

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

- To help students develop connections to school, support positive behaviors and increase academic achievement, the Remington Middle School will enhance programs and practices, and promote the well-being of staff, in order to enable each student to acquire the knowledge, attitudes, and skills associated with the core competencies for social-emotional learning.
- 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.
- To ensure that all students are supported and challenged to reach their full potential, Remington Middle School will align curriculum, best instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.
- To ensure that all stakeholders are engaged with the school community in support of student achievement, Remington Middle School 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.

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:

To help students develop connections to school, support positive behaviors and increase academic achievement, Remington Middle 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.

Strategies:

- Continued implementation of the Responsive Classroom Strategies
- Continued development and implementation of the ADL World of Difference Training and Peer Leadership Program
 - Supports an inclusive and culturally responsive school environment
 - Assists students in developing self and social awareness skills
 - Continued collaboration with HMMS and ASMS as well as ADL throughout the year to ensure continuity.
- Continue to develop, design and implement Developmental Guidance Programs and lessons at the middle level.
 - Continue with a schedule at RMS that supports allowing the counselor time to meet with classes to offer skill based lessons that support students in identifying stressors, and behaviors that may impede and/or interfere with learning and help them to replace with positive behaviors and/or strategies to help students in their learning and thus increase achievement.
 - Continue with a schedule at RMS that supports the counselor and allows the counselor time to meet with teachers to keep them updated on the Developmental Guidance curriculum.
 - Continue to develop partnerships to support Social Emotional Learning in the community at large.
 - Continue to facilitate annual Mental Health Awareness Day building upon successes and feedback from previous successful implementation.

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	<ul style="list-style-type: none"> ● Continue to work to improve and regularly facilitate the Remington Advisory Program. ● Collaborate with the School Wellness Advisory Council (SWAC) to implement (integrate) initiatives around goals for mental health, physical activity and nutrition. ● Continue to implement the Signs of Suicide program as a component of the wellness curriculum in grade 7. ● Provide outreach and education to parents and families on the signs of student stress, anxiety and offer strategies that will help to support their children.

Objective:	Strategies:
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, Remington Middle School will offer an engaging and rigorous curriculum that focuses on preparing students for a rapidly changing, technologically advanced, globally interdependent future.	<ul style="list-style-type: none"> ● Ensure that all curriculum, instruction, and materials reflect an inclusive school environment. <ul style="list-style-type: none"> ○ Continue to work with the ADL in the implementation of the World of Difference Peer Leadership Program. ○ Continue to review and adopt curriculum resources that present materials in an anti-bias process. ● Continue the alignment and review of instructional changes in the of the new standards in: <ul style="list-style-type: none"> ○ Social Studies / History ○ Science ○ Digital Learning ● Begin a review of general grading practices with staff. ● Continued discussions of current homework practices in order to

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	<p>align best practices for students.</p> <ul style="list-style-type: none"> • Continue to 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.
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Objective:	Strategies:
To ensure that all students are supported and challenged to reach their full potential, Remington Middle School will align curriculum, best instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.	<ul style="list-style-type: none"> • Calibrate existing cultural enrichment programming among middle schools to ensure quality and equitable experiences for all middle school students <ul style="list-style-type: none"> ○ A World of Difference Peer Leader Program ○ Footlighters • Support full implementation of STEMscopes curriculum in Science for all three grades • Implement Illustrative Math for all three grades • Continue to implement Responsive Classroom Training (year 3) by professional development to any remaining untrained teachers • Continue professional development focused on promoting reflection, feedback, conflict management and problem solving, and improving communication. <ul style="list-style-type: none"> ○ ADL's A World of Difference staff training (PD half days)

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	<ul style="list-style-type: none"> • Evaluate existing continuum of services and opportunities for personalized learning across middle schools and calibrate resources • Continued implementation of Keys to Literacy through the utilization of Literacy Coaches and KTL consultant
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Objective:	Strategies:
To ensure that all stakeholders are engaged with the school community in support of student achievement, Remington Middle School will seek to enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.	<ul style="list-style-type: none"> • Utilization of social media to encourage visits to the new school website • Continue to hold PCC and School Council Meetings <ul style="list-style-type: none"> ○ Collaborate to support parents and families on the signs of student stress, anxiety, and offer strategies that will help support their children ○ Brainstorm best communication practices between families and schools in order to develop a two-way communication plan • Continue electronic communication - school wide and team based - regarding academic programs and initiatives <ul style="list-style-type: none"> ○ Sully's Salutations ○ Team websites/newsletters

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	<ul style="list-style-type: none">○ Google Classroom○ Aspen updates○ ReGroup○ Social Media● Continue to hold community events such as fall Open House, incoming 6th Grade parent information night, Evening With the Arts, Evening of Excellence, etc.
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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
- 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

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- 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 tests
- 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
- 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
- Utilize social stories to teach expected behaviors

Organizational Strategies

- Provide daily schedule and agenda
- Utilize flexible groups
- Utilize contract learning
- Implement a frequent progress monitoring system with students

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- Use cooperative learning strategies
- Provide strategies to parents
- Choose and use graphic organizers with students
- Use Google Classroom to distribute class information and assignments

Social Emotional Learning Strategies

- Utilize the strategies of Responsive Classroom daily
- Grow and implement the ADL World of Difference Program
- Support a culturally responsive school culture through work with ADL
- Design and implement developmentally appropriate guidance lessons for our Remington Students
- Continue use of Advisory period to assist in the development of solid teacher student relationships that create a safe and supportive school culture
- Continue to provide student voice through the facilitation of Student Council and ADL Peer Leaders