

Horace Mann Middle School  
Building Accommodation Plan (BCAP)  
2018-2019

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 Horace Mann Middle School BCAP is aligned with the Franklin Public Schools DCAP. The plan has four main objectives and is based on the Horace Mann Middle School School Improvement Plan.**

**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.

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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 Public Schools will 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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**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
- 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 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, study guides, textbooks 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
- 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

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**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 arrangements
- Provide an environment that meets sensory needs
- Positive student recognition programs (cluster cash, six pillar cards)

**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