

**Blackstone-Millville Regional School District  
Elementary Schools  
Building Curriculum Accommodation Plans  
2017-2018**

**District Mission Statement**

The mission of the Blackstone-Millville Regional School District, working in partnership with the students, parents, educators, support staff and other interested citizens, is to create a community of learners dedicated to providing a program of educational excellence. Collectively, we strive to provide a safe, supportive learning environment that encourages the development of responsibility, tolerance, and respect for self and others, creativity and an enthusiasm for learning, enabling each student to fulfill his/her maximum potential as a productive member of a global society.

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 Plans (BCAP) for the BMRSD Elementary Schools

**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 purpose of the Building Curriculum Accommodation Plan (BCAP) is to outline the strategies and resources available to teachers and Specialists to differentiate instruction that meets the diverse learning profiles of our students.

**Non-Discrimination Statement**

It is the policy of the Blackstone-Millville Regional School District not to discriminate on the basis of race, color, gender, religion, national origin, homelessness, sexual orientation, gender identity, age, or disability, in its educational programs, services, activities, or employment practices; as defined and required by state and federal laws. Further information may be obtained by contacting Dr.

Janis Laporte at [508-876-0190](tel:508-876-0190) or [jlaporte@bmrdsd.net](mailto:jlaporte@bmrdsd.net).

The Blackstone-Millville Regional School

District (BMRSD) Elementary School’s Building Curriculum Accommodation Plan (BCAP) is aligned with the BMRSD District Curriculum Accommodation Plan (DCAP), which has five targeted areas.

As stated by the MA DESE, the target areas for the DCAP are:

1. Strategies to assist regular education classroom teachers to help them analyze and accommodate various students’ learning needs, including students who are English Language Learners, and to manage students’ behavior effectively.
2. Support services that are available to students through the regular education program.
3. Direct and Systematic classroom instruction.
4. Teacher mentoring and collaboration.
5. Parental involvement in their child’s education.

Target Area	Current resources available:
1. Assistance to Teachers	<ul style="list-style-type: none"> <li>● BBST(Building Based Support Teams) at each grade level convene regularly to provide instructional and behavioral intervention suggestions to teachers.</li> <li>● Access to specialists; BCBA, School Psychologist, School Adjustment Counselor, Occupational Therapist, Physical Therapist</li> <li>● Curriculum training for teachers and staff.</li> <li>● School Nurse</li> <li>● Paraprofessionals in various classrooms to support students.</li> <li>● Kindergarten aides in all Kindergarten rooms daily</li> </ul>
2. Support Services for students	<ul style="list-style-type: none"> <li>● RTI services provided to students with specially targeted instruction.</li> <li>● Title 1 Teachers to support identified student</li> <li>● Inclusion support, using pull out and co-teaching models</li> <li>● Counseling Services provided by School Psychologist and School Adjustment Counselors.</li> <li>● Speech Therapy, Occupational Therapy and Physical Therapy services provided to students</li> <li>● ELL teachers provides language learning instruction and support for students in academic classes.</li> <li>● Social-emotional groups</li> </ul>
3. Direct and Systematic Instruction	<ul style="list-style-type: none"> <li>● Tier 1 curriculum</li> <li>● Co-teaching model in various classrooms</li> <li>● Multisensory approaches to instruction</li> <li>● Foundations phonics instruction in grades K-2</li> </ul>

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	<ul style="list-style-type: none"> <li>● Reader's Workshop model of reading instruction</li> <li>● Envisions 2.0 math program</li> <li>● Empowering Writers writing program</li> </ul>
4. Teacher mentoring and collaboration	<ul style="list-style-type: none"> <li>● Mentoring program to initiate teachers to BMRSD.</li> <li>● Lunch/recess time to meet with colleagues</li> <li>● Common preps to plan and discuss student progress</li> <li>● Collaboration with specialists</li> </ul>
5. Parental Involvement	<ul style="list-style-type: none"> <li>● BEPO (Blackstone Elementary Parents Organization)</li> <li>● MESPA (Millville Elementary School Parent Association)</li> <li>● Parent-Teacher Conferences</li> <li>● Meet the Teacher Night in September</li> <li>● Title 1 Parent Meetings</li> <li>● Phone calls/emails from teachers and staff</li> <li>● Volunteer opportunities in numerous classroom</li> <li>● Classroom teachers use various means to communicate with families, including Newsletters, websites, various forms of social media</li> <li>● Pearson online to track assessment</li> <li>● IXL</li> </ul>

Accommodations 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 with individual students.*

### **Instructional Strategies and Interventions**

What type(s) of **accommodation**, if any is necessary for the student to make effective progress?

- Preferential seating/flexible seating arrangements
- Seating close to source of instruction and away from distractions
- Partner or small group instruction
- Opportunity for breaks as needed
- Repeat or Re-teach concepts with different approach-differentiated instruction
- Use of manipulatives
- Visual and multi-modal presentation of instruction and materials
- Use of outlines, webs, or graphic organizers
- Pre-teaching, reteaching, of materials and vocabulary
- Provide models and exemplars for assignments
- Clear directions with rubrics for multi-step assignments

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- Use of checklists, teacher check-ins, timelines and project organizers for long term assignments
- Opportunities for choice in assignments
- Provide cueing and sufficient “wait time” for students
- Provide extended time for assignments and assessments
- Utilize technology and computer assisted instruction
- Access to word processor for assignments and assessments
- Access to scribe as needed for assignments
- Utilize alternate assessments: oral, multiple choice, computer based, read aloud (except reading tests)
- Frequent progress monitoring and feedback to student on progress
- Reduction of of classwork or homework
- Provide study guides

### **Behavioral Intervention Strategies**

- Develop student contracts, individual behavior, social or academic support plans
- Use of verbal, visual and non-verbal cues for behavior
- Positive reinforcement of behavior
- Clear and consistent behavioral expectations posted in view of all students
- Visual schedule of daily events and activities
- Advance notice of transitions
- Deliberate seating arrangements to prevent behavioral conflicts
- Frequent home-school communication via e-mails, behavioral logs or other means
- Include movement breaks and energizers (brain breaks) during instructional periods
- Use of a study carrel

### **Organizational Strategies**

- Provide daily schedule or agenda
- Provide families with reference tools, list of relevant web sites, for homework support
- Use of checklists, frequent teacher check-ins, timelines and project organizers for long term assignments.

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