



Barnstable Public Schools

District Curriculum Accommodation Plan

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¹ adapted from Quabbin Regional School District DCAP document
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Introduction

The Barnstable Public Schools educates the whole child by creating a student-centered school culture that addresses students' physical, social, emotional, and academic needs by creating a safe and healthy learning environment in which students are challenged, supported, and engaged.

In Barnstable Public Schools, we value commitment, collaboration, and community...

- **Commitment:** We are dedicated to the continuous learning and growth of all.
- **Collaboration:** We work together while keeping student needs at the center of all decision making.
- **Community:** We build strong, respectful partnerships that support student success.

The district is committed to establishing high expectations for all learners and meeting the needs of every child. Barnstable's educators take the following factors into consideration as they differentiate and adjust practice while maintaining high expectations of all learners:

- Students have different rates and styles of learning.
- Students are diverse in their cognitive, physical, social, and emotional development.
- Students come from a variety of cultural and linguistic backgrounds that are an asset to their learning.
- Students differ in their current skill level to work and study independently.
- Students have different strengths, talents, and interests.
- At various times, students experience different reactions and responses to curriculum and instructional task demands.
- Students require different amounts of supervision and instruction.

Teachers in this district are continuously monitoring student progress looking for opportunities to make accommodations to facilitate learning and to foster understanding. The district is committed to the MTSS (Multi-Tiered System of Supports) model and responding to learning differences for all students.

Massachusetts General Laws, Chapter 71, Section 38Q1/2 states that:

*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.*

Purpose

This District Curriculum Accommodation Plan (DCAP) emphasizes how general education can be maximized to support student learning and growth. Adaptations to teaching and learning styles and classroom climates can and should be designed and implemented before making an assumption that a student's lack of progress can only be addressed by special education. Appropriate instructional support intervention strategies must be implemented, documented, and analyzed for all students. **The plan is intended to guide all district staff in ensuring that all possible efforts have been made to meet student needs in general education classrooms and to support instructional staff in analyzing and accommodating the wide range of student learning**

styles and needs that exist in any school. The success of the DCAP is dependent upon a team approach.

To help meet the needs of diverse learners in the general education environment, Barnstable’s District Curriculum Accommodation Plan provides for the following:

- A clear definition of best practices in the general education classroom for elementary, middle and high school classrooms
- A clear list of resources that are available to all students when their needs call for them
- A specific process for determining the needs of students that is consistent across elementary, middle, and high school levels
- The use of standardized and local, formative and benchmark data as one measure of student learning and indicator of student needs
- Multiple instructional and social-emotional support strategies

Universal Strategies and Accommodations

Universal strategies are practices aimed at assisting all learners to achieve the learning standards. Accommodations are provided to support individual students based on their identified needs in the general education classroom setting.

TABLE 1: District Universal Strategies and Accommodations

Instruction	
<p style="text-align: center;">Universal Strategies</p> <ul style="list-style-type: none"> ● Frame lessons with essential questions/key objectives that guide the learner in making connections. ● Preview new concepts and connect to the student's prior knowledge. ● Teach vocabulary, provide reference tools (lists, wordbanks, word walls with visual representation) and practice in context. ● Explicitly teach expectations through interactive modeling. ● Provide directions through a multisensory approach (visual, auditory), repeat directions and check for understanding. ● Set goals with students and frequently check to monitor progress. ● Provide wait time for responses. ● Show rubrics and examples of completed products. ● Vary groups throughout instruction (homogeneous, heterogenous, whole class, small group, cooperative, paired, independent). ● Balance opportunities for discourse (teacher, student, cooperative). ● Provide multiple options for demonstration of what has been learned based on learning style and opportunities to improve evidence of learning toward mastery. ● SEI Strategies 	<p style="text-align: center;">Accommodations</p> <ul style="list-style-type: none"> ● Use shortened/paraphrased steps for directions ● Use incentives and rewards/positive reinforcement aligned to student goals. ● Repeat and re-teach concepts as needed. ● Provide guides to support learning <ul style="list-style-type: none"> ○ graphic organizers ○ checklists ○ summary/notes for content ○ study guides ○ visuals ○ manipulatives ○ handouts ● Offer time accommodations <ul style="list-style-type: none"> ○ assignment completion ○ opportunities for breaks ○ wait time to process information ● Adapt assignments (amount/product) ● Utilize logs/journals for homework

Assessment	
<p style="text-align: center;">Universal Strategies</p> <ul style="list-style-type: none"> ● Provide alternative forms of assessments <ul style="list-style-type: none"> ○ oral ○ project based ○ performance based ○ collaborative ○ independent ● Repeat / clarify directions and check for understanding of the directions ● Teach test taking strategies ● Offer opportunities to retake assessments 	<p style="text-align: center;">Accommodations</p> <ul style="list-style-type: none"> ● Offer breaks ● Provide extended time
Environment	
<p style="text-align: center;">Universal Strategies</p> <ul style="list-style-type: none"> ● Provide flexible / strategic seating options ● Allow for movement and sensory break ● Use visual, auditory and transitional supports ● Use transition cues for space changes ● Establish clear routines: behavioral, social, emotional ● Provide predictability by establishing classroom routines and implement them consistently ● Offer flexible student groupings 	<p style="text-align: center;">Accommodations</p> <ul style="list-style-type: none"> ● Provide access to content materials from home ● Limit distractions (auditory and visual) ● Provide stress-release activities ● Use of various pencil grips and writing utensils
Social/Emotional	
<p style="text-align: center;">Universal Strategies</p> <ul style="list-style-type: none"> ● Establish clear routines/expectations with explicit modeling ● Use transition cues prior to any changes in established routines ● Use diverse classroom management strategies ● Collaborative Problem Solving ● PBIS- Positive Behavioral Interventions & Supports 	<p style="text-align: center;">Accommodations</p> <ul style="list-style-type: none"> ● Cue student for change of behavior ● Develop strategies for behavior modification <ul style="list-style-type: none"> ○ Charts ○ Contracts ○ Check lists ○ Behavior plans incentives ○ Rewards ● Provide breaks as needed ● Access to professional personnel, (i.e. nurse, etc.) ● Check in/Check out ● Lunch Groups ● Provide escorts
Health/Medical	
<p style="text-align: center;">Universal Strategies</p> <ul style="list-style-type: none"> ● Access to nurse’s office and bathroom ● Permission to carry water bottle ● Preferred seating ● Allow snacks ● BPS Food Pantry 	<p style="text-align: center;">Accommodations</p> <p>(Used in the event of temporary health or medical issues and/or when a 504 is not necessary)</p> <ul style="list-style-type: none"> ● Extra chair/pillow to elevate extremities ● Student Escort ● Use of Elevator (where applicable)

- | | |
|--|---|
| | <ul style="list-style-type: none">● Frequent bathroom breaks● Providing second set of curriculum resources |
|--|---|

Data Gathering in General Education

Critical to the process of offering effective instructional support is the gathering of information about the learning environment, instructional practices and the individual student. Data collection prior to making adaptations to the general education program might include analysis of performance on local benchmarking assessments, classroom curriculum tasks and materials, examples of oral and written directions for tasks, observation of classroom activities, performance on the Massachusetts Comprehensive Assessment System (MCAS) and consultation with teachers and other professionals. Data about the student prior to making adaptations may include: information about the student’s cultural and linguistic background, areas of strength, areas of need, file review, examples of student work, and ongoing communication with student and family members.

The Instructional Support Intervention Process

A strong instructional support intervention system enables school practitioners to identify which aspects of the student’s educational environment must be changed to ensure learning in general education. Table 2 provides an outline of the support process in the general education classroom. Table 3 provides an outline of the Student Support Team process, again as utilized in the general education setting. The instructional support system should consist of ongoing systemic efforts to accommodate all students’ learning needs within the general education classroom.

MTSS Vision for the Barnstable Public Schools

Enhance the capacity of the Barnstable Public Schools to successfully implement and sustain a multi-tiered system of student support with fidelity in every school.

Accelerate and maximize student academic and social-emotional outcomes through the application of data-based problem solving utilized by effective leadership at all levels of the educational systems.

Inform the development, implementation, and on-going evaluation of an integrated, aligned, and sustainable instruction and intervention system that prepares all students for post-secondary education and/or successful employment within our global society.

MTSS Defined

The Multi-Tiered System of Supports (MTSS) is a framework used to guide the implementation of an **evidence-based model** of schooling that uses **data based problem-solving to integrate academic and behavioral instruction and intervention**. The integrated instruction and intervention is delivered to students in **varying intensities (multiple tiers) based on student need**. “**Need-driven**” decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to **accelerate the performance of all students** to achieve and/or exceed proficiency

Framework

1. Provides high quality integrated academic and behavioral instruction and intervention in varying intensities matched to student need.
2. Monitors student progress frequently to determine the effectiveness of the instruction and to make decisions regarding any instructional modifications necessary to achieve learning, and/or behavior goals.
3. Allocates district and school resources to ensure that schools achieve learning and/or behavior goals based on MTSS implementation and student outcome data.

Guidelines

The implementation of a multi-tiered system of supports focuses on six essential elements:

- Multi-Tiered Instruction and Intervention
- Data-Based Problem Solving Process
- Data Evaluation
- Communication and Collaboration
- Building the Capacity/Infrastructure for Implementation
- Leadership

*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.

TABLE 2: Instructional Support Flow Chart

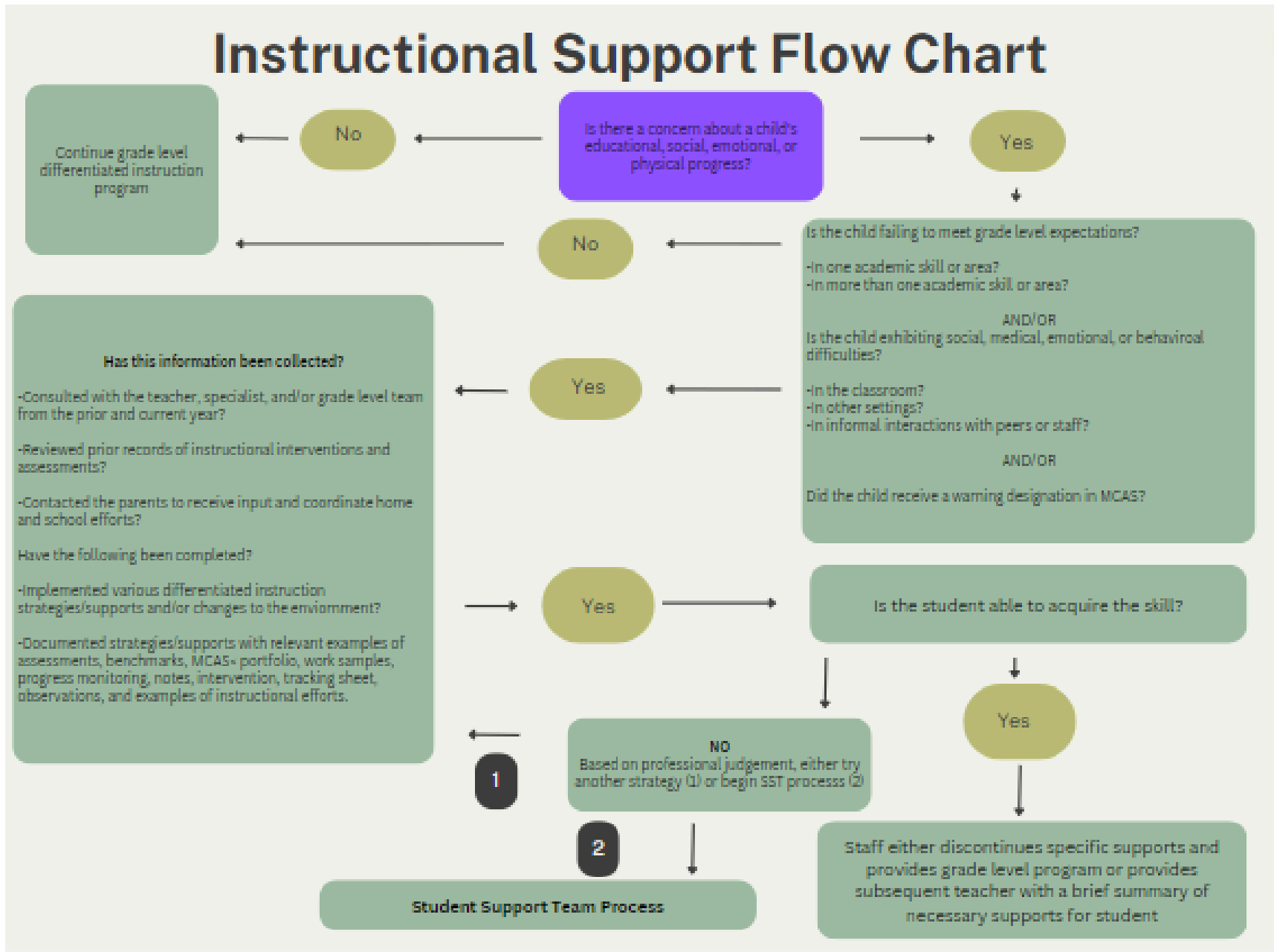
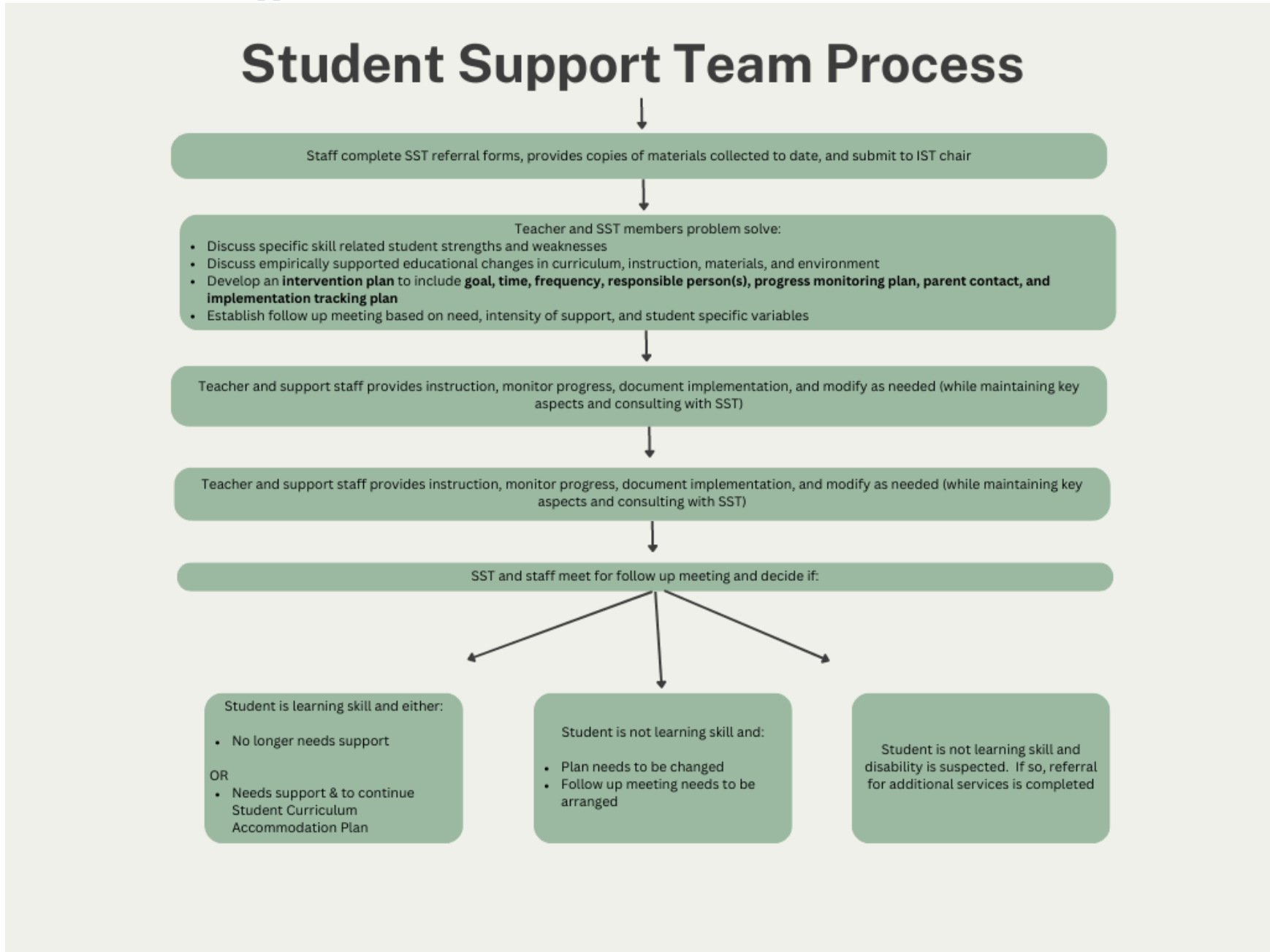


TABLE 3: Student Support Team Process



Supports for Multilingual Learners (ML)

During registration, all families fill out a home language survey (HLS) in a language they can understand. If a language other than English is included in any of the HLS questions, a language assessment (WIDA Screener and Pre-IPT language assessment) is administered. The Multilingual Learners (ML) staff reviews assessment data, previous school transcripts, and any other relevant information to determine placement in the ML program.

Barnstable Public Schools follows the Sheltered English Instruction (SEI) model where students receive instruction in English with modifications to allow them to attain academic and linguistic proficiency. All ML students are scheduled with SEI endorsed content teachers and also receive direct English instruction with a licensed ML teacher. Multilingual Learners receive English instruction through pull-out, push-in, or self-contained classes.

According to state requirements, all ML students in grades K-12 take the ACCESS for ELs assessment yearly to measure their progress. The ACCESS data is used to determine growth and to make placement decisions for the following school year. Once students receive quality scores to exit the ML program, they no longer participate in ML classes and are monitored for four years. For more information about Barnstable's ML program, please refer to the program procedure documents below:

[BPS Program Procedures](#)

[BPS Benchmarks Procedures](#)

[BPS SIFE Procedures](#)

Involvement of Parents in the Process

Instructional support is most effective when parents are involved. Parental input is valuable when gathering information about the student. Parental support and reinforcement of instructional strategies in the home environment increases the effectiveness of any instructional support. Opportunities for parental involvement include, but are not limited to:

- School Councils
- New Student Welcome Meeting
- K – 7 School-Based Parent Teacher Organization (PTO)
- Special Education Parent Advisory Council (SEPAC)
- English Language Parent Advisory Council (ELPAC)
- Open House/Curriculum Nights
- School transition meetings
- Family education opportunities
- Newsletters/school and classroom
- District/school website
- Title I Family Engagement Events
- Parent/Guardian conferences (K - 7)
- College Preparation Workshops (BHS)

Professional Development for Staff

Changes in the certification and recertification requirements and in the requirements for the district professional development plan require that all educators, both special educators and general educators and paraprofessionals, receive training to build capacity for a more responsive general education program. The required training emphasizes analyzing and accommodating diverse learning needs of all students and methods of collaboration among teachers, paraprofessionals, and other staff to enhance the ability to be responsive to all students in the general education classroom.

Professional Development/Resources for All Staff

Resources for Staff PreK - 12	
<ul style="list-style-type: none"> - New Educator Orientation - Mentor/Protege Program - Course Reimbursement - New Program Adoption Training - Cape Cod Collaborative - Technology Integration Specialist - K - 12 Coaching 	<ul style="list-style-type: none"> - Building-based PLCs - School Counselors/Social Workers/School Adjustment Counselors - Executive Director of Social Emotional Learning & Student Services - Director of English Learners
Resources for Staff PreK - 5	Resources for Staff Gr 6 - 12
<ul style="list-style-type: none"> - Director of Special Education (PK-5) - Elementary Instructional Coaches - Director of Teaching and Learning (PK - 5) - Elementary Interventionists (reading and math) - PBL Specialist (BCIS) - Department Heads 	<ul style="list-style-type: none"> - Director of Special Education (6-12) - Director of Teaching and Learning (6-12) - Curriculum Coordinators - PBL Specialists (BIS) - Youth Development Coordinator/ Drop-out Prevention Specialist - Department Heads

District Personnel Resources

Academic Coaches

The district employs instructional coaches to assist teachers/staff with curriculum implementation, data analysis and use, interventions, and accommodations for students. They also demonstrate and co-teach classes.

Assistive Technology

Assistive Technology services and evaluations are provided through contracts with outside agencies.

Before/After Care

K-5 schools provide before and after care services for families who need extended day supervision prior to the start of the school day and after the school day ends. Students have access to enrichment activities, academic and social emotional support, and physical activity.

Behavior Support

The district employs Board Certified Behavior Analysts and Clinical Consultants. They provide consultation and support across the district and to the Therapeutic Programs. These individuals provide behavior consultation and behavioral assessments (Functional Behavior Assessments - FBA's).

District Tutors/Home Hospital Tutoring

When the school district must provide an education to students outside of the regular school building, tutors are hired to provide instructional assistance at the student's home or a public site (i.e., the local public library). When this service is required, building principals and/or the guidance department will select a tutor that best matches the needs of the situation.

GATEWAY Specialists

The school district employs specialists that work within the K-7 buildings to provide support to students for talent development, enrichment/extension, and advanced instruction.

Media Specialists/Library Support Staff

There are media specialists or library support staff persons in each school building. They consult with teachers regarding resources for student enrichment and research.

Nurses

Nurses are in each building to provide consultation for staff, communication and consultation with parents, direct service to individual students and staff, as well as vision and hearing screenings. The nurse serves on the student support team as necessary and can attend team meetings for students who require health care plans.

Occupational Therapists

The district employs occupational therapists shared across school sites. They are responsible for delivering occupational therapy services and consultation to staff as necessary. They complete occupational therapy evaluations and progress reports on their students.

Paraprofessionals

The district employs many paraprofessionals who assist our students. Some are assigned to specific students and others offer targeted classroom support as directed by the classroom teacher.

Physical Therapists

The district employs physical therapists shared across school sites. They are responsible for delivering physical

therapy services and consultation to staff as necessary.

School Counselors/Adjustment Counselors/Social Workers

School counselors and social workers provide families and staff members with consultation and communication to support social emotional growth and foster home-school connections. They provide students a range of school related counseling services, including crisis intervention and social skill groups. They can also chair student support team meetings. At the High School level, counselors provide support with college/career and other post secondary planning. Additional counseling services may also be contracted with outside agencies.

School Psychologists

Psychologists are responsible for achievement, psychological, behavioral, and cognitive testing for special education referrals and re- evaluations. They attend team meetings and share assessment results with parents. In addition, they may have a counseling caseload of students, provide assessments for students attending out of district schools, and provide consultation to parents, teachers, and other staff.

Speech/Language Pathologists

The district employs speech/language pathologists. Some are housed in buildings and some travel to more than one building. They are responsible for delivering speech services and consultation to staff as necessary. They complete speech/language evaluations and progress reports on their students.

Title 1 Teachers

The school district employs several teachers that work within the buildings that are identified as a Schoolwide Title One Program to provide support to students in reading and in mathematics.

Translation Supports

Translation supports are provided by the Family and Community Liaisons at both the school and district level in addition to third party translation services.

Appendix A: Glossary of Terms

Accommodation: An accommodation is an adjustment to instruction or the environment that allows the student to access the curriculum as delivered in the general education environment. The assumption is that the student can participate in the general education curriculum with these adjustments to allow him or her to access the instruction.

Modification: A modification is a change in the instruction or environment that will allow a student who otherwise could not participate in the classroom to access the curriculum. The assumption is that the student's educational needs are such that he or she can not access the curriculum without individualized, substantial changes in the instruction, expectations, or environment.

Parent: To include guardians and designated care takers.

Strategy: A strategy is a way of providing instruction and support used for any student as part of the general education program. A strategy is assumed to be available to all students as part of the process of presenting instruction that meets the varying needs of students within the classroom. It is the various instructional approaches used by all educators to support all students in the classroom.

SCAP: School Curriculum Accommodation Plan. Includes the DCAP: District Strategies and Accommodations in addition to particular school-based strategies and accommodations.