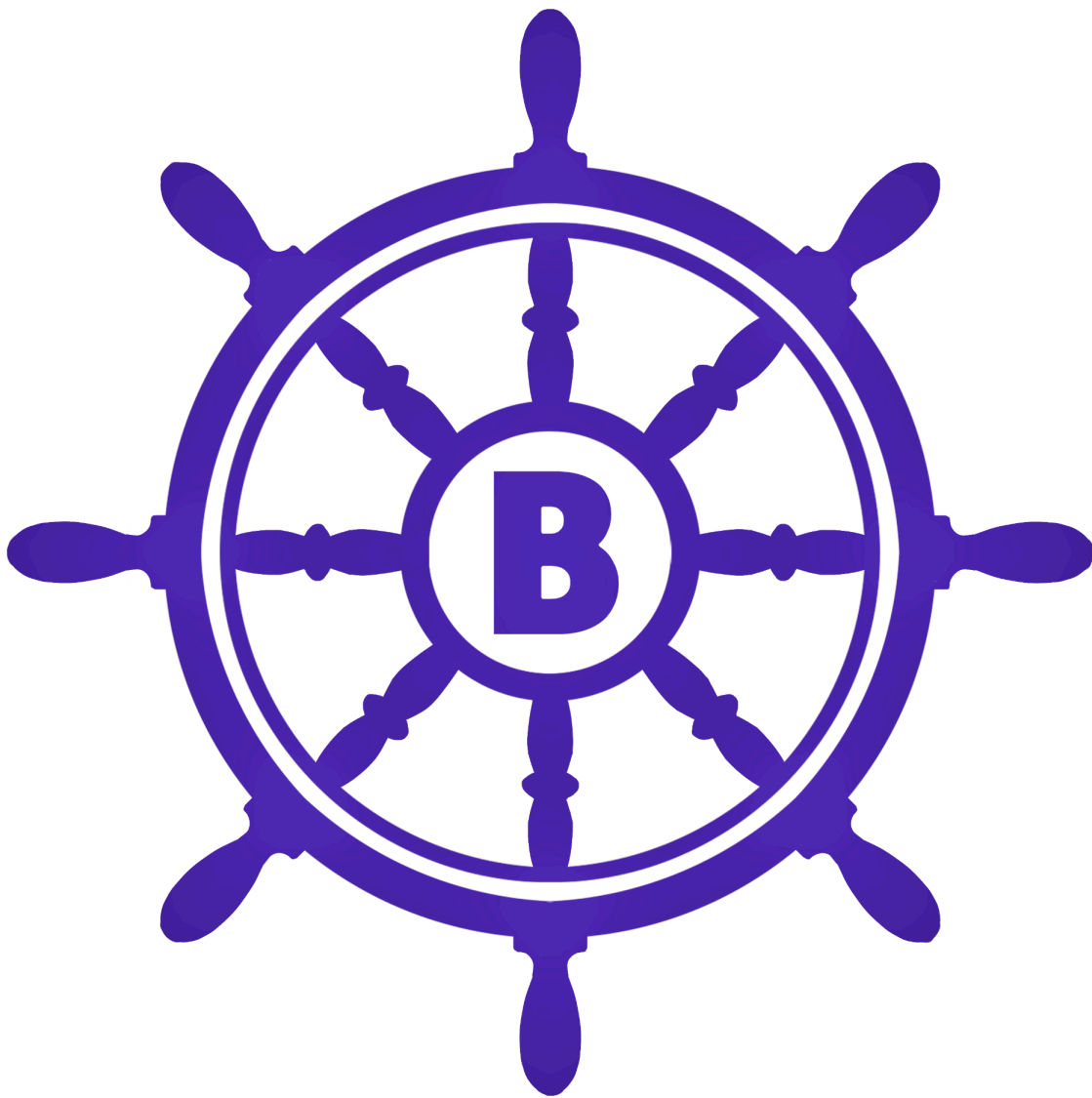


**BOURNE PUBLIC SCHOOLS  
DISTRICT CURRICULUM  
ACCOMMODATION PLAN  
2024-2025**



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## WHAT IS A DISTRICT CURRICULUM ACCOMMODATION PLAN?

Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to guide principals and teachers in ensuring that all possible efforts are made to meet the needs of students in general education classrooms at all academic levels. It is also intended to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in each school. The DCAP describes accommodations, instructional supports, and strategies that are available in the general education setting.

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## WHAT ARE THE OBJECTIVES OF THE DCAP?

The DCAP is in place to ensure all efforts have been made to meet students' needs in general education. The plan should encompass the following:

- Assist general education teachers in analyzing, assessing, and accommodating the needs of diverse learners within the general education class
- Articulate support services and instructional delivery options available within the general education settings
- Address the needs of children whose behavior may interfere with learning
- Encourage parental involvement in their children's education
- Delineate resources available to partner with parents to support learning both within and outside of the school day
- Encourage teacher mentoring and collaboration
- Assist general education staff through professional development and collaboration

This Curriculum Accommodation Plan details procedures, programs, and supports available and implemented within the individual schools. The DCAP is directly connected to procedures that are currently in place to strengthen and improve the general education program for the benefit of all students.

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## WHAT ARE THE COMPONENTS OF BOURNE'S DCAP?

The Bourne Public School (BPS) DCAP is a comprehensive plan that includes the following components:

- **Building-Based Multi-Tiered System of Supports (MTSS) Teams**  
Building-Based MTSS teams meet monthly to focus on the development and continued management of Academic and Behavioral systems that support growth for all learners and provide opportunities for educators to work collaboratively and develop strategies that support student success. The Building-Based MTSS teams meet together as a district team three (3) times each year to ensure collaboration and consistency between building MTSS teams.
- **Building-Level Student Study Teams (SST)**  
Building-Level Student Study Teams meet regularly to provide general education teachers the opportunity to collaboratively work together to identify accommodations and interventions that meet

the needs of all students. The team consults with specialists who can provide important information to support the team and the students. Families are an integral part of this process, and are consulted as part of a student referral to SST.

- **Consultation and Support by Specialists**

BPS schools employ the services of specialists for the purpose of assisting students who may need additional support. Specialists, such as speech language pathologists, occupational therapists, and counselors, may consult with general education teachers, offer strategies for student success, recommend assistive technology supports, or participate in appropriate interventions.

- **Mentoring Program for all first and second year educators**

BPS provides a mentoring program for all first and second year educators, and offers faculty “buddies” for experienced staff who are new to the District. Year one staff participate in a year-long induction program, as well as work with a veteran teacher on a 1:1 basis. Year two staff participate in a program that offers a blend of independent developmental activities and mentor-coaching for a total of fifty or more hours.

- **Professional Development for all Educators**

Bourne PS strives to provide all educators with timely, relevant professional learning opportunities through in-district professional development days, as well as participation at outside workshops and classes. Topics include instructional and behavioral strategies for special populations, trends in curriculum and assessment, and state regulations and requirements.

- **Ongoing Academic Support**

Academic support is available at the building level. WIN block, after school extra help, Title 1, Reading Services, and Directed Support classes are just some examples of opportunities for students to receive additional academic support.

Through the DCAP, staff are able to provide individual accommodations to students on an as needed basis, specific to a class or content. This document includes curriculum accommodations for all levels, along with suggested strategies to support positive behavior and the development of strong social-emotional skills. The DCAP lists suggested strategies, but it does not limit the accommodations that staff may choose to implement in order to meet a student’s needs.

The DCAP is intended to address student needs at a variety of levels, including:

- **Accommodations to address a range of student needs**, including students who are English Learners, students who are at-risk, students who participate in Title 1, special education students, students requiring behavioral supports, and gifted students.
- The identification of **support services that are available to students through the general education program**, including services to address the needs of students whose behavior may interfere with their learning.
- **Direct and systematic reading instruction** for all students at the elementary level.

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## REFERRAL BASED SUPPORT AND CONSULTATION SERVICES

The following specialists provide consultation to educators and may provide direct services to students as part of an intervention program or identified accommodations:

- School Counselors, School Adjustment Counselors
- Behavior Interventionists
- Related Service Providers (OT, COTA, SLP, PT, Vision, etc)
- Directors & Supervisors
- School Psychologists
- Assistant Principals/Principals
- School Nurses
- School Resource Officers
- ELL Educators

## BOURNE PUBLIC SCHOOLS: TIER ONE ACCOMMODATIONS

The Accommodations listed below are available at all schools and may be implemented as needed to support academic achievement for all students in BPS . These accommodations are general education interventions available to all students wherever appropriate. This is not intended to be an exhaustive list, rather it is a sample of interventions that may be discussed at an SST meeting and should be considered integral to effective instruction for all students.

### Instructional Supports

- Frequent check-ins for understanding
- Provide a model of completed work
- Use of visual/graphic organizer
- Additional time for processing/organization
- Extended time on assignments/assessments
- Pre/Re-teach concepts/key terms
- Connect to student's prior knowledge
- Cue student prior to transitions
- Conference with students on progress
- Differentiated assignments/assessments

### General Academic Supports

- Use of manipulatives
- Use of number line
- Use of [multiplication chart](#)
- Use of technology
- Use of sentence starters
- Use of word bank
- Use of word wall
- Use of dictionary
- Use of content/grade level resource folder

### Environmental Supports

- Preferential seating
- Alternative seating (e.g., Wiggle cushion/wobble stool/Theraband)
- Limit and reduce distractions
- Movement/Motor breaks between lessons
- Frequent breaks from an activity
- Access to sensory center (classroom)/room
- Access to fidgets
- Special workspace within classroom
- Use of standing desk/study carrel
- Carpet square/coundary for body awareness

#### *(Sensory-Input)*

- Gum (oral input)
- Use of headphones

#### *(Tools)*

- Adapted tools: (e.g., small pencil, spring scissors, pencil grip trainer, twist-n-write pencil, whiteboard)
- Access to audio books and guides
- Access to [Google Read/Write](#) - includes speech to text, word prediction, and read aloud options
- Use of inclined surface (slant board/binder)

### Social/Emotional Supports

- Access to school counselor
- Lunch Groups
- Behavior Intervention Plan/CICO
- Social stories
- Provide choices and "first- then" when possible
- Frequent home communication
- Think sheets/Restorative Conferencing
- Parent/Caregiver Conferencing

### Executive Functioning and Attention-Related Supports

- Clear/concise directions
- Frequent checks for understanding
- Positive peer modeling/buddy system for homework
- Quality vs. Quantity → w/ adapted plan up to teachers discretion
- Check planner/schedule + desk/folders
- Frequent check-ins for longer assignments
- After school help
- Color-code materials
- Gain attention of student before presenting info
- Advanced notice when student will be called on
- Have student repeat/paraphrase directions
- Establish nonverbal cues to increase focus
- Redirection/Prompts to focus on task
- Assist when starting tasks

**BOURNE PUBLIC SCHOOLS:**  
**SITE-SPECIFIC TIER ONE ACCOMMODATIONS**

The Accommodations listed below are available at individual schools. The building-based Student Study Teams provide a systematic and collaborative approach to identifying and addressing individual student needs.

**SUPPORTS SPECIFIC TO BOURNE HIGH SCHOOL**

- 1:1 and small group teacher support available during WIN
- 1:1 and small group teacher support available after school
- Access to progress monitoring via PowerSchool
- Access to instructional and support staff via email

**SUPPORTS SPECIFIC TO BOURNE MIDDLE SCHOOL**

- Team structure supports organization and consistency between teachers on a team
- 1:1 and small group teacher support available during anchor blocks
  - 1:1 and small group teacher support available after school extra help
  - Access to progress monitoring via PowerSchool
  - Access to instructional and support staff via email
- Directed Support Class available to students in need of additional support with executive functioning and academics

**SUPPORTS SPECIFIC TO BOURNE INTERMEDIATE SCHOOL**

- 1:1 and small group teacher support available during WIN
- Title 1 Reading Intervention
- Access to school Interventionist for Literacy and Math support
- Access to SEL support through Adjustment Counselors

**SUPPORTS SPECIFIC TO BOURNE DALE ELEMENTARY SCHOOL**

- 1:1 and small group teacher support available during WIN
- Title 1 Reading Intervention?
- Reading groups? Access to school Interventionist for Literacy and Math support
- Access to SEL support through Adjustment Counselors