

**Barnstable Public Schools**  
**District Curriculum Accommodation Plan**  
**March 2011**

MGL Chapter 71: Section 38Q1/2

A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet students' needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.

The purpose of the District Curriculum Accommodation Plan (DCAP) is to assist principals in ensuring that all efforts have been made to meet student's needs in regular education. This plan documents the ways in which district educators work to meet the needs of all learners. The goal is for all students to meet the academic and behavioral expectations we have for them based on our core values and district goals. We embrace the diversity learning styles of our students, and understand and appreciate that students learn differently and some may need accommodations in order to succeed.

The Core Values of the Barnstable Public Schools are:

- All children have the right to every opportunity to achieve their full potential.
- Each person deserves to be treated with dignity and respect.
- Integrity and personal responsibility are the hallmarks of our daily interactions.

The District Goals are:

- To insure the use of proven teaching and learning practices.
- To ensure emotional and physical safety for all students.
- To develop unique and engaging educational opportunities for students and staff that are relevant to the 21st century education.
- To complete and implement a comprehensive facilities plan to meet the current and future educational programs of the school district.
- To improve the educational profile of Barnstable Public Schools in the community and beyond.

The Barnstable Public Schools believes that instruction must be differentiated to meet the needs of all learners, and that we must foster thinking skills for the 21<sup>st</sup> century.

According to Ribas, Deane, and Seider (2005) Differentiated Instruction is adapting curriculum and assessment based on the different levels of readiness, learning styles, and interests of the students. Differentiated Instruction includes:

- Multiple approaches to content, process, and product
- Student-centered
- Flexible grouping
- Organized
- Concept-focused
- On-going assess to inform instruction
- Proactive planning
- Expectations are the same for all students
- Providing new and different challenges

According to Rutherford (2008) 21<sup>st</sup> Century Thinking Skills are needed for students to make real world connections, and to learn and use the rigorous and complex thinking skills to succeed in the classroom and world beyond. 21<sup>st</sup> Century Thinking Skills include:

- Creative Thinking
- Metacognitive Thinking
- Conceptual Thinking
- Introspective Thinking
- Systems Thinking
- Critical Thinking
- Collaborative Thinking
- Analytical Thinking

In addition to Differentiated Instruction and 21<sup>st</sup> Century Thinking Skills the Barnstable Public Schools subscribes to the educational and teaching philosophy of *The Skillful Teacher* from Research for Better Teaching, Inc. Each box in the triangle (see appendix) represents essential elements of teaching that all teachers need to use to achieve success in the classroom.

The Barnstable Public Schools are also in the initial stages of implementing Response to Intervention (RtI) for both academic and behavioral systems (see appendix). Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. Through tiered interventions, from universal to individual, RtI addresses students' learning needs within both academic and behavioral systems.

There are many opportunities for consultation and collaboration between and amongst staff about all of the elements presented in this DCAP. Below is a list of these opportunities:

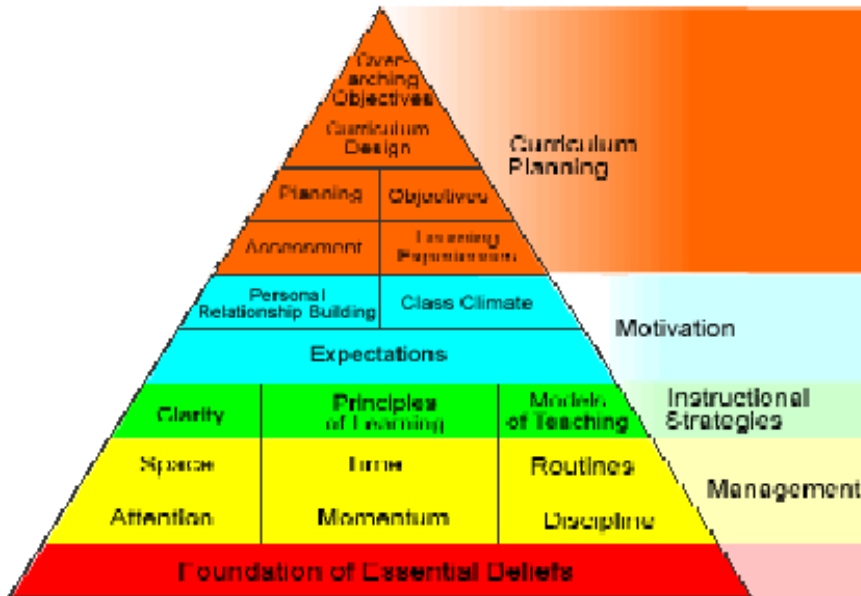
- Site-based staff meetings
- School Council meetings
- District leadership meetings
- Department meetings
- Specialized population department meetings (i.e. special education, ELL, Gifted and Talented)

Given all of the above the Barnstable Public Schools use the various approaches below to accommodate our diverse learners and involve parents in their student’s education.

<b>Curriculum, Instruction, and Assessment</b>	<b>General Education Supports</b>	<b>Accommodation Categories in General Education</b>	<b>Professional Development</b>	<b>Parent Involvement</b>
Curriculum Frameworks, Curriculum Design	Instructional Support Teams	Instructional	Induction/ Mentoring Program for New Staff	PTOs, PACs, School Councils
Differentiated Instruction	Professional Learning Communities	Physical	Professional Development Workshops	Parent Workshops and Forums
Progress Monitoring	Title 1, Reading, Math intervention, Remedial Instruction	Behavioral	Conferences	ELL Parent Center
Data Analysis, Data Teams	Counseling Services	Technological	Job Embedded Professional Development	Newsletters

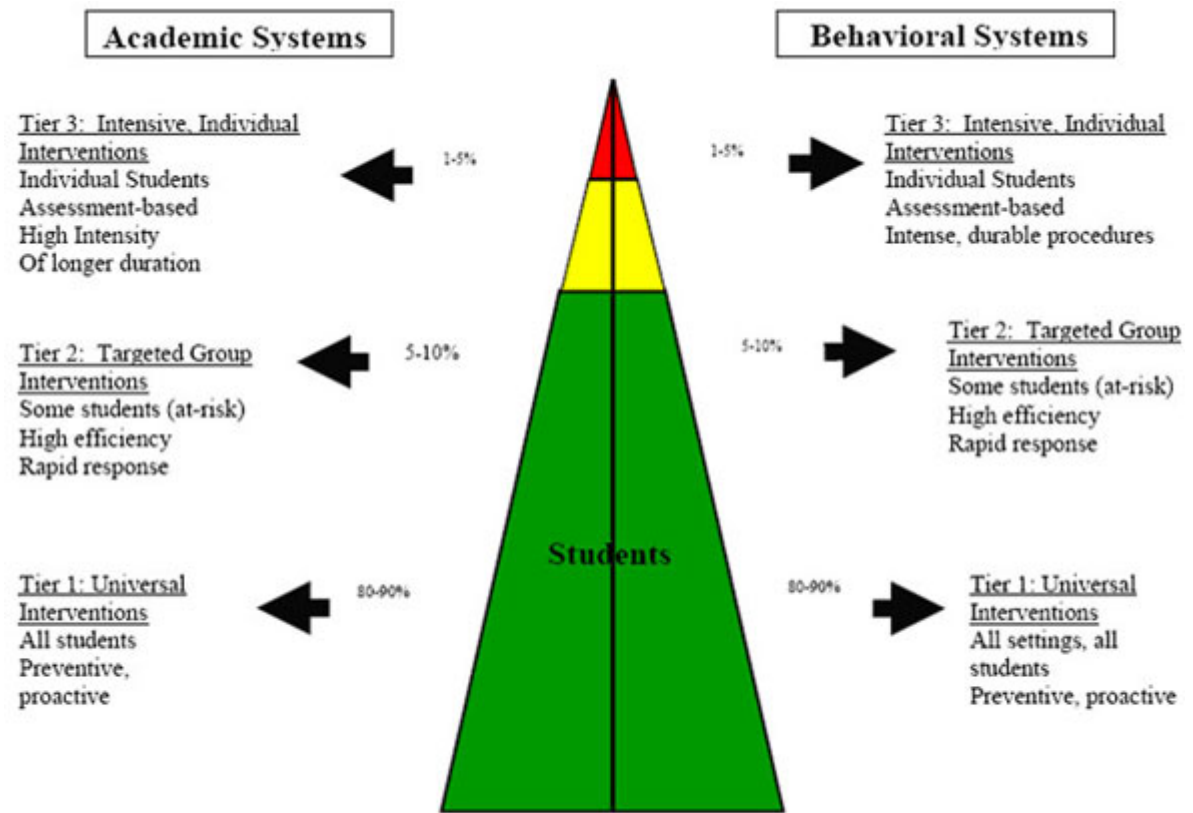
Standards-Based Assessment	Nursing Services		Graduate Courses	District website
Digital media and tools	Paraprofessional support		Supervision and Evaluation	
	Summer Programming		Individual PD Plans	
	Individual Student Plans			

**Appendix:  
Skillful Teacher**




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**RtI**



Adapted from *Response to Intervention: Policy Considerations and Implementation* (Batsche, et al 2005).  
 Note: Percentages are approximations and may vary by district.