



DUXBURY PUBLIC SCHOOLS

**DISTRICT CURRICULUM
ACCOMMODATION PLAN
(DCAP)**

2025

Duxbury Public Schools

DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP)

Introduction

The spirit of the District Curriculum Accommodation Plan resides in the commitment and responsibility of all the staff to help each student reach their personal goals by cultivating an environment that responds to the needs of diverse learners. To that end, our plan reflects the Mission Statement of the Duxbury Public Schools which is *to provide each student with the opportunity to achieve personal and academic excellence.*

What is a District Curriculum Accommodation Plan?

MA General Law requires the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to guide teachers, principals, and support staff in ensuring that all possible efforts are made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide range of student learning styles and needs that exist in any school. By describing in a document the accommodations, instructional supports and strategies that are available in general education, and the process of determining effective interventions for struggling learners, it is hoped that this DCAP will help support diverse learners in our schools. All Duxbury Public School students have access to our available support services and delivery options within general education, including students who may be receiving direct services under other designations.

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.”

What is the goal/purpose of the DCAP?

The DCAP is the framework that:

1. Provides the educator permission to implement supports and strategies within their educational setting that meets the diverse needs of the learners in their classroom, without the need for an Individualized Education Program (IEP) or 504.
2. Provides an opportunity to differentiate between students who can be helped through accommodations, strategies and resources in the general education classroom setting and those who may require a more comprehensive evaluation and specialized instruction and other resources provided by special education or the accommodations and modifications or services required by a Section 504 plan.
3. Provides strategies and resources necessary to reduce or remediate learning difficulties or behavioral problems, lessening their impact and preventing the student from accessing the curriculum.

4. Through documentation, helps to identify learner characteristics, learning strengths and weaknesses, and helpful accommodations that will be valuable if a student requires specially designed instruction in addition to the accommodations being provided by the DCAP.
5. Supports parent/school communication and collaboration around learning and school difficulties, interventions, and effective accommodations.
6. Makes appropriate referrals for evaluation of disabilities under the special education laws or Section 504 when needed, and strengthens these evaluations by contributing information, observations and the results of collaboration among staff and parents around the learning or school issues.

Components of an Effective DCAP

The DCAP should encompass the following:

- Describes the observable behavior in question in measurable, objective terms.
- Provides an analysis of diverse learning styles within the regular education classroom
- Accommodation of various students' learning needs, including the specific needs of all students (including English Language Learners; linguistic, racial, and ethnic minorities; homeless students; and students with a disability) whose behaviors may interfere with student learning
- Provision of appropriate services and support within the regular education classroom
- Parental Involvement
- Teacher collaboration and mentoring
- Professional development, if necessary

DCAP Flow Chart

If a general education student is having difficulty in school in any or all of the following areas: academic performance, social functioning, and emotional/behavioral functioning, faculty members are encouraged to utilize the following process in order to identify strategies techniques that will allow them to address the particular needs of the students:

Step 1	The educator will review the student's progress to date and attempt to identify the areas in which the student is challenged to perform in measurable, objective terms (See appendix A DCAP form).
Step 2	<p>(a) The educator will review the <i>Routinely Used Instructional Strategies</i> (See appendix B At-A-Glance) provided in the DCAP and identify strategies that will be utilized in order to meet the student's needs.</p> <p>(b) If the DCAP strategies and/or accommodations are effective, the educator will meet with the Student Support Team or an administrator to determine if the plan should be documented in Aspen.</p> <p>(c) If the DCAP strategies are not proving to be effective, the educator will complete a SST referral form and a case manager, to partner with the referring teacher, may be assigned (See appendix C SST Case Manager Form).</p>
Step 3	The educator will meet with the Student Support Team and present the concerns and the data collected, seeking additional strategies. The team may choose to set goals or suggest additional interventions. (See appendix D SST Observation Form)
Step 4	Implement the identified strategies with fidelity, collect data on the intervention implementation, and after approximately 4-6 weeks, the team will determine the effectiveness of the strategies and make additional recommendations.
Step 5	If concerns remain, the Team may recommend further intervention or a formal evaluation.

Resources, Structures and Services

Elementary School School-Wide Resources and Structures

★ *Academic Resources and Structures*

- Curriculum Supervisors: Teacher consultation for curriculum accommodations, screening and informal assessment, direct service to groups or individual students to support differentiated instruction, strategies and accommodations.
- Reading Specialists/Math Specialist: Consultation for literacy and math intervention strategies, services offered to students based on referral and assessment qualification.
- Remedial Intervention programs utilized by Duxbury Public Schools include: iReady, SPIRE, Heggerty
- SEI-Endorsed Teachers, ELL Teacher, ELL Coordinator: Consultation to staff, classroom observations, and parent/student communication.
- OT/PT/Speech/Language Therapist: Teacher consultation, classroom observations of students, informal screening, parent/home consult.

★ *Behavioral/Social/Emotional Resources and Structures*

- Principal/Asst. Principal: Support to teachers on social/behavioral patterns, behavioral interventions with students, scheduling accommodations, articulation and implementation of vision and principles, supervision and evaluation of staff, provide mentoring for students and/or staff.
- Nurse: Consultation to staff, communication and consultation with parents, direct service to individual students and staff, vision and hearing screening; develop and manage school health care plan.
- School Counselor (School Psychologist, School Adjustment Counselor): Teacher consultation, referrals, formal evaluations; Teacher consultations about behavior modifications, parent/family consultation, informal screening, observation of students, teacher training and support.
- Gosnold Counselor: Provides outside counseling during the school day upon referral and consent of parent.
- Resource Officer: Police Department liaison for safety concerns
- Individual student or parent support and consultation, referral where appropriate.
- Behavior Plans coordinated with teachers, adjustment counselors, school psychologists, BCBA in some cases
- PBIS (Positive Behavioral Interventions & Support), SEL (Social Emotional Learning) and other schoolwide programs which highlight behavioral expectations and build a positive school climate

★ *Teacher Team/Support Structures*

- Common planning opportunities, PLCs (Professional Learning Community) interdepartmental collaboration provided for sharing strategies, analyzing data and improving instruction/curricular materials
- Ongoing Professional Development to address best practices, student learning strategies including differentiated instruction, deeper learning, etc.

Middle School School-wide Resources, Structures and Services

★ *Academic Resources and Structures*

- Curriculum Supervisors: Teacher consultation for curriculum resources related to content area, class placement, parent concerns, assistance with intervention opportunities.
- Reading teacher: Teacher consultation for curriculum accommodations, reading strategies
- ELL teacher works with students on a pull-out and scheduled basis, and additionally works to support regular education teachers in lesson design and delivery
- Digital resources

★ *Behavioral/Social/Emotional Resources and Structures*

- Student Assistance Team: Support to teachers on social/behavioral issues, behavioral interventions with students, scheduling accommodations, articulation and implementation of vision and principles, supervision and evaluation of staff, provide mentoring for students and/or staff.
- School Counselors (school psychologist, adjustment counselor): Liaison between home and school, parent and teacher support, consultation on behavior contracts, direct services to groups or individuals; improvement plan accommodations.
- OT/PT/Speech/Language specialist: Teacher consultation, classroom observations of students, informal screening, parent/home consult.
- Nurse: Consultation to staff, communication and consultation with parents, direct service to individual students and staff, vision and hearing screening; develop and manage a health care plan.
- Gosnold Counselor: Provides outside counseling during the school day upon referral and consent of parent.
- Resource Officer: Police Department liaison, individual student or parent support and consultation, referral where appropriate.
- Behavior Plans coordinated with administrators, teachers and adjustment counselors as needed for support
- PBIS (Positive Behavioral Interventions & Support), SEL (Social Emotional Learning) and other schoolwide programs which highlight behavioral expectations and build a positive school climate.

★ *Teacher Team/Support Structures and Services*

- Special Education personnel assigned to content area teams by grade level for Professional Development, curriculum and instruction time
- Ongoing Professional Development to address best practices, student learning strategies including differentiated instruction.

High School School-wide Resources, Structures and Services

★ *Academic Resources and Structures*

- Curriculum Supervisors: Teacher consultation for curriculum resources related to content area, class placement, parent concerns, assistance with intervention opportunities.
- ELL Teacher/ELL Director: Consultation to staff, classroom observations, and parent/student communication.
- Special Education Personnel: Provide support to students on a pull out and scheduled basis, and works to support regular education teachers in lesson design and delivery
- Academic Support Block intervention available to Freshman through FIRE and Sophomores through SOAR

★ *Behavioral/Social/Emotional Resources and Structures*

- Student Assistance Team: Support to teachers on social/behavioral issues, behavioral interventions with students, scheduling accommodations, articulation and implementation of vision and principles, supervision and evaluation of staff, provide mentoring for students and/or staff.
- School Counselors (guidance, school psychologists, school adjustment counselors): Liaison between home and school, parent and teacher support, consultation with behavior contracts, direct services to groups or individuals; improvement plan accommodations.
- OT/PT/Speech/Language specialist: Teacher consultation, classroom observations of students, informal screening, parent/home consult.
- Nurse: Consultation to staff, communication and consultation with parents, direct service to individual students and staff, vision and hearing screening; develop and manage a health care plan.
- Resource Officer: Police Department liaison, individual student or parent support and consultation, referral where appropriate.
- PBIS (Positive Behavioral Interventions & Support), SEL (Social Emotional Learning) and other schoolwide programs which highlight behavioral expectations and build a positive school climate.

★ *Teacher Team/Support Structures and Services*

- Special Education personnel assigned to content area teams by grade level for Professional Development, Curriculum and Instruction time
- Structured and informal interdepartmental collaboration such as department meetings and PLC meetings which provide opportunities for sharing strategies, analyzing data, and improving instruction/curricular materials
- Ongoing Professional Development to address best practices, student learning strategies including Differentiated Instruction.

District-wide Resources

- ★ Elementary, Humanities, and STEM Curriculum Supervisors, K-5 and 6-12: Teacher consultation for curriculum support or interventions, assessment, demonstration of lessons, co-taught lessons.
- ★ ELL Coordinator: To provide consultation with curriculum accommodations, assist with parent/student communication, and resource allocation.
- ★ Administrator of Special Education: Principal, administrator, and teacher consultation for accommodations, curriculum, parent communication, conflict resolution, and resource allocation.
- ★ 504 Coordinator: Principal, administrator and teacher consultation for accommodations, curriculum, parent communication, conflict resolution, and resource allocation.
- ★ Director of Guidance: Assist staff with student support, scheduling, credit, & grading questions, oversee district counseling staff, Credit Recovery liaison, consultation for DCAP accommodations. Consult with principals, administrators, and teachers.
- ★ School Resource Officer: Police Department liaison, individual student or parent support and consultation, referral where appropriate.
- ★ Home/Hospital Tutoring (Appendix A)
- ★ Credit Recovery (Appendix B)

Duxbury Public Schools Student Support Team

What is the Student Support Team?

The Student Support Team is a collaboration of educators and administration that develops a systematic plan of instructional and behavior interventions/strategies to be utilized within the general education setting to support student access to the curriculum. This group problem-solving process has the task of meeting student needs through the general education program. **Documentation is a critical component of this process.**

Massachusetts General Laws, Chapter 71, Section 38Q1/2

“Prior to referral of a school-age child for evaluation under the provisions of this chapter, the principal of the child's school shall ensure that all efforts have been made to meet such child's needs within the regular education program. Such efforts may include, but not be limited to: modifying the regular education program, the curriculum, teaching strategies, reading instruction, environments or materials, the use of support services, the use of consultative services and building-based student and teacher support and assistance teams to meet the child's needs in the regular education classroom. Such efforts and their results shall be documented and placed in the child's school record but they shall not be construed to limit or condition the right to refer a school-age child for an evaluation under the provisions of this chapter. The principal of each school shall implement the district's curriculum accommodation plan created under section 38Q1/2 of chapter 71 in developing strategies for serving children with diverse learning styles within the regular classroom.”

What is the purpose of the SST?

The purpose of the SST is to:

- 1.) provide successful instructional and behavioral interventions and accommodations to meet the needs of each child in the general education classroom;
- 2.) act as a pre-referral Team for faculty and parents if a student is struggling academically, to determine if the student should be referred for an evaluation or testing related to Section 504 or Special Education;
- 3.) develop SST District Curriculum Accommodation Plans for students.

The Duxbury Public Schools believe and expect that all students can learn to a high degree. It is committed to the philosophy that student success is a result of a partnership, which includes students, educators, administrators and parents/guardians. At the classroom level, the purpose of the SST process is to identify aspects of the student-educator partnerships where accommodations in the classroom can help the student experience improved success and make effective progress. The SST is also designed to improve learning and instruction through the effective use of all the resources available through the district.

The school community embraces the SST as a valuable intervention to be initiated when a student is experiencing difficulty in regard to achieving their personal or learning goals. Through teamwork, the SST can assist a student and their teacher(s) acquiring strategies that resolve learning issues within the regular education setting. In the event, however, that a variety of instructional and behavioral intervention and strategies have been implemented

consistently over time in the general education setting and a student is still not making effective progress, the SST will consult with the principal to determine what course of action should be taken.

Who are the members of the SST?

The composition of a SST varies by school, and may change with each student referral. The SST must have three or more team members, including an SST Chairperson. The faculty member making a referral must be a member of the referred student's SST. Staff with particular expertise may be asked to attend only selected meetings or to provide written feedback from observations.

Expectations:

Each member will contribute to the process of:

1. Collecting and reviewing student data
2. Defining and prioritizing concerns
3. Reviewing accommodations/interventions previously implemented
4. Developing new accommodations/interventions
5. Reviewing and analyzing data collected
6. Determining appropriate next steps
7. Ensuring that parents/guardians are aware of the concerns and the process being followed

What Happens at a Student Support Team (SST) Meeting?

The SST will have three or more team members. Staff with particular expertise may be asked to attend only selected meetings or to provide written reports about screening results or test results.

Initially, all the information that has been gathered will be reviewed and discussed. Team members will seek to determine the causes of the problem if this is possible. The team will then discuss possible solutions or interventions in the form of accommodations. The team will consider what additional information is needed presently and what additional information may be needed at a later point.

Each SST meeting will have one or more of the following outcomes:

1. Implement (try) one or more strategies, interventions, and/or accommodations for a set period of time – with an established meeting date to evaluate success.
2. Arrange for additional information to be gathered that is needed for decision-making – set meeting date to receive information and take further action.
3. Develop a formal Student Accommodation Plan – with a set date to reconvene and evaluate the student's progress.
4. Determine that accommodations have been successful and the problem is resolved or progressing toward resolution – set meeting to confirm continued progress.
5. Determine that the problem has been resolved - student is “released” from SST process. A SST Plan may be written at this time and a review date may be assigned to it.
6. Determine that accommodations and strategies have not been successful and that the student will be referred evaluation (disability under special education or section 504).

7. Determine that a student who has been evaluated for a disability but has not qualified under special education or section 504 should have an SST Plan and write that plan incorporating helpful accommodations. A review date may be set.

Documentation for all SST meeting decisions is kept for the duration in which the student is at the school and is available to the subsequent school in Aspen.

Home / Hospital Services

The Massachusetts regulation requiring educational services in the home or hospital is outlined below:

603 CMR 28.03(3) (c).

“Upon receipt of a physician's written order verifying that any student enrolled in a public school or placed by the public school in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the principal shall arrange for provision of educational services in the home or hospital. Such services shall be provided with sufficient frequency to allow the student to continue his or her educational program, as long as such services do not interfere with the medical needs of the student. The principal shall coordinate such services with the Administrator for Special Education for eligible students. Such educational services shall not be considered special education unless the student has been determined eligible for such services, and the services include services on the student's IEP.”

A student within the Duxbury Public Schools whose personal physician (for example, a pediatrician, internist, medical specialist, or psychiatrist) determines that a student's medical condition, due to documented medical reasons, are confined to home or a hospital for not less than fourteen (14) school days during the school year, are provided home/hospital educational services. Home and hospital educational services begin without undue delay after the District receives written notice from the student's physician that such services are necessary.

The District requires the student's physician to complete a Department of Elementary and Secondary Education form 28R/3notice which must include at a minimum, information regarding:

- the date the student was admitted to a hospital or was confined to home;
- the medical reason(s) for the confinement;
- the expected duration of the confinement; and
- what medical needs of the student should be considered in planning the home or hospital education services.

Students with chronic illnesses who have recurring home/hospital stays of less than 14 consecutive school days, when such recurrences have added up to or are expected to add up to more than 14 school days in a school year, are also considered eligible for home or hospital educational services if they are requested and the medical need is documented by the physician.

If, in the judgment of the student's physician, a student with an IEP is likely to remain at home, in a hospital, or in a pediatric nursing home for medical reasons and for more than sixty (60) school days in any school year, the Administrator of Special Education is required, without undue delay, to convene a Team meeting to consider evaluation needs and, if appropriate, to amend the existing IEP or develop a new IEP suited to the student's unique circumstances.

The district provides home/hospital services in a number of ways, which may include:

- providing the services directly to the student using district employees;
- contracting with the hospital to provide the needed services;
- contracting with another school district to provide the services; or

- contracting with another agency to provide the services.

Home/hospital instruction is typically one-to-one or small group instruction that is provided on an individualized schedule, for less than a full school day or a full school week. The district determines the number of instructional hours per day or per week based on the educational and medical needs of the individual student. Based on the student's medical status, the student's physician may determine that the number of instructional hours should be reduced. The amount of instructional time deemed necessary by a district may be guided by the instructional approach used in a one-to-one home or hospital setting as compared to the instructional approach normally implemented in the student's school-based program. A reduction in instructional time must be based on the educational benefit received by the student given the reduced teacher-student ratio.

Service delivery, including the time of day the services are to be delivered, is determined in the best interest of the student and in consideration of the medical circumstances of the student.

Instruction that is provided in the home or hospital must include the same academic content as that provided in the student's regular school-based program. Teachers who provide home/hospital instruction to public school students must coordinate the instructional content, approach, and student progress with the student's teachers at school.

Referral Procedure for Home/Hospital Services

Step 1	Should the district receive a letter from a medical doctor indicating a student will be absent due to a medical need and the student is unable to access the curriculum, the district should issue the Home-Hospital Education form to the family to share with their medical provider. (See appendix E Home- Hospital Education)
Step 2	Upon receipt of an appropriate physician's statement regarding the need for tutoring due to medical reasons; the staff member receiving the form needs to turn a copy into the building principal and the guidance counselor,. Should the district receive a home-hospital form, the district needs to issue the parents/guardian the Consent to Share/Release Information form to obtain consent to speak with the medical provider. (See appendix F Consent to Send/Receive Information)
Step 3	The Special Education Office should be notified by the school principal or designee of the need for home/hospital tutoring. This is done through the submission of the Tutoring Request form accompanied by the physician's statement. (See appendix G Tutoring Request Form)
Step 4	The Special Education office will process the request for tutoring. The guidance counselor with gather the curriculum needed to be completed and work with the identified tutor to support the work management.
Step 5	As the Home-Hospital Education form is valid for 30-days, should the form expires, the parents will be notified of the expiration. The district may provide a courtesy of one week for the family to obtain a second home hospital form
Step 6	As the intent of the Home-Hospital Education is to be temporary. A team meeting must be held after the cumulative sixty (60) days to consider evaluation needs and, if appropriate, to amend the existing IEP or develop a new IEP suited to the student's unique circumstances.

Credit Recovery Services

Fuel Education

Duxbury Public Schools partners with Educere for students in need of credit recovery in grades K-12. Courses are available in all subject areas allowing a wide range of students to access online course offerings including some AP courses. Credit recovery courses can be taken during the summer or throughout the school year as determined by the student's Team.

The process for determining if a student is a candidate for credit recovery would take place through the guidance/Student Assistance Team in grades 6-12.

Appendices

Appendix A	DCAP form
Appendix B	Routinely Used Strategies At-a-Glance
Appendix C	SST Case Manager Form
Appendix D	SST Observation Form
Appendix E	Home- Hospital Education Form
Appendix F	Consent to Send/Receive Information
Appendix G	Tutoring Request Form

Appendix A

Duxbury Public Schools DCAP Form

Student:

Date of Birth:

Grade:

School:

Educator Name:

Role:

1. Presenting Area of Concern (describe in observable, measurable terms):

2. How does this area of concern impact the student's learning? How do you know?

3. Best practice strategies implemented in the general education setting:

Strategy	Date Implemented	Location	Effective/ Ineffective	Why?

Appendix B

Routinely Used Strategies

At-a-Glance

In addition to the pre-referral options open to Duxbury students, teachers throughout the district make routine use of the following strategies as part of their commitment to best practices in instruction. It should be noted that the strategies listed below may not be appropriate for all instructional ages.

Design Lessons for Clarity

- ☐ Share lesson goals with students each day.
- ☐ Have students repeat objectives and directions.
- ☐ Check for student progress in relation to lesson goals during or at the end of lesson/unit.
- ☐ Provide a daily agenda to students with visuals if necessary.
- ☐ Plan lessons with student performance and enduring understandings as objectives.
- ☐ Identify essential questions students should be able to answer at the end of the lesson or unit.
- ☐ Identify key vocabulary and repeat that vocabulary often during a lesson.
- ☐ Provide students with regular opportunities to engage actively in instruction.
- ☐ Check for understanding frequently.
- ☐ Incorporate opportunities for student movement into lessons when appropriate.
- ☐ Incorporate “Wait Time” into lessons.
- ☐ Preview new concepts.
- ☐ Break down tasks into smaller steps, and check/monitor after each step.
- ☐ Provide models or exemplars.
- ☐ Provide rubrics of expectations

Instructional Strategy

- ☐ Extend time requirement for assessments/assignments.
- ☐ Utilize multiple intelligence/learning style approaches.
- ☐ Allow breaks.
- ☐ Reduce assignments requiring copying.
- ☐ Develop alternate assessments.
- ☐ Use transition cues.
- ☐ Use technology assisted instruction.
- ☐ Provide after or before school help regularly.
- ☐ Flexible grouping.
- ☐ Repeat or reteach concepts.
- ☐ Offer peer teachers/group activities.

Build a Context for Material

- ☐ Make content relevant to students - using real world application

- ☐ Make available examples of finished products
- ☐ Use a familiar context when introducing concepts
- ☐ Have student identify key information and main ideas

- ☐ Relate lesson parts to the whole

Provide Added Supports

- ☐ Teach note-taking strategies when deemed appropriate by teacher
- ☐ Provide a word bank with key vocabulary, words and visuals when deemed appropriate by teacher
- ☐ Provide varied opportunities for student practice
- ☐ Provide uncluttered workspaces. Allow scrap paper with lines and ample room, especially on tests, for uncluttered computation
- ☐ Provide timely feedback (when not constrained by external factors)
- ☐ Provide opportunities for student revision
- ☐ Provide progress reports for parent signature.
- ☐ Provide study guides a week in advance.
- ☐ Use study sheets to organize material.
- ☐ Design/write/use long-term assignment timelines.

Establish Routines that Support Learning

- ☐ Provide preferential seating for students who appear distracted.
- ☐ Develop a system of non-verbal cues for class attention.
- ☐ Use consistent and familiar routines.
- ☐ Provide students with opportunities to problem solve individually or in small teams and to share their thinking out loud with others.
- ☐ Communicate regularly with special education personnel.
- ☐ Explicitly tie the lesson to main idea of previous lesson and/or to the overall unit.
- ☐ Define clear and consistent expectations.

Behavior and Self-Regulation

- ☐ Use of preferential seating.
- ☐ Establish a private signal with student.
- ☐ Allow student to stand in the back of the room if become too fidgety.
- ☐ Allow frequent movement/motor breaks during the day or between tasks.
- ☐ Establish a classroom behavior management system that focuses on positive reinforcement for appropriate behaviors.
- ☐ Provide a copy of schedule and preparation ahead of time whenever there are changes in routine.
- ☐ Establish a line of communication with parent/guardian.
- ☐ Develop self-monitoring strategies.
- ☐ Consult with school psychologist/ guidance counselor/adjustment counselor.
- ☐ Use charts and graphs to monitor expectations.
- ☐ Develop flexible schedule.

Work Production and Output

- ☐ Increase monitoring of work production during seat work.

- ☐ Write in agenda the assignments due and prioritize assignments.
- ☐ Have the parent monitor the agenda for homework assignments.
- ☐ Reduce required copying from the board or book; provide photocopy of notes prior.
- ☐ Permit student to work in a less distracting location.
- ☐ Provide a second set of textbooks for home.
- ☐ Allow student to work for a predetermined number of minutes on homework and stop. Parent signature needed.
- ☐ Have student type up their responses.
- ☐ Reduce homework amount.
- ☐ Assign a peer tutor to help with homework completion and review of topics.
- ☐ Give directions in small, distinct steps (written/visual/verbal).

Reading Strategies

- ☐ Use graphic organizers to aid in recall and comprehension.
- ☐ Provide supplemental material at an appropriate reading level to enhance understanding of curriculum.
- ☐ Paring with a reading partner.
- ☐ Use audio text.
- ☐ Pre-teach challenging vocabulary.
- ☐ Provide study guides to help identify key information.

Writing Strategies

- ☐ Use of speech to text option.
- ☐ Reduce written workload.
- ☐ Use of writing template/organizers.
- ☐ Allow for students to hand in writing on template.
- ☐ Copy of notes prior to class.
- ☐ Extended time on writing assignments.

Math Strategies

- ☐ Use of calculator
- ☐ Embed formulas into exams.
- ☐ Reduce the number of problems on a given page.
- ☐ Extended time on assessments.
- ☐ Use of a study guide when taking an exam.
- ☐ Use of graph paper to keep numbers organized.
- ☐ Provide sample math problems and projects.
- ☐ Frequently check for accuracy and provide more immediate corrective feedback.

Materials

- ☐ Arrangement of material on page.
- ☐ Text-to-speech technology.
- ☐ Speech-to-text technology.
- ☐ Highlight tests/study guides.
- ☐ Use supplementary materials.
- ☐ Large print texts.

- ☐ Marker to guide reading.
- ☐ Large graph paper for math.
- ☐ Pencil grips.
- ☐ Graphic organizers.
- ☐ Assignment notebook.
- ☐ Special equipment (e.g. FM monitor, computer/tablet, headphones).
- ☐ Calculator.
- ☐ Manipulatives (across curriculum).

Assessment Strategies

- ☐ Additional time or assessment of work completed during regular time
- ☐ Read test aloud to student.
- ☐ Create alternate assessments.
- ☐ Provide recorded
- ☐ Preview language of test questions.
- ☐ Administer in short periods.
- ☐ Change format visually.
- ☐ Administer in large print format.
- ☐ Answers dictated to scribe.
- ☐ Have students type responses.
- ☐ Clarify directions or questions
- ☐ Provide visual and auditory directions
- ☐ Evaluate student understanding using multiple formats (oral, alternate assessments, project-based)

Motivation and Reinforcement

- ☐ Verbal
- ☐ Non-Verbal
- ☐ Positive Reinforcement
- ☐ Concrete Reinforcement
- ☐ Offer Choice
- ☐ Use strengths/interests often

Executive Functioning

- ☐ Use schematics and/or graphic organizers to highlight relationships
- ☐ Provide study tools and/or teach students to make study tools when deemed appropriate by teacher
- ☐ Assist in tracking of assignments
- ☐ Develop an outline prior to written assignments
- ☐ Assist to break assignments into manageable pieces with assigned timelines.

Appendix C

Student Support Team Case Manager Form

Student Name	Date of initial form submission	Teachers	
		pk	
		K	
		1	
		2	
		3	
		4	
		5	
*Attach Aspen reports: transcripts, report cards, etc.			
DOB	Date of initial SST meeting	Case Manager	
Student Strengths	Concerns	Past Intervention	
Standardized Testing Scores			
Assessment	Score/date	Score/date	Score/date
ELA MCAS			
Math MCAS			
STE MCAS			
ACCESS (if applicable)			
List any other pertinent assessment scores: (iReady, SAT, PSAT)			

Health information		
Nurse visits:	Screenings:	
Absent:	Tardy:	Dismissed:
Other relevant information:		
Classroom Observation:		
Conducted by: *see attached		Date:
SST Meeting notes:		
Goal Developed by SST		
Follow up date	Information/Data	
Follow up goal (if applicable)		
Follow up date	Information/Data	
Next Steps		

Student Observation and Data Collection

Role:

List all strategies implemented during observation

- Observation data within the classes to identify the rate and accuracy:
 - Participate in classroom discussion accurately
 - Momentary Time Sampling- choose a 5 minute work period, every 15 second mark + if student is on task, 0 if off task.
- Complete assignments on time
- Require specially designed instruction of curriculum concepts
- Advocate for needs/ request assistance

[illegible]

Classroom Performance

Subject:	Raised Hand? # Times	Accurate Response? i.e., $\frac{\%}{100}$ correct responses Ratio	Completed Assignment on time Y / N	Advocate for needs? If yes, # Y / N

Observation Narrative

Appendix E



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

Jeffrey C. Riley
Commissioner

Physician's Affirmation of Need for Temporary Home or Hospital Education for Medically Necessary Reasons

Massachusetts Department of Elementary and Secondary Education regulation, 603 CMR. 28.03(3)(c), provides:

Upon receipt of a physician's written order verifying that any student enrolled in a public school . . . **must remain at home or in a hospital on a day or overnight basis**, or any combination of both, for medical reasons and for a period not less than fourteen school days in any school year, a student is eligible to receive educational services in that setting, temporarily, from the public school district...

All fields must be completed and all required information provided in order for this form to be a valid authorization for service.

RETURN THIS COMPLETED FORM TO YOUR SCHOOL DISTRICT

Student Information:

Student Name: _____ DOB: _____
Address: _____ School District Name: _____

Physician Information:

Physician's Name: _____ Telephone #: _____
Type of Authorizer (M.D. or Nurse Practitioner): _____
License # _____
Address: _____

I affirm that it is medically necessary that the above-named student must remain on a day or overnight

basis:

☐ At home, or ☐ in a hospital or ☐ any combination of both

For a period of:

☐ At least 14 days, or ☐ on a recurring basis that will accumulate to at least 14 days over the course of the current school year

Medical diagnosis and reason(s) student is confined to the home, hospital or is otherwise unable to attend school for medical reasons:

Date student was admitted to hospital or began confinement at home: _____

If the student also requires a reduction in the regular school workload due to this condition while at home or in a hospital, describe those limitations:

If the student also requires other modification to the educational program while at home or in a hospital due to the medical condition, describe those:

The student is expected to return to school on (Date must be provided) _____. *(If there is a continued medical need beyond this date, the student's parent or guardian must submit to the school district a new signed form from the physician in order to verify the need to continue the provision of educational services in the home and/or hospital).*

Physician's Affidavit of Student's Medical Need for Home/Hospital Services

I am the above-named student's treating physician and am responsible for the student's medical care. I hereby certify that the student must remain at home or in a hospital, or any combination of both, on a day or overnight basis for a period of at least 14 days, or on a recurring basis that will accumulate to 14 days over the course of the school year, for the medical reasons articulated above.

Physician's Signature: _____

Date: _____

For additional information see www.doe.mass.edu/pqa/ta/hhep_qa.html or call the Problem Resolution System office (781) 338-3700.

RETURN THIS COMPLETED FORM TO YOUR SCHOOL DISTRICT

Appendix F



DUXBURY PUBLIC SCHOOLS

75 Alden Street, Duxbury, Massachusetts 02332
Tel: (781) 934-7643 Fax: (781) 934-7609
www.duxbury.k12.ma.us

Permission to Release/Receive Confidential Information

Student Name

DOB

Date

School Name

School Phone/Fax

School Contact Person

School Contact's Email Address

This form authorizes Duxbury Public Schools to release or receive pertinent /confidential information regarding the student named above.

Person to whom information is being released to:

Contact Name/Title

Agency

Contact Phone

Contact Email Address

Contact Physical Address (*if applicable*)

Parent Signature

Date

Please check all applicable:

☐ Testing

☐ IEP's

☐ Discipline Records

☐ Attendance

☐ Report Cards

☐ To speak to a Therapist, Doctor, Advocate,
Teacher, or counselor

☐ Other _____

Appendix G



DUXBURY
PUBLIC SCHOOLS

75 Alden Street, Duxbury, Massachusetts 02332
Tel: (781) 934-7643 Fax: (781) 934-7609
www.duxbury.k12.ma.us

Tutoring Request Form

Student Demographics	
Student Name: _____	DOB: _____
Date Requested: _____	Requested by: _____
IEP: Yes/NO	Hospitalization: yes/NO
Guidance Counselor: _____	Liaison (if applicable) _____
For Hospitalized Students Home Hospital Request Form received on: _____ Verified for legal compliance by: _____ Date Verified: _____ 10 day date implementation date: _____	
For Students Requiring Educational Tutoring: Reason for tutoring: _____ General Education ___y/n___ Special Education: ___y/n___ Category: _____ *if special education, please attach the service delivery grid Content Area Needed: _____ Start Date: _____ End Date: _____ Frequency: _____ *in 1:1 session baseline is 1 hour per content area	

Processing

Learn Well paperwork completed by: _____

Administrative Sign Off: _____ Date: _____

Deilvered to Special Education on: _____

Tutor in place on: _____