

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT
DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP)



Revised May 2018

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INTRODUCTION

Massachusetts General Laws, Chapter 71, Section 38Q1/2 require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). Such plan is intended to guide principals and teachers in ensuring that all possible efforts have been 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.

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 parent(s)/guardianal involvement."

Another statute, Chapter 71, Section 59C, was amended to include involvement of the Parent(s)/guardian Councils in the development, evaluation and continuing revision of the DCAP.

Massachusetts General Laws, Chapter 71, Section 59C

"...The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of the students attending the school, make recommendations to the principal for the development, implementation and assessment of the curriculum accommodation plan required pursuant to section 38Q 1/2, shall assist in the review of the annual school budget and in the formulation of a school improvement plan, as provided below..."

The Dudley-Charlton Regional School District believes and expects that all students can learn when connected to strategies that respect different approaches to learning with recognition of diverse cognitive, physical, linguistic, social and emotional development. Students vary in their skills levels to work and study independently. At different times they experience different reactions and responses to curriculum and instructional demands, requiring various amounts of supervision and instruction.

Teachers in the Dudley-Charlton Regional School District are continuously monitoring student progress looking for opportunities to make accommodations to facilitate learning and to foster understanding. The district is committed to the concept of early intervention and to addressing learning issues in a timely fashion based on a team approach. The goal in this regard is to meet the need of every child, whether a struggling learner or one who is exceeding grade level expectations.

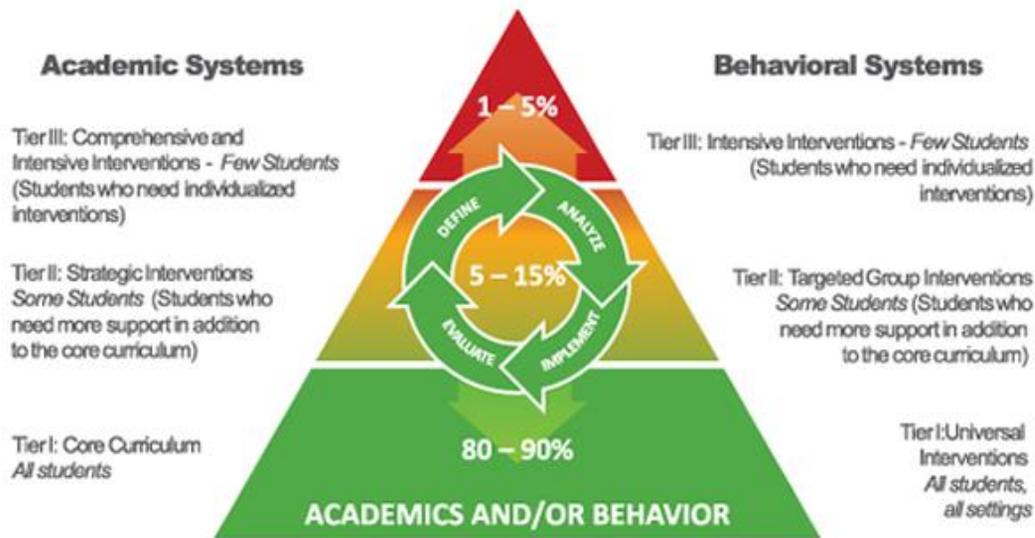
Response to Intervention and the Three Tier Model

Teachers and support personnel of the Dudley-Charlton Regional School District are committed to the use of a Response to Intervention Three Tier Model for screening and identification of students in need of learning modifications, accommodations, and supports. Ongoing professional learning related to team-based referral protocols, plan development, intervention monitoring, and support is a necessary component of this model.

The information below provides an overview tutorial that will be helpful for all staff as they refine their use of this system for support.

RtI: Instruction and Targeted Support for All Levels of Need

Three Tiered Model of School Supports: Example of an Infrastructure Resource Inventory



RtI is a process that schools can use to help ALL children who are struggling academically or behaviorally. One of its underlying premises is the possibility that a child's struggles may be due to inconsistencies in instruction or in the curriculum either in use at the moment or in the child's past.

Rigorous implementation of RtI includes a combination of high quality, culturally and linguistically responsive instruction; assessment; and evidence-based intervention. Comprehensive RtI implementation will contribute to more meaningful identification of learning and behavioral problems, improve instructional quality, provide ALL students with the best opportunities to succeed in school, and assist with the identification of learning disabilities and other disabilities.

Essential Elements of RtI

In general, RTI includes:

- screening children within the general curriculum
- tiered instruction of increasing intensity
- evidence-based instruction
- close monitoring of student progress, and
- informed decision making regarding next steps for individual students

The Instructional Support Intervention Process

Universal screening means *ALL* students are involved in an initial assessment of knowledge and skills. From this universal screening, it's possible to identify which students appear to be struggling or lacking specific knowledge or skills in a given area. The Dudley-Charlton Regional School District utilizes STAR 360 benchmark testing three times a year for all students in Grades K-8, to assess progress in meeting reading and math standards.

Tiered instruction. Tiered instruction is a central concept of RtI. Students identified through the universal screening as "at risk" or "struggling" then move through the general education curriculum with adapted and individualized interventions that increase in intensity (the tiers) for specific students who do not show sufficient learning or skill development.

Tier 1- At-risk children who have been identified through a screening process receive research-based instruction, sometimes in small groups, sometimes as part of a class-wide intervention. A certain amount of time (generally not more than six weeks) is provided to see if the child responds to the intervention—hence, the name RtI. Each student's progress is monitored closely. If the child does, indeed, respond to the research based intervention, then this indicates that perhaps his or her difficulties have resulted from less appropriate or insufficiently targeted instruction.

If at this point the child is making effective progress with the general education interventions, those should continue. If, however, the child does not respond to the first level of group-oriented interventions, he or she typically moves to the next RtI level. At this point the teacher should make a referral to the Instructional Support Team (IST).

Tier 2 - The time allotted to a child in this Tier is more intensive than Tier 1 and may be longer. Interventions in this Tier must include research-based strategies targeted to the area(s) of difficulty.

If the child shows adequate progress, then the intervention has been successful and a "match" has been found to what type of instruction works with that child. It is quite possible that, if the problem is caught early enough and addressed via appropriate instruction the child learns the skills necessary to continue in general education without further intervention. If the child does not respond adequately to the intervention(s) in Tier 2, then the IST Team will revisit options for continued and more intensive intervention, including but not limited to an evaluation to access Special Education Services

Tier 3- This third level may include interventions that include specialized instruction.

The data gathered on the child's response to interventions in Tiers 1 & 2 become part of the information available during the evaluation process and afterwards, when a determination must be made as to disability and the child's possible eligibility for special education and related services. Considering the amount of data typically collected in an RtI approach, thanks to its monitoring of student progress all along the way, the information that is available may be very helpful to the team of individuals involved in evaluating the child and determining his or her eligibility for special education services.

If circumstances arise, and a child is referred for a special education evaluation and he/she has not previously been evaluated by the IST team, a meeting should be held to determine appropriate RtI intervention supports during the evaluation process.

Important Note: At *any* point in this multileveled process, a child may be referred for evaluation under IDEA to determine if he or she is a "child with a disability" as IDEA 2004's regulation defines that term

at §300.8. Becoming involved in RtI does not mean that a child has to complete a level, or all levels, of an RtI approach before he or she may be evaluated for eligibility for special education and related services. The IDEA 2004's regulation is very clear about this. *RtI may not be used as a means of delaying or refusing to conduct such an evaluation if the school suspects that the child has a disability or if the parent(s)/guardian(s) request that the school system evaluate the child.*

TABLE 1: Instructional Support Flow Chart

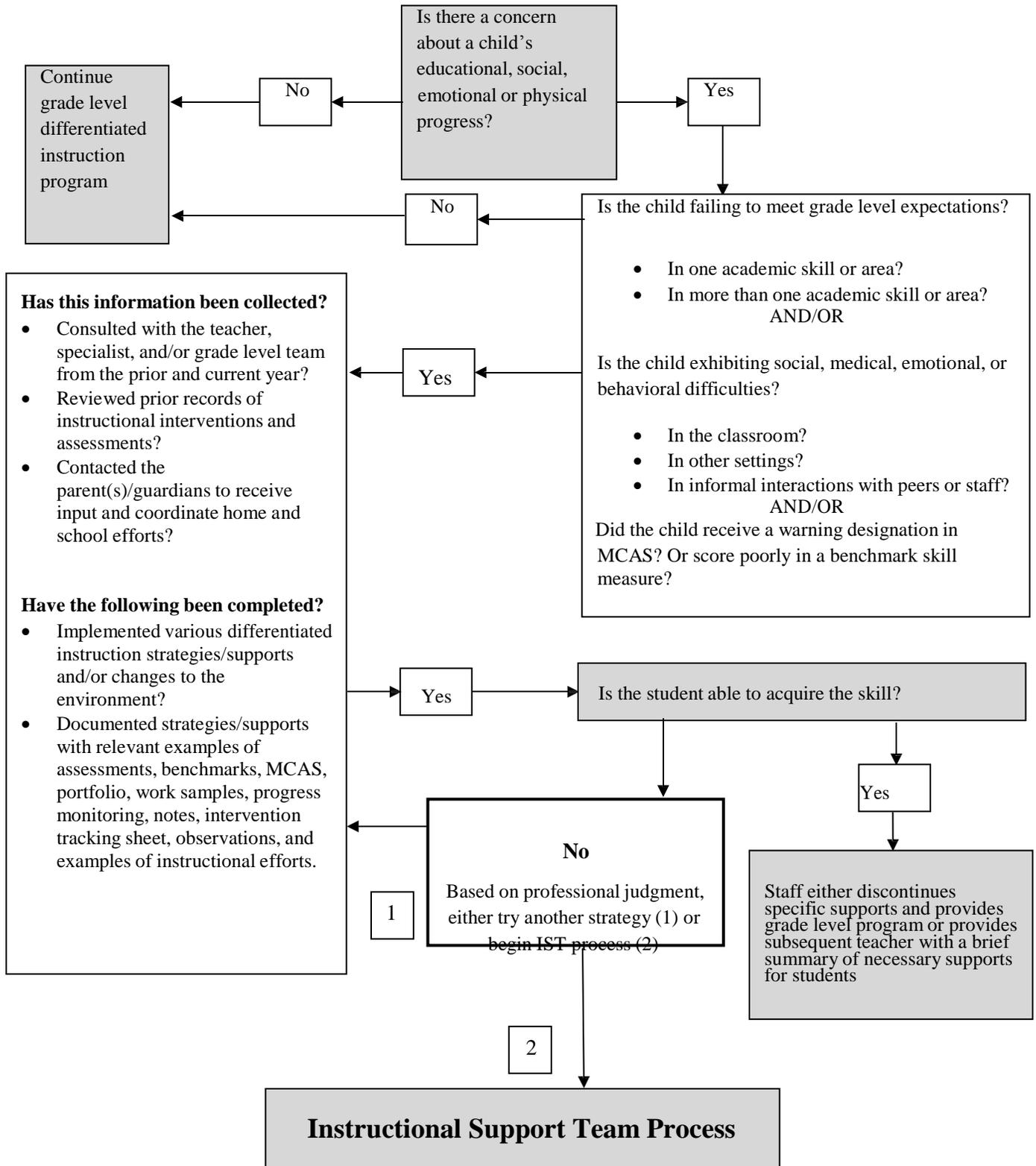


TABLE 2: Instructional Support Team Process

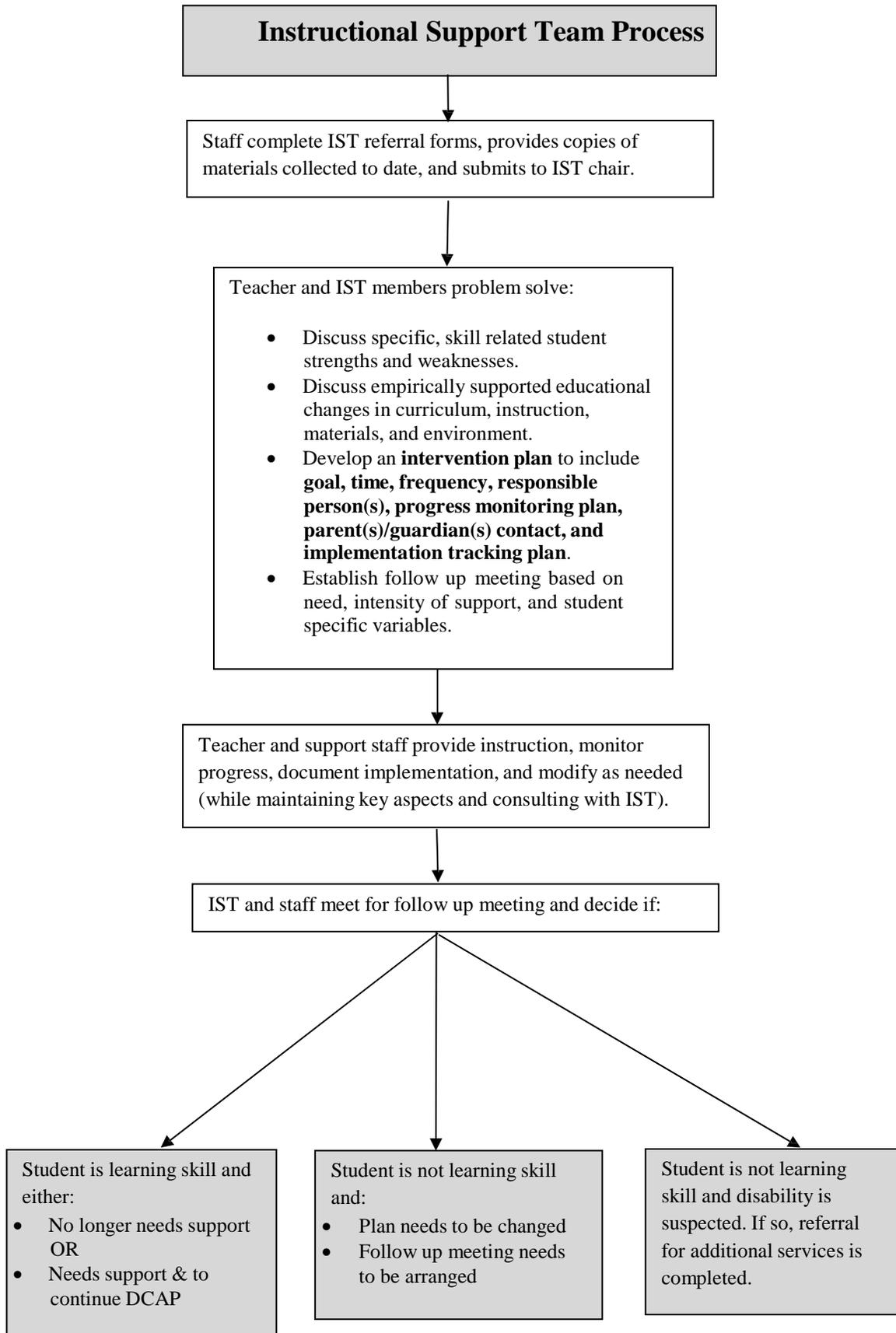


TABLE 3: Questions That May Help Guide the Assessment of Student Instructional Needs

Questions	Assessment Strategies
<p>How does the student perform within/outside of the classroom and in structured and unstructured activities?</p> <ul style="list-style-type: none"> • Mastery of basic academic and social skills • Functioning in small group/whole class activities • Peer relations and teacher/adult relations • Strengths/weaknesses 	<ul style="list-style-type: none"> • MCAS analysis • Benchmark assessment analysis (STAR, Reading levels, common assessments, etc.) • Systematic observation of student • Student assessments • Independent student work products • Teacher reports • Anecdotal records • Curriculum-based assessment • Interview with the student and family
<p>Are there gaps in the student’s school history? Frequent changes in schools? Erratic school attendance?</p>	<ul style="list-style-type: none"> • Review of the school history/record, including attendance and nurse visits • Family interview
<p>Is the student from a linguistically or culturally different background?</p> <ul style="list-style-type: none"> • Proficiency in oral/written tasks in English and the primary language of the home • Understands directions in English • Primary language of casual conversation • Experience with different types of learning tasks • Child and parent(s)/guardian attitude toward primary language • Student comfort with school culture 	<ul style="list-style-type: none"> • WIDA & IPT assessments • Language assessment by assessor fluent in student’s primary language • English proficiency assessment • Family interview • Interview with student • Independent student work products • Classroom observation • Teacher reports
<p>Are outside factors influencing student’s performance?</p> <ul style="list-style-type: none"> • Family trauma/crisis • Physical care • Involvement of outside agencies • Employment 	<ul style="list-style-type: none"> • Family interview • Interview with student • Interview with others with formal or informal information, including any screenings
<p>What types of effective teaching strategies are used in the classroom?</p> <ul style="list-style-type: none"> • Clear teacher expectations • Opportunities for multisensory input/output • A range of instructional materials offered • Effective behavior management • Teaching style matched to student need • Prompt teacher feedback • Ongoing assessment • Uses assessment to guide instruction 	<ul style="list-style-type: none"> • Systematic observation of settings in which the student has difficulty and success • Student work products • Anecdotal records • Teacher reports • Curriculum-based assessment • Formal/informal test results • Consultation with parent(s)/guardians on effective ways to learn or demonstrate learning • Mentoring/peer visits
<p>Is the curriculum broad enough to meet the needs of diverse learners?</p> <ul style="list-style-type: none"> • Developmentally appropriate • Accommodates learner diversity • Experientially based 	<ul style="list-style-type: none"> • Systematic observation • Teacher reports • Curriculum-based assessment • Formal/informal test results
<p>Do school conditions provide the learner with needed resources and supports?</p> <ul style="list-style-type: none"> • Availability of support services • Up to date instructional materials • Availability of instructional technology 	<ul style="list-style-type: none"> • Systematic observation of the school environment • Review of instructional materials • Independent student work products

DISTRICT RESOURCE OVERVIEW

<p style="text-align: center;">Personnel Resources Providing Specific Consulting/Support/Intervention in the General Education Setting</p>

ACES/STARS/IMPACT Teacher (Elementary/Middle School)

This teacher provides support to students who are considered ‘at-risk’ behaviorally or emotionally and need additional positive support throughout the day.

Adaptive Physical Education

Physical Education teachers are trained to provide Adaptive Physical Education services as needed through contract with an outside agency.

Additional Counseling Services

Additional counseling services are provided within the school setting through a contract with an outside agency, in some District schools.

Adjustment Counselors

The Adjustment Counselors are responsible for bridging the gap between home and school, consultation to staff, individual counseling, and facilitating social skills groups.

Assistive Technology

Assistive Technology services and evaluations are provided through contracts with outside agencies.

Behavior Support

The district employs a Board Certified Behavior Analyst. This individual provides consultation and support across the district, within each school, and to the Therapeutic Programs. In addition, this individual provides behavior consultation and behavioral assessments (Functional Behavior Assessments - FBA’s).

Crisis Intervention Team

Each elementary building has a Crisis Intervention Team. This group of professionals has received extensive training in nonviolent crisis intervention. Team members respond to classrooms to provide de-escalation of disruptive behaviors and, if necessary, physical restraint.

English Language Learner (ELL) Building Liaisons

Expertise in state and federal regulations for Limited English Proficient (LEP) students as well as implementation of local protocol for ELL programming. Can provide information on instruction, assessment, interpretation/translation and cultural issues that affect education of LEP students in district.

Extended Day Service Providers

The district may contract with district or non-district employees to provide extended day services to students.

Guidance Counselors

Guidance counselors at the middle and high school act as liaisons between home and school, provide parent(s)/guardian and teacher support, consultation, and training.

Home Hospital Tutoring

When the school district must provide an education to students outside of the regular school building, tutors are needed to provide instructional assistance at the student's home or at a public site (i.e., the local public library). When this service is required building principals and or the guidance department will select a tutor that best matches the needs of the situation.

Instructional Assistants

The district employs many paraprofessionals who assist our students. Some are assigned to specific students and some are instructional assistants. They are directed by the teaching staff.

Instructional Support Team

The student support team collaborates with staff, administration, and parent(s)/guardians to support the learning, social development, and behavioral growth of all students. Their primary role is to support staff in enhancing services for students and families.

Media Specialists/Library Support Staff

There are media specialists in our middle and high school buildings. They consult with teachers and provide resources for student enrichment and research.

Nurses

There are nurses in each building. They provide consultation to staff, communication and consultation with parent(s)/guardians, direct service to individual students and staff, as well as vision and hearing screenings. The nurse serves on the student support team as necessary.

Occupational Therapists/COTAs

The district employs an occupational therapist and contracts for additional services through Certified Occupational Therapy Assistants (COTAs). They are responsible for delivering occupational therapy services and consultation to staff as necessary. They complete occupational therapy evaluations and progress reports on their students.

Physical Therapists

The district contracts for physical therapy services through an outside agency.

Principal and Assistant Principal

The principal articulates and models the vision and principles of the school district. In each building, they are responsible for supervising and evaluating the staff, fostering the accommodation philosophy, facilitating staffing patterns, and collaborating and communicating with the community. They provide educational leadership within each school.

Reading Specialists

Teacher consultation for curriculum modification, screening, informal/ formal assessment, direct service to groups/individuals, demonstration teaching, co-taught classes

Resource Officer

A sworn police officer assigned to a school on a long-term basis.

School Psychologists

Psychologists are responsible for achievement, psychological, behavioral, and cognitive testing for special education referrals and re-evaluations. They attend team meetings and share assessment results with parent(s)/guardians. In addition, they may have a counseling caseload of students, provide assessments for students attending out of district schools, and provide consultation to parent(s)/guardians, teachers, and other staff.

Speech/Language Pathologists

The district employs several speech/language pathologists. Some are housed in buildings and some travel to more than one building.

They are responsible for delivering speech services and consultation to staff as necessary. They complete speech/language evaluations and progress reports on their students.

Team Chairpersons

The district employs team chairpersons to coordinate and facilitate mandated special education services and procedures. They foster collaboration and communication between parent(s)/guardians, students, and staff regarding student assessment and programming. They assist with understanding the district inclusion philosophy and meeting student needs within the general education setting.

Title I Teachers (Gr. 1-6)

The school district employs several teachers that work within the buildings with the Title One Program to provide support to students in reading and in mathematics.

District Curriculum Accommodation Plan (DCAP)- Gr. Pre-K to 4

Please check off those accommodations that you have determined are NECESSARY for the student to ACCESS the general education curriculum.

Student Name: _____

Grade: _____

School: _____

<p>ASSESSMENT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow extra time or un-timed tests if needed <input type="checkbox"/> Provide alternate forms of assessment (Ex: oral, computer/project based, performance based) <input type="checkbox"/> Provide reference tools (i.e. multiplication chart, number line, conversion chart, etc.) <input type="checkbox"/> Use alternate seating for assessments <input type="checkbox"/> Use alternate setting for assessments <p>ASSISTIVE TECHNOLOGY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow keyboard access for typed responses <input type="checkbox"/> Allow access to low assistive technology tools (Ex: line markers, highlighters, whisper phones, alternate lined paper, slant boards, spell check tools, etc.) <input type="checkbox"/> Offer research assistance <input type="checkbox"/> Provide calculator <input type="checkbox"/> Use of audio features to accompany text <input type="checkbox"/> Voice to text features for written assignments <p>BEHAVIORAL/SOCIAL/EMOTIONAL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Access to guidance counselor/adjustment counselor/psychologist/BCBA <input type="checkbox"/> Access to social skills group <input type="checkbox"/> Allow opportunity for an emotional break (Calming corner) <input type="checkbox"/> Create clear and consistent limits for behavioral expectations <input type="checkbox"/> Provide individual behavioral plan (i.e. positive reinforcement, contract, incentives, etc.) <input type="checkbox"/> Teach self-monitoring techniques <input type="checkbox"/> Use of transitional cues <input type="checkbox"/> Re-arrange seating <input type="checkbox"/> Utilize charts & graphs to monitor expectations <input type="checkbox"/> Adjust classroom management strategies to needs of student <p>HEALTH/MEDICAL (Used in the event of temporary health/medical issues and/or when a 504 is not necessary)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Access to nurse's office and bathroom <input type="checkbox"/> Clearance to leave class 2-3 minutes early <input type="checkbox"/> Extra chair/pillow to elevate extremities <input type="checkbox"/> Access to water bottle <input type="checkbox"/> Providing 2nd set of text books <input type="checkbox"/> Student escort <input type="checkbox"/> Storing and allowing snacks <input type="checkbox"/> Use of elevator <input type="checkbox"/> Wearing hat, sunglasses, or head scarf <input type="checkbox"/> Peanut Free Areas/Classroom 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow peer partners <input type="checkbox"/> Change of worksheet format (i.e. enlarged, half # of problems, etc.) <input type="checkbox"/> Highlight visually any critical material <input type="checkbox"/> Provide choice of learning activities based on learning style <input type="checkbox"/> Provide copies of class notes <input type="checkbox"/> Provide copies of class notes with partial fill-ins <input type="checkbox"/> Provide effective study guides <input type="checkbox"/> Provide mnemonic devices when possible <input type="checkbox"/> Provide opportunities to dictate to teacher or utilize a scribe <input type="checkbox"/> Provide reference guides/graphic organizers/ templates/I can statements <input type="checkbox"/> Provide additional wait time <input type="checkbox"/> Share and review exemplars/rubrics <input type="checkbox"/> Provide multi-modal presentations of materials <input type="checkbox"/> Utilize Sheltered English Immersion Strategies (i.e. Think Aloud, Partner Reading, RAFT, Write Around, Cut-N-Grow, Sentence Combining, Ratiocination, C.O.P.S., DARE and SCAN) <p>ORGANIZATIONAL/EXECUTIVE FUNCTIONING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow additional time for organizing/(un)packing <input type="checkbox"/> Allow opportunity for various organizational structures (colored folders, binders, magazine bins, etc.) <input type="checkbox"/> Break tasks into smaller, meaningful chunks <input type="checkbox"/> Provide homework/assignment agenda book and/or logs <input type="checkbox"/> Provide visual schedules <input type="checkbox"/> Use of checklists/cues <p>PHYSICAL/STRUCTURAL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow for sensory/movement breaks <input type="checkbox"/> Allow for various learning positions/alternative seating (standing, focus ball, wiggle cushion, etc.) <input type="checkbox"/> Define work and play/calming areas in classroom <input type="checkbox"/> Provide strategic seating <input type="checkbox"/> Allow stress-release activities <input type="checkbox"/> Reduce/minimize distractions <input type="checkbox"/> Use of physical/auditory aids <input type="checkbox"/> Use of study carrel <input type="checkbox"/> Use of various pencil grips and writing utensils <input type="checkbox"/> Include 'energizer' activities (ex: GoNoodle, extra physical movement, etc.)
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Staff Signature: _____ Date: _____

District Curriculum Accommodation Plan (DCAP)- Gr. 5-8

Please check off those accommodations that you have determined are NECESSARY for the student to ACCESS the general education curriculum.

Student Name: _____

Grade: _____

School: _____

<p>ASSESSMENT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow extra time, up to 1 additional class period <input type="checkbox"/> Provide alternate forms of assessment (Ex: oral, computer/project based, performance based) <input type="checkbox"/> Provide reference tools (i.e. multiplication chart, number line, conversion chart, etc.) <input type="checkbox"/> Use alternate seating or settings for assessments <p>ASSISTIVE TECHNOLOGY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow keyboard access for typed responses in class <input type="checkbox"/> Allow typed responses to assignments <input type="checkbox"/> Allow access to low assistive technology tools (Ex: line markers, highlighters, whisper phones, alternate lined paper, slant boards, alternate pencil grips) <input type="checkbox"/> Offer research assistance <input type="checkbox"/> Provide calculator <input type="checkbox"/> Use of audio features to accompany text <p>BEHAVIORAL/SOCIAL/EMOTIONAL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cue student for change of behavior <input type="checkbox"/> Access to guidance counselor/adjustment counselor/psychologist/BCBA <input type="checkbox"/> Create clear and consistent limits for behavioral expectations <input type="checkbox"/> Provide individual behavioral plan (i.e. positive reinforcement, contract, incentives, etc.) <input type="checkbox"/> Teach self-monitoring techniques <input type="checkbox"/> Use of transitional cues prior to any changes in established routines <input type="checkbox"/> Provide breaks as needed <input type="checkbox"/> Utilize charts & graphs to monitor expectations <input type="checkbox"/> Adjust classroom management strategies to needs of student <p>HEALTH/MEDICAL (Used in the event of temporary health/medical issues and/or when a 504 is not necessary)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Access to nurse's office and bathroom <input type="checkbox"/> Clearance to leave class 2-3 minutes early <input type="checkbox"/> Extra chair/pillow to elevate extremities <input type="checkbox"/> Access to water bottle <input type="checkbox"/> Providing 2nd set of text books <input type="checkbox"/> Student escort <input type="checkbox"/> Storing and allowing snacks <input type="checkbox"/> Use of elevator <input type="checkbox"/> Wearing hat, sunglasses, or head scarf 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow peer partners <input type="checkbox"/> Change of worksheet format (i.e. enlarged, half # of problems, etc.) <input type="checkbox"/> Highlight visually any critical material <input type="checkbox"/> Provide choice of learning activities based on learning style <input type="checkbox"/> Provide copies of class notes <input type="checkbox"/> Provide copies of class notes with partial fill-ins <input type="checkbox"/> Provide effective study guides <input type="checkbox"/> Provide mnemonic devices when possible <input type="checkbox"/> Provide opportunities to dictate to teacher or utilize a scribe <input type="checkbox"/> Provide reference guides/graphic organizers/ templates <input type="checkbox"/> Provide additional wait time <input type="checkbox"/> Share and review exemplars/rubrics <input type="checkbox"/> Provide multi-modal presentations of materials <input type="checkbox"/> Utilize Sheltered English Immersion Strategies (i.e. Think Aloud, Partner Reading, RAFT, Write Around, Cut-N-Grow, Sentence Combining, Ratiocination, C.O.P.S., DARE and SCAN) <p>ORGANIZATIONAL/EXECUTIVE FUNCTIONING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow additional time for organizing/(un)packing <input type="checkbox"/> Allow opportunity for various organizational structures (colored folders, binders, magazine bins, etc.) <input type="checkbox"/> Break tasks into smaller, meaningful chunks <input type="checkbox"/> Utilize time management tools, (i.e. daily planner, assignment sheet, calendar, timers and agendas) <input type="checkbox"/> Provide visual schedules <input type="checkbox"/> Use of checklists/cues <input type="checkbox"/> Use of technology to list homework and upcoming assignments. <p>PHYSICAL/STRUCTURAL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow for sensory/movement breaks <input type="checkbox"/> Allow for various learning positions (standing, etc.) <input type="checkbox"/> Define work and play areas in classroom <input type="checkbox"/> Provide strategic seating <input type="checkbox"/> Allow stress-release activities <input type="checkbox"/> Reduce/minimize distractions <input type="checkbox"/> Use of physical/auditory aids <input type="checkbox"/> Use of study carrel <input type="checkbox"/> Use of various pencil grips and writing utensils <input type="checkbox"/> Include 'energizer' activities or physical movement breaks
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Staff Signature: _____ Date: _____

District Curriculum Accommodation Plan (DCAP)- Gr. 9-12

Please check off those accommodations that you have determined are NECESSARY for the student to ACCESS the general education curriculum.

Student Name: _____

Grade: _____

School: _____

<p>ASSESSMENT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow extra time, up to 1 additional class period <input type="checkbox"/> Provide alternate forms of assessment (Ex: oral, computer/project based, performance based) <input type="checkbox"/> Provide reference tools (i.e. multiplication chart, number line, conversion chart, etc.) <input type="checkbox"/> Use alternate seating or setting for assessments <input type="checkbox"/> Teach test taking strategies <p>ASSISTIVE TECHNOLOGY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow keyboard access for typed responses in class <input type="checkbox"/> Allow typed responses to assignments <input type="checkbox"/> Allow access to low assistive technology tools (Ex: line markers, highlighters, whisper phones, alternate lined paper, slant boards, alternate pencil grips) <input type="checkbox"/> Offer research assistance <input type="checkbox"/> Provide calculator <input type="checkbox"/> Use of audio features to accompany text <p>BEHAVIORAL/SOCIAL/EMOTIONAL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cue student for change of behavior <input type="checkbox"/> Access to guidance counselor/adjustment counselor/psychologist/BCBA <input type="checkbox"/> Complete weekly progress report <input type="checkbox"/> Provide individual behavioral plan (i.e. positive reinforcement, contract, incentives, etc.) <input type="checkbox"/> Schedule daily check-ins <input type="checkbox"/> Provide breaks as needed <input type="checkbox"/> Set goals <input type="checkbox"/> Adjust classroom management strategies to needs of student <p>HEALTH/MEDICAL (Used in the event of temporary health/medical issues and/or when a 504 is not necessary)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Access to nurse's office and bathroom <input type="checkbox"/> Clearance to leave class 2-3 minutes early <input type="checkbox"/> Extra chair/pillow to elevate extremities <input type="checkbox"/> Access to water bottle <input type="checkbox"/> Providing 2nd set of text books <input type="checkbox"/> Student escort <input type="checkbox"/> Storing and allowing snacks <input type="checkbox"/> Use of elevator <input type="checkbox"/> Wearing hat, sunglasses, or head scarf <input type="checkbox"/> Parking close to building 	<p>INSTRUCTIONAL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Checklists for long-term assignments <input type="checkbox"/> Provide copies of class notes <input type="checkbox"/> Provide copies of class notes with partial fill-ins <input type="checkbox"/> Provide effective study guides <input type="checkbox"/> Teach study strategies <input type="checkbox"/> Provide reference guides/graphic organizers/ templates <input type="checkbox"/> Share and review exemplars/rubrics <input type="checkbox"/> Provide multi-modal presentations of materials <input type="checkbox"/> Utilize Sheltered English Immersion Strategies (i.e. Think Aloud, Partner Reading, RAFT, Write Around, Cut-N-Grow, Sentence Combining, Ratiocination, C.O.P.S., DARE and SCAN) <p>ORGANIZATIONAL/EXECUTIVE FUNCTIONING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly post (in student friendly language) and refer to a detailed agenda, homework assignments, essential questions and mastery objectives. <input type="checkbox"/> Allow opportunity for various organizational structures (colored folders, binders, magazine bins, etc.) <input type="checkbox"/> Break tasks into smaller, meaningful chunks <input type="checkbox"/> Utilize time management tools, (i.e. daily planner, assignment sheet, calendar, timers and agendas) <input type="checkbox"/> Provide visual schedules <input type="checkbox"/> Use of checklists/cues <input type="checkbox"/> Use of technology to list homework and upcoming assignments. <p>PHYSICAL/STRUCTURAL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow flexible groupings <input type="checkbox"/> Allow for various learning positions (standing, etc.) <input type="checkbox"/> Provide strategic seating <input type="checkbox"/> Allow stress-release activities <input type="checkbox"/> Reduce/minimize distractions <input type="checkbox"/> Use of physical/auditory aids <input type="checkbox"/> Use of study carrel <input type="checkbox"/> Use of various pencil grips and writing utensils <input type="checkbox"/> Include 'energizer' activities or physical movement breaks
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Staff Signature: _____ Date: _____

Members of the DCAP Review Team

Lorinda Allen, Director of Curriculum and Student Assessment

Brook Beverly, Teacher, Dudley Elementary School

Lisa Bilis, ELL Teacher, Dudley Elementary School/ Dudley Middle School

Laura Drinon, School Psychologist; Charlton Elementary School

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Judi Powell, Team Chairperson, Shepherd Hill Regional High School