

BOURNE PUBLIC SCHOOLS DISTRICT CURRICULUM ACCOMMODATION PLAN

THE DIRECTIVE

Pursuant to *M.G.L. Ch. 71, §38Q½*, a school district shall adopt and implement a District Curriculum Accommodation Plan (DCAP) to assist principals in ensuring that all efforts have been made to meet students' needs in regular education. It is required that the plan 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 DCAP must also include provisions encouraging teacher mentoring, collaboration, and parental involvement.

DISTRICT CURRICULUM ACCOMMODATION PLAN

Bourne Public Schools is committed to ensuring all students have the supports they need to thrive socially, emotionally, and intellectually within the general education classrooms, in meeting the standards of the Massachusetts State Frameworks. While intervention programs and Special Education instruction are designed to support individual student strengths and weaknesses, the application of Universal Design for Learning Principles* benefits all students with an emphasis on the development of learning strategies. Professional development supports all teachers in implementation of these guidelines by addressing how to provide multiple means of representation, how to provide action and expression, and how to provide engagement within the general education setting. Implementation of best practices in curriculum design, instruction, and assessment based on the Massachusetts Frameworks supported by the UDL framework is how we accommodate all learners.

Accommodations are changes in how students access information and demonstrate their learning. Accommodations do not substantially change the instructional level, content, or performance criteria; instructional flexibility allows teachers to provide students with equal access to the curriculum and equal opportunity to show what they know, understand, and are able to do independently. The following are accommodations afforded to all Bourne Public School students using the Principles of Universal Design for Learning.

Curriculum, Assessment, Instruction

Information is perceptible to the learner.	Display information is customized: <ul style="list-style-type: none"> • Flexible formatting in font, size of text, visual content, color • Volume and rate of speech is varied • Visual layouts vary
	Visual and auditory alternatives: <ul style="list-style-type: none"> • Combine images with verbal descriptions • Use tactile graphics, manipulatives • Use objects; spatial models • Use visual symbols to represent emphasis • Provide written transcripts for videos; subtitles • Read text aloud • Provide diagrams, charts

Various forms of representations are accessible, clear, and comprehensible.	Vocabulary and symbols (mathematics) are clear: <ul style="list-style-type: none"> • Pre-teach both • Connect to learner’s prior knowledge • Break complex terms and equations into simpler parts • Embed support for vocabulary and unfamiliar references with annotations, hyperlinks • Implement SEI strategies
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Text, mathematical notation, and symbols are decodable.	Identify key terms
	Be flexible with multiple representations of formulas, word problems, graphs
	Use Text-to-Speech

Medium of instructional materials is varied.	Pair different forms of same symbolic representation (math equation with an illustration, comic, dance movement, etc.)
	Explicitly link textual information with accompanying symbolic representations
	Present/illustrate concepts in several modalities – illustrations, manipulatives, photos, stories, diagrams, models, etc.

Useable knowledge can be constructed by the learner.	Provide background knowledge: <ul style="list-style-type: none"> • Activate prior knowledge of learner • Provide relevant and explicit background for new concepts using formats other than lecture
	Pre-teach vocabulary and important concepts
	Use interactive models
	Be explicit about cross-curricular connections
	Identify key terms

Big ideas, patterns and relationships are apparent – the learner knows what is important.	Highlight key elements in text, visuals, graphics, formulas with: <ul style="list-style-type: none"> • Graphic organizers • Outlines • Other organizing routines
	Describe what something is, and what it is not
	Connect prior learning to new concepts
	Emphasize important information with cues and prompts
	Explicitly discuss and connect to enduring understandings and essential questions during learning activities.

Knowledge and skills can be transferred to new situations.	Make concepts memorable by: <ul style="list-style-type: none"> • Teaching mnemonics • Using checklists, and sticky notes
	Provide checklists, sticky notes as memory tools
	Explicitly review and practice concepts
	Incorporate organizational templates and concept maps
	Explicitly connect new ideas to familiar ideas and contexts
	Model transfer of specific knowledge and skills to new situations

Ideas are expressed and articulated coherently and successfully.	Provide opportunities to communicate learning not only in writing, but through fine arts applications (dance, music, visual art, etc.), film, speeches, illustrations, etc.
	Allow use of manipulatives and/or 3D models to communicate learning
	Allow use of social media and interactive web tools to communicate learning

Scaffolds assist learners in developing independence.	Break down tasks into manageable parts
	Provide explicit prompts for each step in a sequential process
	Provide options for organizing information – tables, graphs, charts, etc.
	Provide outlines, summaries, study guides, copies of slides
	Provide graphic organizers and templates to data collection and information organization
	Provide sentence starters
	Provide models, exemplars of both process and product
	Use checklists, guides, rubrics
	Provide checklists and project planning templates with due dates for clarity
	Provide checklists and guides for note-taking
	Chunk information into smaller pieces
	Engage in Gradual Release of Responsibility strategies

Choice, relevance and authenticity in how learning occurs engages learners.	Provide as much student choice as possible in tasks and demonstrations of learning: <ul style="list-style-type: none"> • Level of perceived challenge of task • Sequence/timing of task completion • Tools used to gather information • Tools used to develop products • Reward for completion of task(s)
	Allow learners to participate in design of learning activities
	Ensure learning is relevant to students' lives
	Ensure outcomes/products are for real audiences
	Embed active participation, exploration, and inquiry into learning activities
	Allow for personal responses and evaluation

Appropriate technology will facilitate learning.	Provide access to text –to–speech software
	Provide alternatives for responses – keyboard, joystick
	Provide overlays for touch screens and keyboards
	Provide spell and grammar checkers; computer-based scheduling tools
	Provide calculators, sketchpads
	Provide CAD, music software

<p>Lifelong habits of mind are developed and practiced.</p>	<p>Assist in setting personal and academic goals:</p> <ul style="list-style-type: none"> • Positively prompt learners as to effort needed to complete tasks and level of difficulty of tasks • Provide examples of goal-setting • Post goals, schedules, and objectives in obvious places • Provide guides for breaking long-term goals into achievable short-term goals • Encourage students to set own learning and behavioral goals
	<p>Emphasize self-reflection:</p> <ul style="list-style-type: none"> • Embed “stop and think”, “turn and talk”, think-alouds during learning activities • Ask guiding questions to provoke self-reflection and self-monitoring • Provide evidence/exemplars of progress (portfolios, before/after, etc.) • Prompt learners to identify specific questions they have and feedback they seek • Provide templates/rubrics for reflective activities • Provide a variety of self-assessment methods to include peer feedback, video reviews, role-plays • Provide opportunities for immediate self-assessment, i.e. immediately following a presentation, performance, etc.
	<p>Develop persistence and sustainability:</p> <ul style="list-style-type: none"> • Require restatement of goals • Display learning goals in multiple ways • Prompt for desired outcomes • Engage students in discussion of exemplary work • Allow for breaks and movement • Provide opportunities for peer interactions • Provide explicit expectations for collaborative work • Discourage phobias and negative self-judgment
	<p>Develop self-regulation skills and coping strategies:</p> <ul style="list-style-type: none"> • Provide prompts, checklists to reduce outbursts • Increase predictability of activities/transitions with prompts • Minimize sensory stimulation – visuals, noise, wall décor, number of items presented at one time • Create class routines • Emphasize process and effort in meeting standards • Emphasize growth and improvement • Develop processes that allow learners to collect data on own behaviors • Guide students in how and when to ask teachers and peers for help

Teacher Mentoring and Collaboration

Bourne Public Schools encourages and supports teachers in working collaboratively to develop units of instruction, assessments, and learning activities that are relevant, engaging, and accessible to all learners. Opportunities for mentoring and collaborating include but are not limited to:

- Induction and mentoring program
- In-service days for system-wide professional development
- Teacher developed and facilitated workshops
- School-based professional development opportunities
- Extracurricular professional development opportunities
- Grade-alike team meetings
- Curriculum/instruction team meetings
- Interdisciplinary team meetings
- Resource review committees
- Increased electronic communications including Google apps, ATLAS, Edmodo, Twitter, etc.
- Professional Development team

Parental Involvement

Parents are our partners in the education of all students. We value every opportunity to engage in two-way communication with parents including, but not limited to:

- Electronic communications – email, district and teacher websites, newsletters, etc.
- Phone and face-to-face communications
- Parent-teacher conferences
- Back-to-School evenings
- Open Houses
- Curriculum and a variety of special interest evenings
- Administration open door policy
- School councils
- Parent Teacher Association

*CAST (2011). *Universal Design for Learning Guidelines version 2.0*. Wakefield, MA. www.udcenter.org