

G.M. Parmenter 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 Parmenter School 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.

Gerald M. Parmenter School Vision Statement:

Parmenter School is committed to creating a safe, inclusive, respectful community where students and staff think critically, persevere through challenges, and achieve individual success to become contributing members in the local and global community.

Gerald M. Parmenter School Mission Statement:

The Gerald M. Parmenter School community's mission is to touch the minds and shape the futures of its students preparing them to meet the opportunities and challenges of their lives. Parmenter creates a learning environment in which students are encouraged to

- develop into self-confident, independent, responsible, and compassionate individuals.
- respect other points of view and appreciate differences.
- become self-motivated learners who strive to attain high levels of achievement.
- work individually and cooperatively to solve problems creatively and communicate effectively.
- reach out to the global community to broaden their learning experiences.

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)

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

<p>Objective:</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>Strategies:</p> <ul style="list-style-type: none">● Develop a cohesive system to identify and support students at risk<ul style="list-style-type: none">○ Pilot Devereux Student Strengths Assessment (DESSA) to accurately assess students' social-emotional competencies○ Continue to develop newly and refined protocols and support through the school's Student Support and Safety Team (SSST)○ Continue to provide professional development around effective SEL strategies and Tier 1 and Tier 2 interventions○ Focus on classroom instruction that integrates social-emotional learning practices into the curriculum● Fully implement the weekend backpack food program● Develop a system-wide response to improve attendance<ul style="list-style-type: none">○ Develop common and consistent communication plan with families○ Analyze attendance data and determine plan to decrease chronic absenteeism○ 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
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	<ul style="list-style-type: none"> ● Partner with YOU Inc. to provide family resources and counseling in the school setting ● Continue to develop a school culture that emphasizes the balance between psychological safety and accountability <ul style="list-style-type: none"> ○ Provide staff with opportunities to embrace their personal and professional passions ○ Provide staff with opportunities to focus on their overall well-being and self-care
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<p>Objective:</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>Strategies:</p> <ul style="list-style-type: none"> ● Strengthen literacy instruction through the continued use of the workshop model and development of rigorous, integrated standards-based units <ul style="list-style-type: none"> ○ Engage in district-wide professional development to further best instructional practices in literacy ● Integrate digital literacy and STEAM (Science, Technology, Engineering, Art, and Math) standards into the curriculum <ul style="list-style-type: none"> ○ Create Makerspace within the school as a means to incorporate design thinking and technology skills ● Implement recommendations from district Homework Committee ● Continue to develop rigorous standards-based units following the UbD approach <ul style="list-style-type: none"> ○ Focus on UbD Stage 3 - emphasis on personalized learning
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G.M. Parmenter School
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	<ul style="list-style-type: none">● Create a focused action plan for staff professional development directly related to personalized learning experiences
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<p>Objective:</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>Strategies:</p> <ul style="list-style-type: none">● Review current special education practices and develop appropriate school structures and practices to meet the needs of students on IEPs<ul style="list-style-type: none">○ Strengthen and develop effective co-teaching partnerships with special education and general education staff○ Carefully craft and revise special educators' schedules in order to effectively meet the needs of individual students● Continue to develop and implement inclusive, culturally-responsive practices<ul style="list-style-type: none">○ Partner with the NECC program to provide quality education in an inclusive setting for students with autism○ Integrate a variety of culturally-diverse materials into the curriculum○ Continue to explore individualized professional development opportunities for staff to develop skills on fostering inclusive learning environments and cultural proficiency
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	<ul style="list-style-type: none"> ● Implement a continuum of services for enrichment and interventions <ul style="list-style-type: none"> ○ Revise schedule and instructional practices to provide Targeted Instruction to all students in literacy and math in grades K-5 ○ Tiered system of instruction for SEL ● Explore and strengthen personalized learning opportunities <ul style="list-style-type: none"> ○ Partner with the Massachusetts Personalized Learning Network (MAPLE) ○ Provide professional development opportunities for staff to research and implement personalized learning experiences as part of rigorous standards-based units through the PD Your Way approach ● Review and refine processes for identifying, tracking, and providing appropriate interventions for at-risk students through the Instructional Support Team (IST) and Student Support and Safety Team (SSST)
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<p>Objective:</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>	<p>Strategies:</p> <ul style="list-style-type: none"> ● Revise and expand communication channels to enhance engagement with the community <ul style="list-style-type: none"> ○ Develop new school website to effectively communicate essential information to all families ○ Increase engagement through social media ○ Ensure all staff use effective and continuous forms of communication with families
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	<ul style="list-style-type: none">● Create clear areas of focus for School Council directly related to school and district plans and initiatives● Expand parent education opportunities<ul style="list-style-type: none">○ Revise Curriculum Night format to include educational workshops for families● Continue to utilize standing committees as a means of fostering two-way communication and engaging stakeholders:<ul style="list-style-type: none">○ Parmenter Community Building Team○ Character Education Committee (with community outreach opportunities)○ School Council○ Parent Communication Council (PCC)○ District DCF Roundtable○ Business & Community Partnerships○ District Curriculum Committees
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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.

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

G.M. Parmenter School
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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 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