



AYER SHIRLEY REGIONAL SCHOOL DISTRICT

District Curriculum Accommodation Plan (DCAP)

ASRSD Vision

To create a dynamic, engaged learning community that provides equitable access and opportunity for all members, and empowers students to achieve at high levels by fostering intellectual rigor, creative expression, social-emotional well-being, and the agency to pursue meaningful paths and thrive as responsible citizens.

Key Components of the ASRSD DCAP:

- **Remedial Instruction for Students:**

The DCAP includes a variety of Tier 1 and Tier 2 academic supports—such as reteaching, chunking, scaffolding, and targeted small-group instruction—provided within the general education setting. These interventions support students who are not making expected progress but do not require specialized instruction.

- **Consultative Services for Teachers:**

Teachers have access to a range of consultation services through academic coaches, reading/math specialists, ESL teachers, adjustment counselors, school psychologists, and related service providers (e.g., SLP, OT, PT, SpEd Teacher, Counselor, Psych, BCBA, outside provider, etc.). Building-based teams (such as AAT, STAT, and SSG) offer structured opportunities for collaborative planning and shared problem-solving.

- **Reading Instruction at the Elementary Level:**

The plan ensures that **direct and systematic reading instruction** is a foundational element of elementary instruction, supported through universal screeners, structured literacy, and differentiated strategies for decoding, fluency, vocabulary, and comprehension.

- **Instructional Support for MultiLingual Learners:**

The DCAP provides classroom-level strategies and consultation resources to support multilingual learners. Teachers are encouraged to use scaffolding, visual supports, vocabulary previews, and alternative assessments, and to collaborate with ESL teachers for inclusive practices.

- **Support for Analyzing and Accommodating Diverse Learning Styles:**

The DCAP outlines practices that address multiple intelligences, learning preferences, and executive functioning needs. This includes multimodal instruction, flexible grouping, differentiated materials, and student choice in assignments.

- **Behavioral and Social-Emotional Supports:**

The plan identifies interventions for students whose behavior may interfere with learning, such as check-ins, behavior plans, movement breaks, calm corners, and collaboration with mental health teams. The SSG plays a central role in coordinating these supports.

- **Teacher Mentoring and Collaboration:**

The DCAP encourages peer support and professional collaboration through mentoring structures, co-planning time, and consultation with specialists. Building-based teams offer structured spaces for interdisciplinary discussion and shared problem-solving.

- **Parental Involvement:**

Family collaboration is a core principle of the DCAP process. Parents are involved in early intervention conversations, kept informed of support and progress, and invited to share insights that strengthen school-home partnerships.

ASRSD MTSS Organizational Definitions

The District Curriculum Accommodation Plan (DCAP): is an essential resource for staff, offering guidance on best practices and accommodations to effectively support students' academic, behavioral, and social-emotional needs at all educational levels.

The Academic Assistance Team (AAT): An informal group of school professionals that meets to address student academic concerns before a formal STAT meeting. The goal is to identify and resolve immediate, high-impact concerns and remove barriers to learning through practical, solution-focused actions.

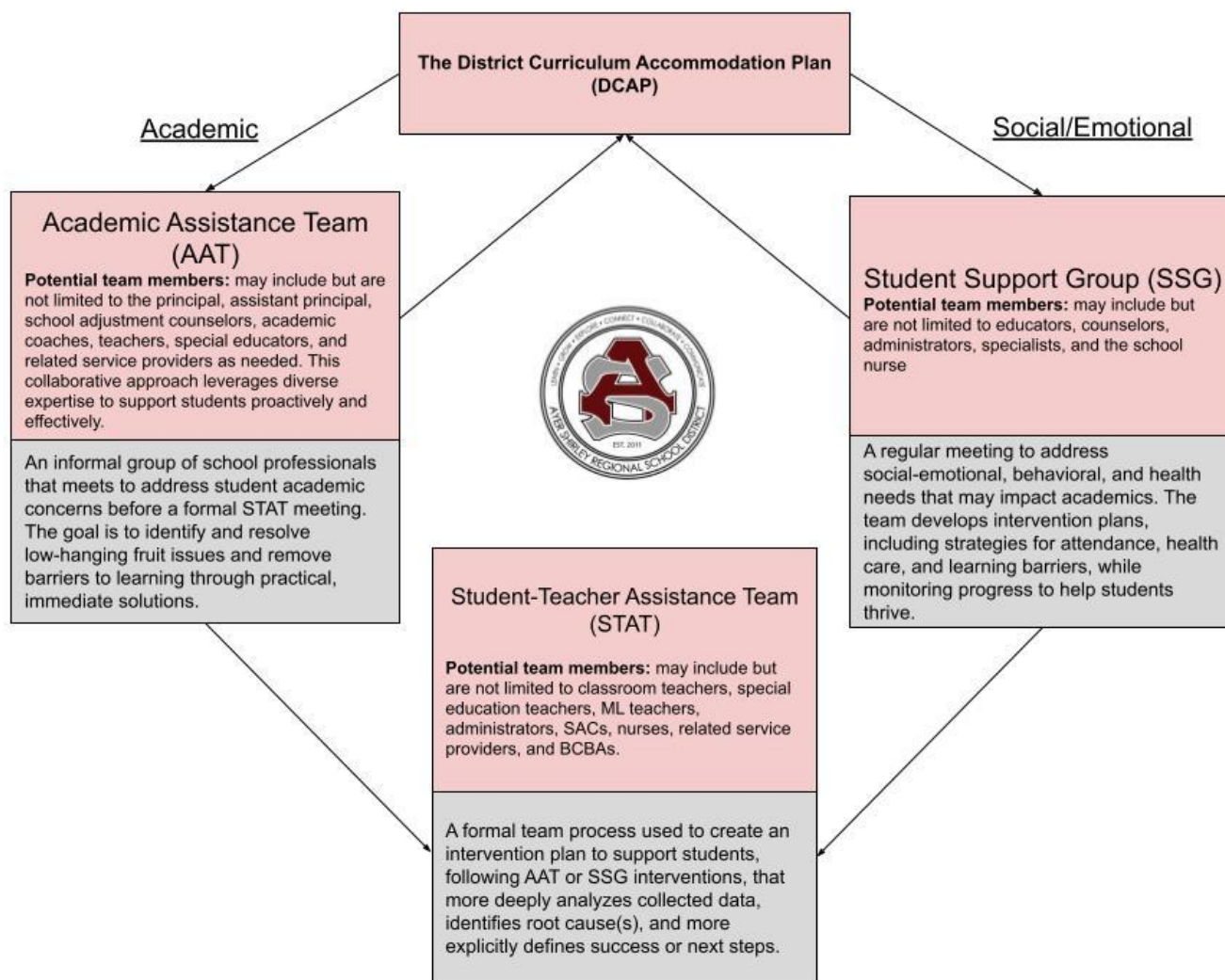
Potential team members: may include but are not limited to the principal, assistant principal, school adjustment counselors, academic coaches, teachers, special educators, and related service providers as needed. This collaborative approach leverages diverse expertise to support students proactively and effectively.

The Student Support Group (SSG): A regular meeting to address social-emotional, behavioral, and health needs that may impact academics. The team develops intervention plans, including strategies for attendance, health care, and learning barriers, while monitoring progress to help students thrive.

Potential team members: may include but are not limited to educators, counselors, administrators, specialists, and the school nurse.

The Student-Teacher Assistant Team (STAT): A formal team process used to create an intervention plan to support students, following AAT or SSG interventions, that more deeply analyzes collected data, identifies root cause(s), and more explicitly defines success or next steps.

Potential team members: may include but are not limited to classroom teachers, special education teachers, ML teachers, administrators, school adjustment counselors, school counselors, nurses, related service providers, and BCBA's.



WHAT IS THE DCAP?

The Ayer Shirley Regional School District (ASRSD) has developed a District Curriculum Accommodation Plan (DCAP) in accordance with Massachusetts General Law. This document is a practical tool designed to help educators meet the diverse academic and behavioral needs of students within the general education setting.

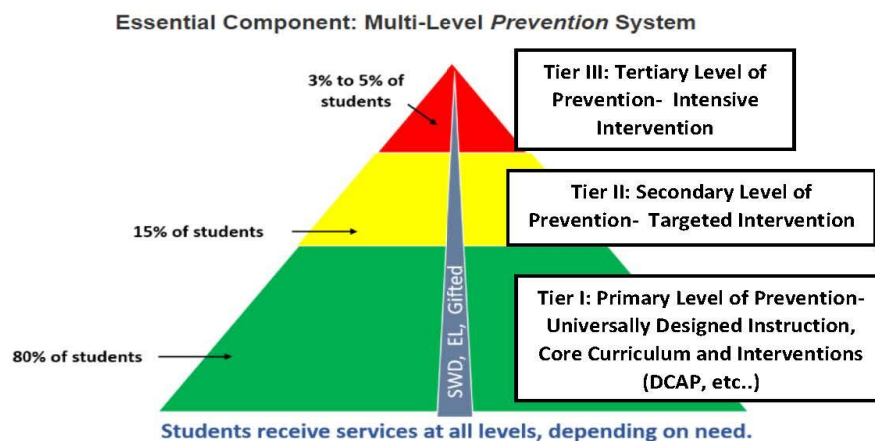
The DCAP outlines a wide range of strategies, supports, and instructional approaches that teachers can use proactively to ensure all students have access to meaningful learning. It emphasizes early intervention and responsive classroom practices, helping staff make informed decisions that support student growth. By identifying accommodations and support available to all learners, the DCAP reinforces ASRSD's commitment to equity, high expectations, and students' success across every school and classroom.

CHAPTER 71 MASSACHUSETTS GENERAL LAWS: SECTION 38 ½ Q INDICATES:

"A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet 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 program 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.”

DCAP Overview and MTSS Process Flowchart:



Tier I: Universally Designed Standards-based core instruction

- Grade level classroom instruction
- Standards based curriculum
- Universal screening to identify academic strengths and needs (Illuminate, Fastbridge, etc..)
- Ongoing monitoring of student growth in response to instruction (exit tickets, quizzes, etc..)
- Differentiated instruction to meet the needs of diverse learners
- A wide array of strategies to help students master content (DCAP, Universal Design elements)

Tier II: Targeted skills-specific moderate intensity support

- For students that need more than Tier 1 support to keep up with peers or close gaps in their learning
- **Provided in addition to Tier 1** (not instead of) but can be within the instructional block
- Moderate-intensity support given 1-3 times per week
- Includes ongoing systematic progress monitoring on the targeted skills (as identified through data) to inform instructional decision-making
- Delivered through small group instruction, typically 1-5 students
- Often delivered by the classroom teacher but may include others who push-in

Tier III: Intensive skill-specific support

- For students who need more than Tier1 and Tier2 supports to keep up with peers or close gaps in their learning
- Provided in addition to Tier 1
- Intensive support given 3-5 times per week
- Includes evidence and research-based interventions that target specific skills for growth
- Includes ongoing systematic progress monitoring on the targeted skills to inform instructional decision-making
- Utilizes individual and small group instruction, typically 1-3 students
- For General Education students, Tier 3 intensity supports are reviewed during Student Support Team (SST) meetings.

Adapted from Wilkes County Schools, GA

*The law requires that no instructional support program nor any other intervention limits the right of a parent to refer a student for a special education or Section 504 evaluation. If a referral for an evaluation is made during the delivery of tiered supports or other interventions, and the district has requested and received parental consent to evaluate, the evaluation information from any instructional support program should be made available to the IEP/Section 504 team to consider when determining eligibility.

Student Name_____

Date: _____

Elementary School Accommodations

Student Accommodations and Support for Assessments

☐ Offer oral testing*	☐ Provide manipulatives
☐ Offer untimed tests	☐ Utilize technology accessibility features
☐ Additional time	☐ Clarify/reword test questions/directions
☐ Provide more workspace	☐ Provide study guides
☐ Provide reference sheets	☐ Highlight key directions
☐ Provide various types of paper for math	☐ Provide graphic organizers
☐ Provide Word Banks	☐ Read aloud test questions
☐ Provide rubrics	☐ Read aloud math problems

Student Accommodations and Support for Instruction

 Teach study skills	 Provide enrichment opportunities	 Provide study guides
 Provide highlighted materials	 Provide reference sheets	 Provide audible materials
 Teach test taking strategies	 Provide wait time	 Simplify directions
 Chunk assignments	 Provide visual cues	 Provide manipulatives
 Provide various types of paper for math	 Utilize transition cues	 Repeat or reteach concepts with a different approach
 <i>Use of interactive modeling and think alouds *</i>	 Provide one-to-one instruction	 Utilize technology / computer- assisted instruction
 Provide multimodal presentations of materials	 Utilize differentiated instruction and assignments	 Provide home copies of reference tools/textbooks
 Offer peer teaching / group activities	 Utilize multiple intelligence / learning style approaches	

Student Accommodations and Support for Organization

☐ Establish clear routines and expectations	☐ Use of rubrics
☐ Chunk assignments	☐ Use of checklists
☐ Color coding	☐ Provide templates/graphic organizers
☐ Reformat paper/handouts to provide more workspace	☐ Support organization of space (desk, folders, backpacks)
☐ Use time management tools (daily schedule, personal schedule with visuals, when/then charts, timers, menus)	☐ Maintain a classroom that is organized, predictable, and structured
☐ Use of interactive modeling for organizational strategies and routines*	☐ Minimize visual and auditory distractions

Student Accommodations and Support for Behavior and Social/ Emotional Needs

☐ Establish clear routines/expectations	☐ Use of visual/auditory cues of behavioral expectations	☐ Use diverse classroom management strategies
☐ Use of behavior plans/contracts	☐ Non-contingent breaks	☐ Lunch Bunch
☐ Non-verbal cues	☐ <i>Logical Consequences</i> *	☐ Transition cues
☐ Social stories	☐ <i>Class/Morning Meeting/Closing circle</i> *	☐ <i>Movement breaks/energizer</i> *
☐ Teacher Proximity	☐ Collaborative problem solving	☐ Check-ins with guidance counselor
☐ Mindfulness & stress relief techniques/quiet time	☐ Positive reinforcements/ incentives/ rewards, as needed	☐ <i>Interactive modeling of expectations/situations</i> *
☐ Flexible/Alternative Seating	☐ Classroom Calming Corner	☐ Zones of Regulation and Sensory station
☐ I Wish My Teacher Knew...		

*Adopted from *Responsive Classroom*

Resources Available to Teachers

☐ Mental Health Team	☐ Building Based Support Teams (AAS,SSG)
☐ Student Success Team (SST)	☐ Collaborate/Consult with families and outside support service (release required)
☐ Collaborate/Consult with staff (guidance counselor, special educators, school psychologists, Speech/Language, OT, reading/math specialists)	☐ Student Records (cumulative file, attendance records, IEP/504, Health record, standardized test scores, benchmark assessments, state assessments)

Middle School Accommodations

*Student Accommodations and Support for Assessments**

☐ Utilize alternative modalities: oral, multiple choice, computer-based, read aloud (except reading tests) *	☐ Allow students to provide bullets or numbered lists instead of short answer or essay format when writing isn't being assessed
☐ Provide alternate question format for application questions (e.g., multiple choice instead of short answer) *	☐ Provide opportunities for assessment corrections (error analysis) or assessment retake*
☐ Extended time for assessment	☐ Clarify or rephrase directions
☐ Provide manipulatives and/or tools on assessment	☐ Provide reference sheets or process models
☐ Provide graphic organizers	☐ Provide study guides and answers more than one day before the assessment
☐ Allow students to complete a diagram, map, or chart instead of descriptive writing	☐ Alternate assessment format (font size, additional space for work, bold words, etc.)

*Excludes Benchmark Assessments

Student Accommodations and Support for Instruction

☐ Provide multimodal presentation of materials	☐ Offer peer teaching/ group activities
☐ Repeat or re-teach concepts with a different approach	☐ Model and incorporate content area reading strategies
☐ Provide varied assignments, including allowing students to select from assignment options	☐ Accelerated content opportunities
☐ Allow use of technology (text-to-speech, speech to text, typing)	☐ Use computer-assisted instruction (slide shows, video supplements)
☐ Provide extension activities	☐ Provide and model use of graphic organizers
☐ Develop integrated curriculum projects	☐ Provide manipulatives and learning tools (e.g., calculators & computers) to aid conceptual understanding
☐ Shorten assignments focusing on key concepts (quality over quantity)	☐ Provide frequent and timely feedback before finished product or summative assessment
☐ Provide cueing and/or wait time to encourage participation	☐ Check-ins for understanding
☐ Provide copies of class notes, handouts	☐ Preview new concepts using memory strategies
☐ Preview and identify key vocabulary and provide tiered word bank	☐ Providing small group instruction and individual help in the classroom

Student Accommodations and Support for Organization

☐ Teach study skill strategies	☐ Provide digital copies of assignments
☐ Provide and model checklists for writing, organization, and work completion	☐ Reformat handouts to provide more workspace
☐ Provide copies of textbooks and reference tools for use at home	☐ Utilize peer buddy systems for study groups or homework check-ins
☐ Use checklists, teacher check-ins, calendars, and project organizers to break down long-term assignments	☐ Provide expectations for assignments, including rubrics, checklists, and model assignments

Student Accommodations and Support for Behavior and Social/ Emotional Needs

☐ Strategic grouping	☐ Utilize study carrels for independent work
☐ Evaluate classroom and reduce distractions	☐ Utilize energizers and brain breaks
☐ 4:1 positive to negative comments	☐ Provide access to stress release activities and/or tools
☐ Provide motor breaks, accommodated seating, proximity, and stability balls	☐ Develop consistent positive reinforcement plans, including student graphing of their own progress
☐ Collaborative Problem-Solving Strategies	☐ Facilitate parent support/communication and provide strategies

Resources Available to Teachers

☐ Student Success Team (SST)	☐ Building Based Support Teams - AAT/SSG
☐ Mental Health Team	☐ Consultation with related service providers: School Counselors, School Psychologist, School Social Worker, Occupational Therapist, English Language (EL) Teacher
☐ Consultation with content specialists: Math Specialist, Reading Specialist, Technology Integration Specialist, Special Education Teachers	

High School Accommodations

Student Accommodations and Support for Assessments

☐ Develop alternate assessments	☐ Utilize technology accessibility features
☐ Provide individual help in the classroom	☐ Utilize homework logs
☐ Arrange small group instruction	☐ Offer untimed tests
☐ Provide challenge projects	☐ Investigate computer technology solutions
☐ Include study skills strategies	☐ Offer oral testing
☐ Model content area reading strategies	☐ Utilize transition cues
☐ Repeat or re-teach concepts with a different approach	☐ Incorporate incentives/rewards

Student Accommodations and Support for Instruction

☐ Provide multimodal presentations of materials	☐ Identify student's learning style
☐ Model use of graphic organizers	☐ Provide home copies of reference tools/books
☐ Develop integrated curriculum projects	☐ Provide wait time
☐ Provide ML supports	☐ Provide manipulatives
☐ Provide visual cues	☐ Shorten assignments
☐ Provide study guides	☐ Break down tasks into manageable steps
☐ Utilize differentiated instruction and assignments	☐ Utilize multiple intelligence/learning style approaches
☐ Offer peer teaching/group activities	

Student Accommodations and Support for Organization

☐ Provide daily agenda	☐ Develop flexible/modified schedule
☐ Utilize flexible grouping	☐ Utilize contract learning
☐ Utilize co-teaching	☐ Provide strategies to parents
☐ Cooperative learning strategies	☐ Consult and co-planning by/with the student's team
☐ Implement a frequent progress reporting system	

Student Accommodations and Support for Behavior and Social/ Emotional Needs

☐ Arrange seating accommodations	☐ Develop behavioral contract
☐ Adjust classroom management strategies	☐ Individual and small group counseling
☐ Use visual/auditory reminders of behavior expectations	☐ Consult with counselor, school psychologist, BCBA, or other support
☐ Utilize charts and graphs to monitor expectations	☐ Utilize positive feedback, motivators, and rewards
☐ Experiment with use of space	☐ Facilitate parent support/communication
☐ Incorporate stress-release activities	☐ Include energizers
☐ Provide strategies to parents	☐ Remove distractions

Resources Available to Teachers

☐ Student Success Team (SST)	☐ Building Based Support Teams- AAT, SSG
☐ Consultation with content specialists: Math Specialist, Reading Specialist, Special Education Teachers, and other service providers	☐ Consultation with related service providers: School Counselors, School Psychologist, School Social Worker, Occupational Therapist, ESL Teacher

