

**Davis Thayer Elementary School**  
**Building Accommodation Plan**  
**2018-2019**

Massachusetts General Laws require the adoption and implementation of a Building Curriculum Accommodation Plan (BCAP). This plan is intended to guide administrators and staff in ensuring that all possible efforts are made to meet the needs of students in the general education setting by supporting teachers in the analysis and accommodations of student learning styles and needs. The BCAP document is intended to support the efforts of educators to provide effective interventions for struggling learners.

*Massachusetts General Laws, 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 the 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 programming, 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 Davis Thayer BCAP has four main objectives and is based on the District and School Improvement Plans. These objectives are:**

- *Social-Emotional Well-being of Students and Staff:* To help students develop connections to school, support positive behaviors, and increase academic achievement, the Franklin Public Schools will enhance programs and practices, while promoting the well-being of staff, to enable each student to acquire the knowledge, attitudes, and skills associated with the core competencies for social-emotional learning.
- *Engaging and Rigorous Curriculum:* To ensure that students are provided with rigorous learning opportunities that foster the development of the knowledge, skills, and dispositions they will need in their future college, career, and civic endeavors, the Franklin Public Schools will offer an engaging and rigorous curriculum that focuses on preparing students for a rapidly changing, technologically advanced, globally interdependent future.
- *High-Quality Instruction to Meet the Academic and SEL Needs of Each Learner:* To ensure that each student is supported and challenged to reach their full potential, the Franklin Public Schools will align curriculum, instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.
- *Effective Two-Way Communication to Support Student Learning:* To ensure that all stakeholders are engaged with the school community in support of student achievement, the Franklin Public Schools will enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.

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**Vision Statement**

The Franklin Public Schools will foster within its students the knowledge and skills to find and achieve satisfaction in life as productive global citizens.

**Mission Statement**

The Franklin Public Schools, in collaboration with the community, will cultivate each student's intellectual, social, emotional and physical potential through rigorous academic inquiry and informed problem solving skills within a safe, nurturing and respectful environment.

**Davis Thayer Elementary Mission Statement:**

Davis Thayer, in collaboration with the district, families, and the community, will foster a school that learns by equipping students with the skills and knowledge essential to becoming productive citizens and lifelong learners. We will provide a physically and intellectually safe learning environment by modeling and promoting our core values of Respect, Encourage, Challenge, Include, Persevere, and Engage to nurture fulfillment of each student's potential.

It is with these statements in mind that this BCAP was designed. It provides a list of resources and accommodations available to students and classroom teachers. The BCAP provides a process to support struggling learners.

**Please 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."

(Excerpted from "Is Special Education the Right Service? A Technical Assistance Guide", MA DOE, March 2001)

General education provides a rich educational experience for all students. The Franklin Public School district is committed to the development of the general education classroom so that all students can achieve success in learning.

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<p><b>Objective:</b></p> <p><i>Social-Emotional Well-being of Students and Staff:</i> To help students develop connections to school, support positive behaviors, and increase academic achievement, the Franklin Public Schools will enhance programs and practices, while promoting the well-being of staff, to enable each student to acquire the knowledge, attitudes, and skills associated with the core competencies for social-emotional learning.</p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"><li>● Develop a cohesive system to identify and support students at risk<ul style="list-style-type: none"><li>○ Pilot Devereux Student Strengths Assessment (DESSA) to accurately assess students' social-emotional competencies</li><li>○ Continue to provide professional development around effective SEL strategies and Tier 1 and Tier 2 interventions</li><li>○ Continue to hold monthly meetings involving the school adjustment counselor, school psychologist, school nurse, and building administrators to monitor and plan supports for students identified as at risk</li><li>○ Continue to offer all grade-levels facilitated recess activities/clubs focused on developing student interests, team building, and good sportsmanship</li><li>○ Continue ongoing partnership with Dean College to include a mentoring program for students who are identified as being at risk</li><li>○ Continue to provide outreach and education to parents and families on the signs of student stress, anxiety and offer strategies to support their children</li></ul></li><li>● Implement the weekend backpack food program</li><li>● Develop a system-wide response to improve attendance</li></ul>
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	<ul style="list-style-type: none"><li>○ Analyze attendance data and determine plan to decrease chronic absenteeism</li><li>○ Hold regular (per trimester) diversion meetings with families, DCF, Court/Probation, School Resource Officer, and school administrators to provide families with support and resources, as needed</li><li>● Continue to develop a school culture that emphasizes the balance between psychological safety and accountability<ul style="list-style-type: none"><li>○ Provide staff with opportunities to embrace their personal and professional passions</li><li>○ Provide staff with opportunities to focus on their overall well-being and self-care</li></ul></li></ul>
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<p><b>Objective:</b></p> <p><i>Engaging and Rigorous Curriculum:</i> To ensure that students are provided with rigorous learning opportunities that foster the development of the knowledge, skills, and dispositions they will need in their future college, career, and civic endeavors, the Franklin Public Schools will offer an engaging and rigorous curriculum that focuses on preparing students for a rapidly changing, technologically advanced, globally interdependent future.</p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"><li>● Refresh literacy practices through the continued use of the workshop model and ongoing development of rigorous standards-based units<ul style="list-style-type: none"><li>○ Engage in district-wide professional development throughout the school year</li><li>○ Continue to utilize professional learning communities to analyze standards and continue to develop rigorous standards-based units that support the learning of each student</li><li>○ Create a common planning schedule that supports regular and ongoing teacher and professional development in literacy and math through collaborative work with the literacy and math specialists</li></ul></li></ul>
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	<ul style="list-style-type: none"><li>● Continue to integrate new digital literacy and science standards into the curriculum</li><li>● Implement recommendations from district Homework Committee</li></ul>
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<p><b>Objective:</b></p> <p><i>High-Quality Instruction to Meet the Academic and SEL Needs of Each Learner:</i> To ensure that each student is supported and challenged to reach their full potential, the Franklin Public Schools will align curriculum, instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.</p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"><li>● Continue to review special education practices and develop appropriate school structures and practices to meet the needs of students on IEPs<ul style="list-style-type: none"><li>○ Continue to strengthen and develop effective co-teaching partnerships with special education and general education staff</li><li>○ Collaboratively analyze data collected by special education teachers to assess the effectiveness of various models of providing specialized instruction</li></ul></li><li>● Explore additional approaches to promote flexible grouping across classrooms/grade levels to increase opportunities for differentiation</li><li>● Continue to develop and implement inclusive, culturally-responsive practices across all subject areas<ul style="list-style-type: none"><li>○ Integrate a variety of culturally-diverse materials into all areas of the curriculum</li><li>○ Continue to explore individualized professional development opportunities for administrators and</li></ul></li></ul>
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	<p>teachers to develop skills on fostering inclusive learning environments and cultural proficiency</p> <ul style="list-style-type: none"> <li>○ Continue to work with students and staff to define and model core values (RECIPE/Scoops) in class and during school-wide assemblies</li> </ul> <ul style="list-style-type: none"> <li>● Explore and strengthen personalized learning opportunities <ul style="list-style-type: none"> <li>○ Partner with the Massachusetts Personalized Learning Network (MAPLE)</li> <li>○ Examine and expand professional development opportunities for staff to research and implement personalized learning experiences as part of rigorous standards-based units</li> </ul> </li> </ul>
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<p><b>Objective:</b></p> <p><i>Effective Two-Way Communication to Support Student Learning:</i> To ensure that all stakeholders are engaged with the school community in support of student achievement, the Franklin Public Schools will enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.</p>	<ul style="list-style-type: none"> <li>● Revise and expand communication channels to enhance engagement with the community <ul style="list-style-type: none"> <li>○ Develop new school website to effectively communicate essential information to all families community members and stakeholders</li> <li>○ Continue to build capacity for family and community engagement through the use of social media</li> </ul> </li> <li>● Strengthen areas of focus for School Council directly related to school and district plans and initiatives</li> <li>● Continue to utilize standing committees as a means of fostering two-way communication and engaging stakeholders. Committees include but are not limited to: <ul style="list-style-type: none"> <li>○ School Council</li> <li>○ Parent Communication Council (PCC)</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"><li><ul style="list-style-type: none"><li>○ District's DCF Roundtable</li><li>○ Business and Community Partnerships</li></ul></li><li>● Continue to build an inclusive and collaborative culture committed to continued growth for teachers and students<ul style="list-style-type: none"><li>○ Continue to create and prioritize scheduled time for educators to engage in collaborative practices that will contribute to improved teaching and learning. Collaborative times include but are not limited to: Common Planning Time, PLCs, and/or Peer Observations</li></ul></li><li>● Continue to provide individualized staff development in the form of EdCamp-style staff meetings and workshops</li><li>● Continue to develop and sustain community partnerships to promote student achievement<ul style="list-style-type: none"><li>○ Partnerships with Dean College administration, students and athletes focused on core values and academic achievement</li><li>○ Partnerships with Franklin Food Pantry to encourage community service in conjunction with real life application of math skills</li></ul></li></ul>
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**Instructional Support Interventions**

Accommodations may be made to the classroom instruction, student responses, teaching strategies, teaching environment or materials. This list is representative of suggested strategies and is not inclusive of all strategies that may be successful for individual students.

**Curriculum/Instruction/Assessment Strategies**

- Arrange partner or small group instruction
- Develop student contracts or individual behavior, social or academic improvement plans
- Provide cueing and “wait time” or “think time” to encourage participation
- Provide multi-modal presentation of instruction and materials
- Repeat or re-teach concepts with a different approach
- Differentiate instruction, materials, assignments, and/or assessments
- Utilize alternative assessments: oral, multiple choice, computer-based, read aloud, except reading tests
- Incorporate incentives and reward systems
- Provide preferential seating/flexible seating arrangements
- Ensure frequent progress monitoring and feedback to students on progress
- Instruct students in study skills, note-taking; model these skills during instruction
- Utilize technology and computer assisted instruction
- Teach students to use graphic organizers
- Provide manipulatives
- Use checklists, teacher check-ins, calendars and project organizers to break down long-term assignments
- Break down tasks into manageable steps
- Utilize homework logs and journals for organization and time management of homework
- Utilize peer buddy systems for study groups or homework check-ins
- Provide reference tools, websites, study guides, texts for homework support
- Provide strategies to support parents with homework completion
- Allow extended time for those tests that determine a student’s knowledge and mastery of content
- Provide a scribe when needed to assess student knowledge and content, rather than to assess writing skills
- Allow the use of word processing or calculators for assignments and assessments
- Communicate expectations and progress to parents through email, blogs, websites, twitter, conferencing, curriculum nights, etc.



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- Ensure teacher collaboration and mentoring including support from specialists as needed

**Behavioral Intervention Strategies**

- Post classroom expectations in view of all students
- Classroom interventions by guidance counselor
- Arrange seating to prevent behavioral difficulties
- Develop student contracts or individual behavior improvement plans
- Utilize charts and graphs to monitor expectations
- Adjust classroom management strategies
- Contact parents/facilitate parent support/strategies and communication
- Consult with school psychologist, guidance counselor, special needs staff
- Include movement breaks during instructional periods
- Incorporate stress-release activities
- Remove distractions
- Provide flexible seating options
- Provide an environment that meets sensory needs

**Organizational Strategies**

- Communicate learning objective for each segment of the day
- Provide daily schedule and agenda
- Utilize flexible groups
- Utilize contract learning
- Implement a frequent progress monitoring system with students
- Use cooperative learning strategies
- Provide strategies to parents
- Choose and use graphic organizers with students
- Explicitly teach organization skills/strategies