

Franklin Public Schools
Franklin High School
Building Accommodation Plan (BCAP)
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 Franklin High School BCAP is aligned with the Franklin Public Schools DCAP and has four main objectives and is based on Franklin High School’s School Improvement Plan.

- *Social-Emotional Well-being off Students and Staff:* To help students develop connections to school, support positive behaviors and increase academic achievement, the Franklin High School 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.
- *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 High School will develop 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 High School will align curriculum, instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.

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- *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 High School will seek to enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.

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.

It is with these statements in mind that this DCAP was designed. It provides a list of resources and accommodations available to students and classroom teachers. The DCAP 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)

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<p>Objective: To help students develop connections to school, support positive behaviors and increase academic achievement, the Franklin High School 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>	<p>Strategies:</p> <ul style="list-style-type: none"> • Expand in scope and frequency the piloted advisory program. • Continue to implement the World of Difference Program developed in the middle schools. • Continue to implement and refine a Developmental Guidance program. • Dedicate time during faculty meetings, professional development and Principal's Council in order to address strategies for the five competencies of SEL. • Continue to develop strategies to identify and support students at risk with conjoined work of administration and Instructional Support Teams (IST). • Provide outreach and education to parents and families on the signs of student stress, anxiety and offer strategies to support their children. • Continue to develop and refine alternative programs such as STRIVE, Discover, Reach, and Pathways.
<p>Objective: 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 High School will develop an engaging and rigorous curriculum that focuses on preparing students for a rapidly changing, technologically advanced, globally interdependent future.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Implement the Illustrative Math curriculum in Algebra I and Algebra II courses. • Ensure that curriculum, instruction, and materials reflect an inclusive school environment. • Continue implementation of alignment and instructional changes of new standards in: <ul style="list-style-type: none"> ○ Social Studies ○ Science ○ Digital Literacy • Implement the Portrait of a Graduate program in an effort to further our work at promoting 21st century learning.

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	<ul style="list-style-type: none"> • Continue aligning and refining curriculum maps, unit plans, and lesson plans with the Massachusetts Frameworks in all areas. • Develop and implement a professional development series pertaining to the art and science of teaching.
<p>Objective: To ensure that each student is supported and challenged to reach their full potential, the Franklin High School will align curriculum, instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Continue to review grading practices at the high school level. <ul style="list-style-type: none"> ○ Principal's Council will research, analyze, discuss, and implement effective grading practices ○ Pilot grading systems throughout multiple grades and disciplines • Analyze instructional strategies used and provide feedback and resources to teachers on current practices and methodologies to improve personalized learning to meet the needs of all students. • Expand the New Teacher Academy to continue the work stemming from New Teacher Orientation and staff mentoring to better support new teachers as they grow professionally and become part of the FHS community. • Conduct regular check ins with mentor/mentees and co-teaching pairs. • Explore professional development opportunities for administrators and teachers to develop skills on fostering inclusive learning environments, cultural proficiency, and SEL. • Continue to administer professional development focused on promoting reflection, feedback, conflict management and problem solving.

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<p>Objective:</p> <p>To ensure that all stakeholders are engaged with the school community in support of student achievement, the Franklin High School will seek to enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.</p>	<p>Strategies:</p> <ul style="list-style-type: none">● Explore professional development opportunities for administrators and teachers to develop skills on fostering inclusive learning environments and cultural proficiency.● Continue to administer professional development focused on improving communication.● Continue to develop and strengthen the degree to which FHS' instructional programs are driven by core values, shared beliefs about student learning and norms for decision making, communication, professional relationships, and problem solving.● Conduct regular School Council meetings, providing an opportunity for various community stakeholders to communicate with building administration.● Continue to write and archive bi-weekly parent communications and weekly staff communications.● Continue to grow and develop FHS' social media presence across multiple platforms.
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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

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- 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
- Provide multiple opportunities for students to reassess or demonstrate mastery of content/skills
- 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
- Frequent progress monitoring and feedback to student on progress
- Instruct students in study skills, note-taking; model these skills during instruction
- Utilize technology and computer assisted instruction
- Teach and encourage 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 peer buddy systems for study groups or homework check-ins
- Provide reference tools, websites (including, but not limited to Google Classroom) study guides, textbooks for homework support
- Provide strategies to support parents with homework completion
- Allow extended time for tests that determine a student’s knowledge and mastery of content
- Provide a scribe when needed to assess student knowledge
- 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.
- 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 counselors, adjustment counselors, or other support staff

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- 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, adjustment counselor, special education staff
- Include movement breaks during instructional periods
- Incorporate stress-release activities
- Remove distractions
- Provide flexible seating arrangements
- Provide an environment that meets sensory needs

Organizational Strategies

- 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