

Blackstone-Millville Regional School District
Frederick W. Hartnett Middle School
Building Curriculum Accommodation Plan (BCAP)

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 Middle 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 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.

The Blackstone-Millville Regional School District (BMRSD) Middle 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 DOE, the targeted areas for the BCAP 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 instruction in reading for all students
4. Teacher mentoring and collaboration
5. Parental involvement in their children's education.

Instructional Strategies

HMS teachers are expected to develop a multi-modal instructional repertoire that:

- Explains directions and assignments both orally and in writing.
- Presents new or difficult information both visually and auditorily (outlines, key words, notes, agenda).
- Provides models of desired work products.
- Provides active learning experiences in class (demonstrations, dramatic performances, debates, role plays, peer review of student work, etc.) in addition to lecture and to note-taking.

HMS teachers present the big picture by:

- Beginning with an overview of topics to be covered each day and a review of the previous lecture/lesson.
- Presenting overriding topics/themes to provide students with a road map for each unit.
- "Planning backwards" and making explicit what they want the student to know and be able to do by the end of a lesson, unit, course.

HMS teachers are expected to establish predictable classroom routines by:

- Writing the daily agenda on the board so students can follow along easily.
- Providing a predictable week so students know what to expect on different days, different parts of days.
- Writing homework in same place each day, and/or provide homework in hand-outs or online.
- Giving enough time to explain homework assignments fully.

Below are checklists of instructional strategies used by HMS teachers to maximize student success in general education classrooms. The lists are broken down by domain: behavior, reading, writing and mathematics.

Behavior

<p>To improve ability to attend to verbal information:</p> <ul style="list-style-type: none">□ Shortened length of listening activities□ Reduced visual distractions in the room□ Provided pictures and/or other visual cues□ Wrote key vocabulary on the board□ Provided copies of classroom notes□ Allowed student to copy notes from a peer□ Used graphic organizers□ Broke longer presentations into shorter units□ Re-directed student when attention waned□ Changed student's seat to decrease distractions□ Shortened the tasks and amount of material□ Used material on the student's instructional/independent level□ Provided individual/small group instruction <p>To improve work completion:</p> <ul style="list-style-type: none">□ Used student checklists□ Used a study carrel□ Used a timer□ Used a reinforcement system□ Used work assignment lists□ Broke lengthy, long-term assignment into smaller parts□ Reduced/modified assignment□ Simplified worksheets/tasks	<ul style="list-style-type: none">□ Used preferential seating□ Allowed for periodic breaks <p>To improve transitions between activities:</p> <ul style="list-style-type: none">□ Kept routines structured□ Posted expected rules & behavior□ Posted the schedule for the day□ Cued student prior to transitions□ Allowed the student opportunities for movement□ Practiced transition routines <p>To improve positive group participation skills:</p> <ul style="list-style-type: none">□ Gave specific feedback to student when student was successful□ Used role-playing to teach appropriate behaviors□ Allowed rehearsal opportunities□ Provided a "cool down" space□ Used time out procedure for acting out or aggressive behaviors□ Used a written behavior contract with student□ Used regular feedback system between home & school□ Provided choices for student□ Problem-solved with the student□ Other strategies, including consultations with school adjustment counselor and/or school psychologist□ Connected personally with student each day□ Began with something positive in all feedback with student and his/her parents□ Learned about who student is outside of your classroom
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Reading

<p>To improve reading comprehension skills:</p> <ul style="list-style-type: none">□ Pre-read story to student□ Re-read favorite stories and independent-leveled text□ Taught use of graphic organizers□ Taught use of questions to guide reading□ Taught ways to generate questions□ Taught story structures□ Taught summarization□ Taught elaboration (prediction, prior knowledge, etc.)□ Had student answer questions orally	<p>To improve fluency:</p> <ul style="list-style-type: none">□ Modeled fluent reading□ Multiple readings of same text□ Echo reading□ Shared reading□ Multiple readings of texts at independent level <p>To improve vocabulary acquisition:</p> <ul style="list-style-type: none">□ Sorted words into basic categories□ Described common objects□ Classified categories of words□ Taught common synonyms and antonyms
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<ul style="list-style-type: none"> ○ Had student illustrate sentences or stories ○ Highlighted key concepts in text ○ Had student write sentences for or illustrate reading vocabulary words ○ Had student to list details of story ○ Had student to complete cloze sentences and/or paragraphs ○ Had students finish incomplete stories ○ Used high interest texts at instructional and independent reading levels 	<ul style="list-style-type: none"> ○ Used known word in compound word ○ Taught homophones/homographs ○ Used dictionary/thesaurus to locate words meanings ○ Taught strategy of using knowledge of word origins, synonyms, etc. to derive meaning
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Writing

<p>To improve spelling:</p> <ul style="list-style-type: none"> ○ Taught specific spelling rules ○ Used same words for reading, spelling, and writing tasks ○ Tested student orally <p>To improve handwriting:</p> <ul style="list-style-type: none"> ○ Provided hand strengthen activities (e.g. clay, squeeze ball) ○ Provided special paper (e.g. wider spaced lines, graph paper) ○ Used pencil grip ○ Reduced copying from book or board ○ Seated student near board for copying 	<p>To improve written expression:</p> <ul style="list-style-type: none"> ○ Allowed student to verbalize thoughts before writing ○ Used word processor for written tasks/assignments ○ Helped student get started on written tasks ○ Used graphic organizers ○ Used story starters or prompts ○ Used rubric as a guide for written assignments ○ Used checklist(s) for proofing written work ○ Broke up long written assignments into smaller parts ○ Read back pieces to student to see if written work makes sense ○ Taught revision skills ○ Gave student choices about topic
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Mathematics

<p>Skills/readiness are lower than grade level:</p> <ul style="list-style-type: none"> ○ Assessed for level of instruction ○ Provided small group instruction ○ Allowed student to use math facts table ○ Used manipulatives <p>To improve the memorization of math facts:</p> <ul style="list-style-type: none"> ○ Taught and practiced in a systematic way ○ Provided extra opportunities to practice ○ Provided references to assist in fact calculation 	<p>To increase the rate of work completion:</p> <ul style="list-style-type: none"> ○ Reduced number of problems to complete ○ Sent unfinished work home to complete ○ Gave choices ○ Used a timer ○ Broke up long assignments into parts <p>To improve ability to sequence steps for computation:</p> <ul style="list-style-type: none"> ○ Provided multiple reviews of steps ○ Used reference guide at seat ○ Used acronyms and mnemonic devices ○ Used color coded steps
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<ul style="list-style-type: none"> □ Used mnemonic devices when possible □ Used songs, rhymes or games when possible <p>To improve ability to attend to important details:</p> <ul style="list-style-type: none"> □ Highlighted operational signs/key words and phrases in math problems □ Used vertical lines/graph paper for organizing work □ Reduced the amount of problems on a page □ Had student repeat directions <p>Inability to read grade level word problems due to lower reading level:</p> <ul style="list-style-type: none"> □ Aligned math word problems and directions with current reading level 	<ul style="list-style-type: none"> □ Used manipulatives <p>To improve the understanding of concepts:</p> <ul style="list-style-type: none"> □ Used concrete objects/manipulatives □ Gave extra time to explore and practice □ Taught/analyzed new vocabulary/terms □ Used simple, consistent language □ Provided visuals and examples □ Provided instruction in small group or 1-1 □ Had consultation with Title 1 math specialist
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Processes

Part of determining the best strategies to support a student in the general education classroom is to identify the student’s strengths and challenges. Below is a list of elements of learning. For each element, teachers identify the student’s level of performance (*excelling, meeting expectations, struggling, inconsistent, or not applicable*).

Attention	Excelling	Meeting Expectations	Struggling	Inconsistent	N/A
Is focused & alert during whole group activities					
Initiates work independently					
Completes work independently					
Sits still for an appropriate length of time					
Performs consistently					
Is able to distinguish between important/unimportant information					
Connects new information w/					

previous experiences					
Can focus on low interest tasks					
Plans responses, anticipates outcomes					
Self-monitors work					
Self-monitors behavior					
Works at appropriate speed					
Transitions well					
Higher Order Cognition	Excellent	Meeting Expectations	Struggling	Inconsistent	N/A
Uses effective problem solving strategies					
Can demonstrate ideas nonverbally					
Understands/generates appropriate humor					
Takes ideas and expands them					
Uses imagination to develop idea					
Language Expressive/Receptive	Excellent	Meeting Expectations	Struggling	Inconsistent	N/A
Expresses written ideas in complete sentences					
Speaks fluently with appropriate vocabulary					
Comprehends what s/he reads					
Understands directions					
Temporal-Sequential Ordering	Excellent	Meeting Expectations	Struggling	Inconsistent	N/A
Follows sequence of steps & routines					
Manages time appropriately					

Social Cognition	Excellent	Meeting Expectations	Struggling	Inconsistent	N/A
Gets along well with peers in structured situations					
Gets along well with peers in unstructured situations					
Speaks appropriately at appropriate times					
Is able to self advocate					
Can resolve conflicts with peers					
Behaves appropriately to the situation					
Is sensitive to the needs/feelings of others					
Memory	Excellent	Meeting Expectations	Struggling	Inconsistent	N/A
Retains new information					
Copies from board or text					
Can manage multi-component tasks					
Remembers facts					
Remembers patterns					
Remembers routines					

Below is a process to support classroom teachers with their inquiry around a student who is experiencing difficulty. This process is intended to be completed prior to accessing support.

- **CONSULT** with your student, his or her parents, and other professionals who work with and/or know your student.

Goal: To determine the student's level of awareness of the issue, to see if it is also present at home or in other settings, to gather a history of the student, and to determine what strategies have been used in the past.

- **CONSIDER** your student's cultural and linguistic background.

Goal: To determine if a student's limited familiarity with our country and language may be interfering with the student's success at school and to investigate the typical developmental stages of ELL learners.

- **REVIEW** your student's cumulative folder, literacy & math scores and MCAS data.

Goal: Gather a history of your student's learning and behavior strengths and areas of need.

- **OBSERVE** your student in multiple environments.

Goal: Make note of where the issue is present or not, and the frequency and intensity of the issue in different settings.

- **ASSESS** your student's progress in all curriculum areas, including specials.

Goal: To determine if a common academic demand exacerbates or lessens the issue.

- **REVIEW** your student's work habits.

Goal: Determine the role of organizational and study habits in maintaining the issue.

- **IDENTIFY** your student's learning STRENGTHS, AFFINITIES, and AREAS OF NEED.

Goal: To use your student's strengths and affinities to support areas of need.

- If applicable, **PRESENT** your student to colleagues for their feedback.

Goal: To collaborate with colleagues in thinking about and managing the issue.

- **CHOOSE** and **IMPLEMENT** instructional/behavioral strategies. Continue using these strategies for four to six weeks.

- **DOCUMENT** progress and results.