

FX O'Regan Early Childhood Development Center (ECDC)  
Building Accommodation Plan  
2017-2018

Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). 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 DCAP 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 ECDC BCAP has four main objectives and is based on the District and School Improvement Plans.**

**These objectives are:**

- To help students develop connections to school, support positive behaviors and increase academic achievement, the Franklin Public Schools will enhance programs and practices to enable all students to acquire the knowledge, attitudes and skills associated with the core competencies for social emotional learning.
- To ensure that all students are supported and challenged to reach their full potential, the Franklin Public Schools will align curriculum, best instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.
- To promote a climate and culture where all stakeholders are engaged and take ownership in their role in the continuous improvement of teaching and learning, the Franklin Public Schools will create a collaborative culture in which all educators hold a shared vision and beliefs about student learning that are rooted in reflective practice and the use of feedback to improve student outcomes.
- To ensure that all stakeholders are engaged with the school community in support of student achievement, the Franklin Public Schools will seek to 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.

**F.X. O' Regan Early Childhood Development Center Mission Statement**

The F.X. O' Regan Early Childhood Development Center's mission is to focus on the whole child and their family by providing a safe and nurturing environment that supports a high quality early childhood education. We encourage each child to observe, question, and explore their environment. The F.X. O' Regan Early Childhood Development Center believes every child has the ability to learn and will provide the tools needed for them to succeed.

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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Objective:	Strategies:
<p>To help students develop connections to school, support positive behaviors and increase academic achievement, ECDC will enhance programs and practices to enable all students to acquire the knowledge, attitudes and skills associated with the core competencies for social emotional learning.</p>	<ul style="list-style-type: none"> <li>● Assist students in developing self and social awareness skills to support an inclusive and culturally responsive school environment. <ul style="list-style-type: none"> <li>○ Develop plan to implement programming that supports inclusive and culturally responsive practice at ECDC</li> <li>○ Continue build connection to the school community for our ELL families through our playgroup with Self Help, Inc.</li> </ul> </li> <li>● Focus on Classroom Practices <ul style="list-style-type: none"> <li>○ Continue to work with the school psychologist to develop and implement a developmentally appropriate version of the district's Social Emotional Learning (SEL) curriculum (Zones of Regulation and Social Thinking) in all classrooms</li> <li>○ Provide SEL Professional Development for classroom teachers <ul style="list-style-type: none"> <li>■ Continue to explore and implement Responsive Classroom</li> <li>■ Work with the school psychologist to facilitate trainings for staff, with a focus on strengthening classroom practices that help develop 5 core SEL competencies to increase academic achievement</li> </ul> </li> </ul> </li> <li>● Continue to Develop Strategies to identify students at risk</li> </ul>

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	<ul style="list-style-type: none"><li>○ Review Child Find outreach and activities, expand where possible</li><li>○ Establish tri annual “preschool screening” dates for students not enrolled at ECDC</li><li>○ Work with Team Chair to establish a preschool “at risk” team (much like the IST teams in the elementary school)</li></ul>
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Objective:	Strategies:
<p>To ensure that all students are supported and challenged to reach their full potential, ECDC will align curriculum, best instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.</p>	<ul style="list-style-type: none"><li>● Ensure that all curriculum, instruction, and materials reflect an inclusive school environment.<ul style="list-style-type: none"><li>○ Work with ESE/UMBoston to provide staff training on Inclusive Practice/Universal Design</li></ul></li><li>● Continue aligning and refining curriculum, including unit plans, and lesson plans, with the Massachusetts Frameworks in ELA, MATH, Science and Technology and SEL:<ul style="list-style-type: none"><li>○ Establish a committee to review ECDC curriculum, as well as other packaged curricula, to determine how best to ensure students have a rigorous, developmentally appropriate curriculum</li><li>○ Continue the implementation of Teaching Strategies Gold with a focus on sharing student progress with families and stakeholders</li></ul></li><li>● Provide professional staff time to plan and scaffold curriculum to meet the diverse needs of children with and without IEPs.</li></ul>

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Objective:	Strategies:
<p>To promote a climate and culture where all stakeholders are engaged and take ownership in their role in the continuous improvement of teaching and learning, ECDC will create a collaborative culture in which all educators hold a shared vision and beliefs about student learning that are rooted in reflective practice and the use of feedback to improve student outcomes.</p>	<ul style="list-style-type: none"><li>● Continue to explore professional development opportunities for administrators and teachers to develop skills on fostering inclusive learning environments and cultural proficiency.<ul style="list-style-type: none"><li>○ Staff workshop PD with our elementary school partners</li><li>○ Responsive Leaders workshop and then content/strategies shared with staff</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 develop guidelines and scheduled time for educators to engage in collaborative practices that will contribute to improved teaching and learning<ul style="list-style-type: none"><li>▪ Individualized staff development (EdCamp-style staff meetings and workshops)</li><li>▪ PLCs</li><li>▪ Peer Observations</li></ul></li></ul></li><li>● Continue to provide regular opportunities for related service providers to work collaboratively in classrooms with teachers and ESPs to provide ongoing consultation, coaching and modeling to support best practice for all students.</li></ul>

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<p>To ensure that all stakeholders are engaged with the school community in support of student achievement, ECDC will seek to 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>● Share work on inclusive and culturally responsive schools with families and other community stakeholders.<ul style="list-style-type: none"><li>○ Continue to develop and utilize community partnerships, such as with Self Help, Inc. and the Fitzgerald Institute, to support Social Emotional Learning through parent and staff trainings</li></ul></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: SEL, Digital Learning, Science, DCF, PCC, and Superintendent's Roundtable</li><li>● Share data to report progress on School and District Improvement Plans to community via school committee meetings.</li><li>● Substantially revise and update district and school websites to enhance communication.</li><li>● Continue to provide opportunities for two-way communication about school and district academic programs and initiatives with the goal of increased understandings among all stakeholders<ul style="list-style-type: none"><li>○ Invite families to participate in Orientation before school starts and Curriculum Open Houses (families learn through discovery) in October and in the spring to learn more about teaching and learning at the preschool level</li><li>○ Communicate with families via school-wide and classroom blogs, websites, Twitter feeds etc.</li><li>○ Provide outreach and education through PCC presentations, EI collaborations Coffee and Conversation with the Principal, and Connections! Parent network group</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 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
- Incorporate incentives and reward systems
- Provide preferential seating/flexible seating arrangements
- Frequent progress monitoring and feedback to families on progress
- Utilize technology and computer assisted instruction
- Break down tasks into manageable steps
- Utilize peer buddy systems to foster independence from adults
- Utilize weekly or daily communication logs
- Provide reference tools, websites and books to parents to encourage consistency at home and school
- Communicate expectations and progress to parents through email, blogs, websites, twitter, conferencing, curriculum nights, etc.

**Behavioral Intervention Strategies**

- Post classroom expectations in view of all students
- Classroom interventions by BCBA and/or School Psychologists
- Arrange seating to prevent behavioral difficulties
- Develop individual behavior improvement plans
- Adjust classroom management strategies



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- Contact parents/facilitate parent support/strategies and communication
- Consult with school psychologist, guidance counselor, special needs staff
- Include movement breaks as needed throughout the school day
- Incorporate stress-release activities
- Incorporate Responsive Classroom methodologies/strategies
- Remove distractions

**Organizational Strategies**

- Provide daily visual and/or activity schedule
- Provide social stories to help address specific challenges
- Utilize flexible grouping within classrooms
- Implement a frequent progress monitoring system with students
- Use cooperative learning strategies
- Provide strategies, visual schedules and social stories and to parents