

John F. Kennedy Elementary 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. The DCAP also guides the development of a Building Curriculum Accommodation Plan (BCAP) for the John F. Kennedy Elementary School.

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 John F. Kennedy BCAP is aligned with the Franklin Public Schools DCAP which has four main objectives and is based on the District and School Improvement Plan.

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.

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.

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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.

John F. Kennedy Mission Statement

The mission of the John F. Kennedy School is to enable, encourage and challenge every student to continue the pursuit of lifelong learning by providing a safe, nurturing and enjoyable academic environment. Through the collaborative efforts of staff, parents and community we strive to help each student become a confident, responsible and active citizen of an ever-changing global society.

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)

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.

<p>Objective:</p> <p>To help students develop connections to school, support positive behaviors and increase academic achievement, the John F. Kennedy</p>	<p>Strategies:</p> <ul style="list-style-type: none">● Define social emotional learning for stakeholders<ul style="list-style-type: none">○ Support school psychologist and school adjustment counselor to provide trainings to staff throughout the school year
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<p>Elementary 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>	<ul style="list-style-type: none"> ○ Support school psychologist and school adjustment counselor to provide whole-school communications to families regarding social-emotional learning ● Continue implementation of Zones of Regulation at all grade levels ● Continue implementation of Responsive Classroom at all grade levels <ul style="list-style-type: none"> ○ Continue to provide professional development and resources to teachers who have not been trained in Responsive Classroom practices. ● Continue to develop and implement social-emotional learning curriculum at all grade levels <ul style="list-style-type: none"> ○ Create a schedule that supports counselors having time to meet with classes to offer skill based lessons to support students in identifying stressors, and behaviors that impede learning and replace with positive supports to increase achievement ○ Align all-school meeting agendas/activities with social-emotional learning activities ○ Create time in schedules for all students to participate in learning strategies that help to reduce stress and anxiety, and develop self-awareness, self-regulation, and a balanced approach to social-emotional learning ● Provide outreach and education to parents and families on the signs of student stress, anxiety and offer strategies to support their children through PCC presentation(s) and school newsletters
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<p>Objective:</p> <p>To ensure that all students are supported and challenged to reach their full potential, the John F. Kennedy Elementary School will align curriculum, best instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> ● Continue aligning and refining curriculum maps, unit plans, and lesson plans with the Massachusetts Frameworks in all areas <ul style="list-style-type: none"> ○ Create a common planning schedule that supports regular and ongoing teacher professional development in literacy and math through collaborative work with the literacy and math specialists ● Continue development and implementation of alignment and instructional changes of new standards in: <ul style="list-style-type: none"> ○ Science ○ Digital Learning/Technology
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- 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
 - Develop and support high-performing school-based teams to promote collaborative planning of targeted instruction based on data
 - Provide professional development opportunities to enhance educator practice with growing high achieving learners
 - Continue to develop team teaching approaches which promote flexible grouping across grade levels to promote increased opportunities for differentiation
 - Promote sharing of effective instructional practices during peer observations and faculty meetings
 - Review current formative and summative assessment and grading practices
 - Continue development of authentic formative and summative assessments, grading practices, and assessment tools (i.e. rubrics, data tracking sheets) that are aligned to the standards, clearly track student progress, and provide clear and specific feedback
 - Study best practices with regard to homework through district committee for all grades
 - Analyze articles/reports and discuss varying viewpoints with faculty and school council
 - Survey school community (students, teachers, families) regarding current and desired homework practices
 - Develop presentation and forums for parents/guardians to offer informational updates, roll out implementation of initiatives and solicit feedback
 - Invite families to participate in Curriculum Open House Night to learn more about grade level curricular expectations
 - Communicate with families via schoolwide and classroom newsletters, blogs, websites, Twitter feeds, etc.
 - Provide outreach and education through PCC presentations
- Share progress and information on goals during School Council meetings and with PCC

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<p>Objective:</p> <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, the John F. Kennedy Elementary School 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>	<p>Strategies:</p> <ul style="list-style-type: none">● Continue administrator professional development focused on promoting reflection, feedback, conflict management and problem solving, and improving communication● Continue to develop and strengthen the degree to which the district and schools' instructional programs are driven by core values, shared beliefs about student learning and norms for decision making, communication, professional relationships, and problem solving● Continue to build an inclusive, collaborative, high performing culture that reflects our belief that all children can learn and all educators are committed to continuous growth<ul style="list-style-type: none">○ Develop guidelines and scheduled time for educators to engage in collaborative practices that will contribute to improved teaching and learning such as peer observation, CPT, IST, and PLCs○ Differentiate professional development for educators in collaboration with partner school (Oak)● Support the work of Peer Coaching and other teacher leadership opportunities within the school and district<ul style="list-style-type: none">○ Establish a Peer Observation committee to grow and formalize current peer visit initiative● Contribute to district joint committee comprised of members from the administration and Franklin Education Association (FEA) to foster ongoing dialog about educator evaluation and promote improved outcomes for students● Continue to improve professional development and training around the educator evaluation process<ul style="list-style-type: none">○ Establish opportunities for clear and ongoing communication between evaluators and educators regarding the educator evaluation process expectations○ Ensure calibration between school evaluators● Develop and implement a process to solicit feedback from stakeholders regarding the educator evaluation process
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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 John F. Kennedy 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">● Define social-emotional learning for stakeholders in order to develop a shared understanding of the purpose and intended outcomes of the initiative● Continue to develop partnerships with families to support social-emotional learning by working with Kennedy PCC and individual families<ul style="list-style-type: none">○ Provide outreach and education to parents and families on the signs of student stress, anxiety and offer strategies to support their children● Provide opportunities for two-way communication about school and district academic programs and initiatives with the goal of increased understanding among all stakeholders<ul style="list-style-type: none">○ Invite families to participate in Curriculum Open House Night and other school community events○ Share progress on and elicit discussions about goals during School Council meetings and PCC meetings to promote shared understanding and decision making○ Literacy and Math Morning Presentations○ Demonstration lesson during PCC meetings● Report progress on School Improvement Plan to community via school committee meetings
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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
- 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
- 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
- Utilize homework logs and journals for homework follow-up
- Provide reference tools, websites and textbooks for homework support
- Provide study guides
- 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

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 to include close communication with students, teachers, teams, family for consistency
- 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

Organizational Strategies

- Provide posted/projected 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