning Disabilities Specialist</p> <p>School Nurse</p> <p>Reading Specialist</p> <p>Prep Providers (support common planning time)</p> <p>Prep Aide (relief from paperwork)</p> <p>Paraprofessional in Kindergartens</p> <p>Vice Principal</p> <p>Principal</p> <p>Educational Team Leader</p>	<p><b>As needed:</b></p> <ul style="list-style-type: none"> <li>• Adjustment Counselor</li> <li>• ELL Teacher</li> <li>• Occupational/Physical/ Speech &amp; Language Specialists</li> <li>• Behavioral Specialist</li> </ul>

# Saugus Public Schools - District Curriculum Accommodation Plan

# Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	ELEMENTARY ALL SCHOOLS	VETERANS MEMORIAL SCHOOL
<p><b>Reading Services</b></p> <p>This means the direct and systemic instruction in reading for all students.</p>	<p>Macmillan McGraW-Hill K-5 (Leveled Texts)</p> <p>Early Intervention Programs (i.e., Triumphs, ERI)</p> <p>DIBELS Phonological Awareness Assessment K-3</p> <p>Three Levels of Assessment</p> <ol style="list-style-type: none"> <li>4. Benchmark Assessment</li> <li>5. Strategic Monitoring</li> <li>6. <u>Continuous/Intensive Care Monitoring</u> <ul style="list-style-type: none"> <li>• Grade level data meetings 3x's a year facilitated by Reading Specialist</li> <li>• Three tiered reading model</li> <li>• Flexible groups based on assessment (Whole, small, and individual groupings)</li> </ul> </li> </ol> <p><u>Dedicated 90 minute Literacy Block:</u></p> <ul style="list-style-type: none"> <li>• Decoding – Phonological Awareness/Alphabetic Principle</li> <li>• Fluency/Accuracy</li> <li>• Vocabulary</li> <li>• Comprehension</li> </ul>	<p>Reading Specialist</p> <p>Starfall Website</p>
<p><b>Mentoring &amp; Collaboration</b></p> <p>Supporting each other by example and experience or by working together.</p>	<p>Mentoring Program:</p> <ul style="list-style-type: none"> <li>• New teachers meet monthly to share and support each other.</li> <li>• New teachers are matched with a colleague who initiates them into the school environment.</li> </ul> <p>Common planning time with grade level partners.</p> <p>After school grade level meetings to discuss curriculum</p>	<p>List of teachers willing to be a mentor.</p> <p>Walkthroughs</p>

# Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	ELEMENTARY ALL SCHOOLS	VETERANS MEMORIAL SCHOOL
<p><b>Parent Involvement</b></p> <p>This includes strategies that encourage parents to be informed and involved in their children's education.</p>	<p>School PTO</p> <p>School and District Councils</p> <p>Conferences</p> <p>Websites</p> <p>Connect-Ed</p> <p>School Newsletters</p> <p>School Monthly Calendars</p> <p>Chaperones</p>	<p>Parent Volunteers – Maintain the school library</p> <p>Parent Volunteers – School events and field trips</p>

# Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	BELMONTE MIDDLE SCHOOL
<p><b>Assistance to Regular Education Classroom Teachers</b></p> <p>Such assistance includes professional development that will help teachers analyze and accommodate various students' learning needs, including students who are English language learners, and to manage students' behavior effectively.</p> <p>As well, data is available from a variety of sources to assess student achievement and to inform instruction.</p>	<p>A number of professional development opportunities are available to all teachers, including:</p> <ul style="list-style-type: none"> <li>• Math Strategies</li> <li>• SmartBoard Use</li> <li>• MCAS Analysis</li> <li>• MEPA training</li> <li>• ESL training</li> <li>• Technology training</li> </ul> <p>Two professional development days are included in the school year calendar.</p> <p>Professional development at staff meetings and release times</p> <p>Priority objectives include:</p> <ul style="list-style-type: none"> <li>• Differentiated Instruction/Flexible Grouping</li> <li>• ESL training</li> <li>• Using assessment data to inform instruction</li> </ul> <p>Opportunities to attend offsite workshops</p> <p>Partnership with Salem State College</p> <ul style="list-style-type: none"> <li>• Educational Leadership CAGS</li> <li>• Student Teachers</li> </ul> <p>Standardized Test Data:</p> <ul style="list-style-type: none"> <li>• MCAS/MEPA</li> <li>• MAP</li> </ul> <p>Teacher administered tests (pre/post)</p> <p>TAT process is in place to support teachers by providing consultation on accommodation strategies.</p> <p>Individual Student Success Plan (ISSP) for students whose performance level on the MCAS was Warning.</p>

# Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	BELMONTE MIDDLE SCHOOL
<p><b>Support Services</b></p> <p>These include services that are available to students through the regular education program, including services to address the needs of students whose behavior may interfere with learning.</p>	<p>Special Needs Staff (Inclusion)</p> <p>School Nurse</p> <p>Guidance Counselors</p> <p>Peer Leadership Program</p> <p>Team Meetings</p> <p>Extra help sessions after school</p> <p>Library with Librarian</p> <p>Behavioral management classroom/specialist</p> <p>ELL Teacher</p> <p>Occupational/Speech/Physical Specialists</p> <p>Title I Math</p> <p>MCAS Prep Tutoring</p> <p>Detention/In-School Suspension Program</p> <p>Vice Principal</p> <p>Principal</p>

# Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	BELMONTE MIDDLE SCHOOL
<p><b>Reading Services</b></p> <p>This means the direct and systemic instruction in reading for all students.</p>	<p>Reading Specialist</p>
<p><b>Mentoring &amp; Collaboration</b></p> <p>Supporting each other by example and experience or by working together</p>	<p>Mentoring Program:</p> <ul style="list-style-type: none"> <li>• New teachers meet monthly to share and support each other.</li> <li>• New teachers are matched with a colleague who initiates them into the school environment.</li> </ul> <p>Common planning time with grade level partners.</p> <p>After school grade level meetings to discuss curriculum</p>



# Saugus Public Schools - District Curriculum Accommodation Plan

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# Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	BELMONTE MIDDLE SCHOOL
<p><b>Parent Involvement</b></p> <p>This includes strategies that encourage parents to be informed and involved in their children's education.</p>	<p>School PTO</p> <p>Parent Advisory Council</p> <p>School Council</p> <p>District-wide Council</p> <p>Use of agenda books, having parents sign off on assignments</p> <p>Progress Reports</p> <p>Team/parent conferences</p> <p>Chaperones</p> <p>Student Handbook</p> <p>Summer Reading Program</p> <p>At Risk Survey</p> <p>Website</p> <p>Connect-Ed</p>

# Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	HIGH SCHOOL
<p><b>Assistance to Regular Education Classroom Teachers</b></p> <p>Such assistance includes professional development that will help teachers analyze and accommodate various students' learning needs, including students who are English language learners, and to manage students' behavior effectively.</p> <p>As well, data is available from a variety of sources to assess student achievement and to inform instruction.</p>	<p>A number of professional development opportunities are available to all teachers, including:</p> <ul style="list-style-type: none"> <li>• Math Strategies</li> <li>• SmartBoard Use</li> <li>• MCAS Analysis</li> <li>• MEPA training</li> <li>• ESL training</li> <li>• Technology training</li> </ul> <p>Two professional development days are included in the school year calendar.</p> <p>Professional development at staff meetings and release times</p> <p>Priority objectives include:</p> <ul style="list-style-type: none"> <li>• Differentiated Instruction/Flexible Grouping</li> <li>• ESL training</li> <li>• Using assessment data to inform instruction</li> </ul> <p>Opportunities to attend offsite workshops</p> <p>Partnership with Salem State College</p> <ul style="list-style-type: none"> <li>• Educational Leadership CAGS</li> <li>• Student Teachers</li> </ul> <p>Standardized Test Data:</p> <ul style="list-style-type: none"> <li>• MCAS/MEPA</li> <li>• MAP</li> <li>• Common Assessments</li> <li>• Mid-term and final exams</li> <li>• Teacher administered tests (pre/post)</li> <li>• </li> </ul> <p>TAT process is in place to support teachers by providing consultation on accommodation strategies.</p> <p>Individual Student Success Plan (ISSP) for students whose performance level on the MCAS was Warning.</p> <p>Computer Lab with assigned support staff</p>

# Saugus Public Schools - District Curriculum Accommodation Plan

	<p>Leveled courses (including advanced placement)</p> <p>Foreign language labs</p>
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# Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	HIGH SCHOOL
<p><b>Support Services</b></p> <p>These include services that are available to students through the regular education program, including services to address the needs of students whose behavior may interfere with learning.</p>	<p>Principal/Vice Principal</p> <p>Special Needs Staff (Inclusion)</p> <p>School Nurse</p> <p>Guidance Counselors</p> <p>ELL Teacher</p> <p>Occupational/Speech/Physical Specialists</p> <p>Peer Leadership Program</p> <p>Team Meetings</p> <p>Extra help sessions after school</p> <p>Library/Media Center</p> <p>Behavioral management classroom/specialist</p> <p>Dual enrollment options (including local colleges/universities/distance online learning course work)</p> <p>After school help available in all disciplines/core academics</p> <p>MCAS Tutoring</p> <p>In-School Suspension Program</p> <p>Strong elective program for exploration and to meet variety of interests</p> <p>Extracurricular activities; Community Service</p>

# Saugus Public Schools - District Curriculum Accommodation Plan

	Life Skills, pre-vocational course offerings in Business, family & Consumer Sciences, and Industrial Technology
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# Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	HIGH SCHOOL
<p><b>Reading Services</b></p> <p>This means the direct and systemic instruction in reading for all students.</p>	<p>Developmental reading evaluations and support</p>
<p><b>Mentoring &amp; Collaboration</b></p> <p>Supporting each other by example and experience or by working together</p>	<p>Mentoring Program:</p> <ul style="list-style-type: none"> <li>• New teachers meet monthly to share and support each other.</li> <li>• New teachers are matched with a colleague who initiates them into the school environment.</li> </ul> <p>Common planning time with grade level partners.</p> <p>After school grade level meetings to discuss curriculum</p>

# Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	HIGH SCHOOL
<p><b>Parent Involvement</b></p> <p>This includes strategies that encourage parents to be informed and involved in their children's education.</p>	<p>School PTO</p> <p>Parent Advisory Council</p> <p>School Council</p> <p>District-wide Council</p> <p>Use of agenda books, having parents sign off on assignments</p> <p>Progress Reports/Report Cards</p> <p>Parent conferences</p> <p>Chaperones</p> <p>Student Handbook</p> <p>Summer Reading Program</p> <p>At Risk Survey</p> <p>Website</p> <p>Connect-Ed</p>



## Saugus Public Schools - District Curriculum Accommodation Plan

AREA/DESCRIPTION	SCHOOL

# Saugus Public Schools - District Curriculum Accommodation Plan