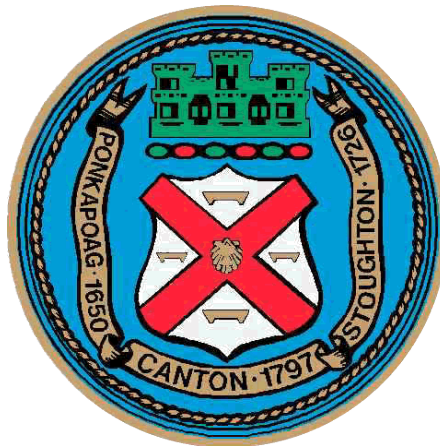


# Building Curriculum Accommodation Plan (BCAP)

Lt. Peter M. Hansen Elementary School

25 Pecunit Street

Canton, MA 02021



# Building Curriculum Accommodation Plan (BCAP)

## General Overview

**Assistance to regular education classroom teachers, such as professional development that will help them to analyze and accommodate various students' learning needs, including students who are English language learners**

- Cultural Proficiency Workshops
- New Teacher Orientation and Mentoring Program
- Professional Development Plan
- Student Support Team
- Crisis Intervention Team
- Grade Level and Department Faculty Meetings
- Building Based Leadership Teams
- Curriculum Study Groups
- Professional Learning Community
- CPS Training
- Skillful Teacher
- Envisions Training
- Teacher-Selected Professional Development Activities
- Co-Teaching Conferences
- Differentiated Instruction Conferences
- Envisions
- Individual Student Success Plans
- OAT
- DRA Test Admin Training
- Guided Reading Training
- Retell
- Data Team Meeting
- Vocabulary Instruction

**Support Services that are available to students through regular education, including services to address the needs of students whose behavior may interfere with learning**

- Second Step (K-3)
- Steps to Respect ( 5-8)
- Reading Specialist (K-5)
- Title I Teachers
- Elementary Math Curriculum Specialists (K-5)
- Consultative Services: Speech, OT, PT, Vision & Hearing, ASD, Focus Classroom Instructional Support Services
- Tutorial Services for ELL/LEP Students
- Academic Support Programs
- Follow-up Services for Students Exiting ELL
- School Psychologists
- School Adjustment Counselors
- Individual/ Group Counseling /Social Skills/Lunch Bunch
- Technology Resources/Tech Integration Specialist
- Guidance Counselors /Career Counseling (6-12)
- PLC's
- Principal and Assistant Principals
- Board Certified Behavior Analysts
- Education Assistants

**Direct and Systematic instruction in reading for all students**

- Journeys (K-5)
- Guided Reading
- Balanced Approach to Literacy
- Phonemic Awareness Instruction (K-2)

# Building Curriculum Accommodation Plan (BCAP)

- Reading Tutors
- English Second Language Instruction for ELL
- Inclusion
- Small Group Support

## Encouragement of teacher mentoring and collaboration

- New Teacher Institute
- Assessment for Learning Teams
- Grade level and department staff meetings
- (BBSP) for Special Education Staff
- Building-Based Committees
- Staff-selected Professional Development Activities
- Mentoring Partnerships Program
- Co-Teaching/Common Planning
- Inclusion Group Meetings
- Building-Based Support Person
- Literacy Teams
- District-Wide Committees (PIM, CRT)
- Curriculum Task Forces
- Meeting amongst New Hires
- Professional Learning Community

## Encouragement of parental involvement in the child's education

- School Councils
- Open Houses
- Coffee with Principal
- Packet/Handouts of Curriculum Frameworks, etc available
- Parent Information Sessions
- Weekly Emails (K-5)
- Regular Email Updates
- Monthly Calendars and Newsletters
- Parental Involvement on Building-Based Committees
- District Website with individual web pages for each school
- School Tours
- Open Forums
- Book Clubs
- Class/Grade Level Field Trips/Events/Activities (K-5)
- Parent/Teacher Conferences
- Parent Surveys
- Title I Parent Evening Meetings
- Parent-Teacher Organizations/Parent-Teacher-Student Organizations
- Parent Volunteer Programs
- Curriculum Nights
- Parent Participation in Curriculum Planning Teams
- Meetings between ELL parents and ELL Coordinator
- Teacher Website & Blog

**Additional elements, including changes to the school schedules; review of local curriculum; after-school options, strategies for increasing the use of community agencies and volunteers; review of school policies and discipline codes; and additional staffing or consultation on behavioral issues, literacy development, and supports for gifted and talented students**

## Building Curriculum Accommodation Plan (BCAP)

- Dibels Data Analysis
- DRA/GRADE Data Analysis (1-2)
- Annual Review of Student Handbooks
- Gifted and Talented Grant Programs (3-5)
- Intervention Blocks
- Curriculum Mapping
- Curriculum Renewal Process
- Benchmark Testing
- PACE
- Home to School Interventionist
- MCAS Data Analysis
- Scheduling to allow uninterrupted instruction (1-5)
- Student Handbook
- School-Based Counseling Program
- Guest Speaker/Enrichment Programs
- Envisions Benchmark Data Analysis
- Journeys Benchmark Data

# Building Curriculum Accommodation Plan (BCAP)

**Table 1 – Questions that May Help Guide the Assessment of Student Instructional Needs**

Questions	Assessment Strategies
<p><b>How does the student perform within/outside of the classroom and in structured and unstructured activities?</b></p> <ul style="list-style-type: none"> <li>- Mastery of basic academic and social skills</li> <li>- Functioning in small group/whole class activities</li> <li>- Peer relations and teacher/adult relations</li> <li>- Strengths, weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>- Systematic observation of student</li> <li>- Student work products</li> <li>- Teacher reports</li> <li>- Anecdotal records</li> <li>- Curriculum-based assessment</li> <li>- Formal/informal test results</li> <li>- Interview with the student and family</li> <li>- Parent/Home Report</li> </ul>
<p><b>Are there gaps in the student’s school history? Frequent changes in schools? Erratic School Attendance?</b> Social/Emotional Issues Diverse</p>	<ul style="list-style-type: none"> <li>- Review of the school history/record</li> <li>- Family interview</li> </ul>
<p><b>Is the student from a linguistically or culturally different background?</b></p> <ul style="list-style-type: none"> <li>- Proficiency in oral/written tasks in English and the primary language of the home</li> <li>- Understands directions in English</li> <li>- Primary language of causal conversation</li> <li>- Experience with different types of learning tasks</li> <li>- Child and parent attitude toward primary language</li> <li>- Student comfort with school culture</li> </ul>	<ul style="list-style-type: none"> <li>- Language assessment by assessor fluent in student’s primary language</li> <li>- English proficiency assessment</li> <li>- Family interview/home visit</li> <li>- Interview with student</li> <li>- Student work products</li> <li>- Classroom observation</li> <li>- Teacher reports</li> <li>- Diagnostic teaching</li> </ul>
<p><b>Are outside factors influencing student’s performance?</b></p> <ul style="list-style-type: none"> <li>- Family trauma/crisis</li> <li>- physical care</li> <li>- involvement of outside agencies</li> <li>- employment</li> </ul>	<ul style="list-style-type: none"> <li>- Family Interview/home visit</li> <li>- Interview with Student</li> <li>- Interview with others assessment information</li> <li>- Home School Interventionist</li> </ul>
<p><b>What types of effective teaching strategies are used in the classroom?</b></p> <ul style="list-style-type: none"> <li>- Clear teacher expectations</li> <li>- Opportunities for multi-sensory input/output</li> <li>- A range of instructional materials offered</li> <li>- Effective behavior management</li> <li>- Teaching styles matched to student need</li> <li>- Prompt teacher feedback</li> <li>- Ongoing assessment</li> <li>- Uses assessment to guide instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Systematic observation of settings in which the student has difficulty and success</li> <li>- Student work products</li> <li>- Anecdotal records</li> <li>- Teacher reports</li> <li>- Curriculum-based assessment</li> <li>- Formal/informal test results</li> <li>- Consultation with parents on effective ways to learn or demonstrate learning</li> </ul>
<p><b>Is the curriculum broad enough to meet the needs of diverse learners?</b></p> <ul style="list-style-type: none"> <li>- Developmentally appropriate</li> <li>- Accommodates learner diversity</li> <li>- Experientially based</li> </ul>	<ul style="list-style-type: none"> <li>- Systematic observation</li> <li>- Teacher reports</li> <li>- Curriculum-based assessment</li> <li>- Formal/informal test results</li> </ul>
<p><b>Do school conditions provide the learner with needed resources and supports?</b></p> <ul style="list-style-type: none"> <li>- Availability of support services</li> <li>- Up to date instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>- Systematic observation of the school environment</li> <li>- Review of instructional materials</li> <li>- Student work products</li> <li>- Summary of Intervention Services Provided</li> </ul>

# Building Curriculum Accommodation Plan (BCAP)

## Instructional Support Intervention Process Accommodations to the Curriculum, 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.*

### Curriculum/Instruction/Assessment Strategies

- Provide multi-modal presentation of materials
- Utilize differentiated instruction and assignments
- Develop alternate assessments
- Repeat or re-teach concepts with a different approach
- Offer peer teaching/grouping activities
- Model content area read strategies
- Provide individual help in the classroom
- Arrange small group instruction
- Include study skills strategies
- Utilize transition clues
- Incorporate incentives/rewards
- Utilize technology/computer assisted instruction
- Provide challenge projects
- Offer oral testing
- Offer un-timed tests
- Utilize multiple intelligence/learning style approaches
- Exit slips/Quick Checks
- Dipsticking
- Use of graphic organizers
- Develop integrated curriculum projects
- Provide ESL supports
- Provide manipulatives
- Identify student's learning style
- Provide visual cues
- Break down tasks into manageable steps
- Shorten assignments
- Provide wait time
- Incorporate reading strategies across the content areas
- Investigate computer technology solutions
- Utilize homework logs
- Provide home copies of reference tools/textbooks
- Provide study guides
- Provide strategies to parents
- Provide Checklists for Multi-step Tasks
- Consistent Testing Space

### Behavior Intervention Strategies

- Classroom interventions by guidance counselor
- Arrange seating accommodations
- Develop behavior plan
- Include positive reinforcement/incentives/rewards
- Utilize charts and graphs to monitor expectations
- Adjust classroom management strategies
- Facilitate parent support/communication
- Collaborative Problem Solving
- Small Group Instruction
- Consult with school psychologist, social worker, special needs staff
- Individual and small group guidance counseling
- Experiment with use of space
- Incorporate stress-release activities
- Remove distractions
- Use visual/auditory reminders of behavioral expectations
- Provide strategies to parents

# Building Curriculum Accommodation Plan (BCAP)

## Classroom and Organizational Strategies

- Provide daily agenda
- Utilize flexible grouping
- Utilize contract learning
- Utilize team teaching
- Implement a frequent progress reporting system
- Cooperative learning strategies
- Consult and co-planning by grade level teams
- Consider extended day programs when available ( Title I)
- Provide communication and strategies to parents
- Homework Club
- Color-coded Folders
- Pictures/Visual Schedules

## Intervention/Remedial/Challenge

- Provide test-taking strategies and practice
- Utilize miscue analysis/prescriptive teaching
- Develop Study Skills strategies
- Consult with teacher mentors
- Provide after-school help
- Utilize peer tutor/coach
- Form study groups
- Provide strategies to parents
- Structured Reading Programs – OG or Wilson
- Provide appropriate level material (higher students)
- Mixed level intervention groups
- Book Clubs
- PACE