

Wayland Public Schools

District Curriculum Accommodation Plan

2022-2023



A Resource Guide for Teachers, Teacher Assistants, Principals, Student Support Services Personnel, and Parents to meet the needs of

Every Child, Every Day

District Curriculum Accommodation Plan (DCAP)

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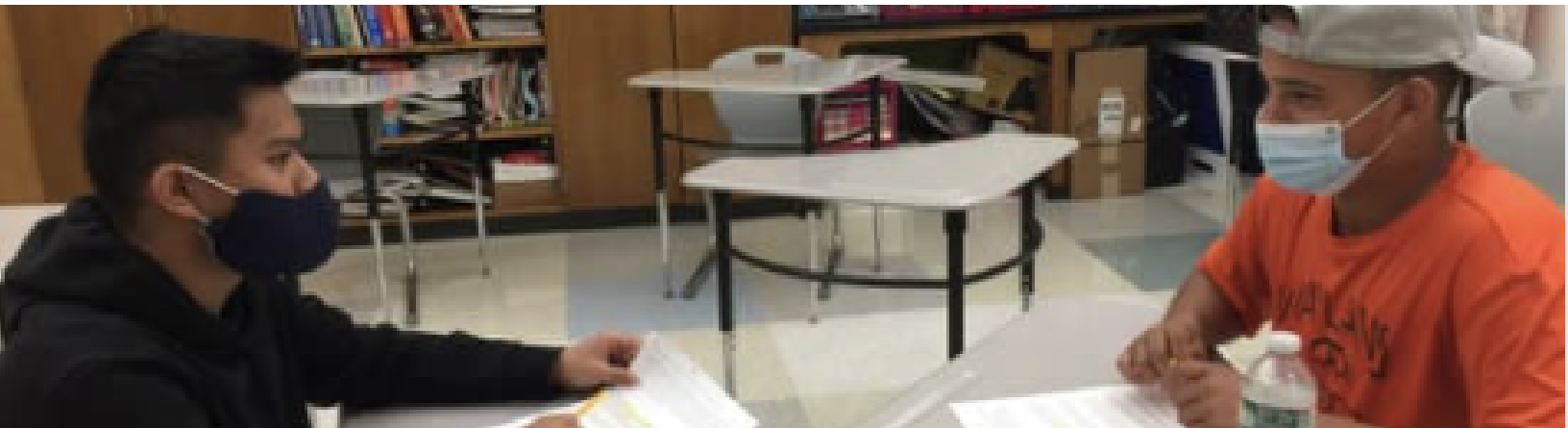


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Mission Statement

Personal and civic responsibility, love of learning, and empathy for others: these are the qualities that the Wayland Public Schools seek to instill in its students. At its core, our mission is to provide a rigorous and stimulating academic environment that promotes the acquisition of knowledge and skills. Yet we deem it equally important to nurture self-confident, collaborative, and conscientious individuals. We strive to create a climate where risk-taking is safeguarded, open expression is encouraged, and free association is protected. Our goal is to advance our students' growth into principled, informed, and capable citizens who will help guide a democracy that follows humanitarian principles in the global forum, and shape a just society where individuals may reach their full potential.

Core Values



TEACHING AND LEARNING

The Wayland Public Schools believes that the teaching and learning of all children are the fundamental goals of its educators; believes in the full potential of all children; and believes that one's abilities are not predicated on differences in race, ethnicity, culture, language, socio-economics, gender, sexual orientation, learning style and physical and mental capacity.



COLLEGIALITY

The Wayland Public Schools will establish, maintain, and nurture a culture in which collegial relationships, risk taking, and mutual support are encouraged.



RESPECT FOR HUMAN DIFFERENCES

Wayland Public Schools values the full range of human differences.



COMMUNITY

The Wayland Public Schools recognizes the importance of the individual's place in and responsibility to the community, including his/her place as a member of a family, classroom, school, town and the world; and that communication fosters strong community.

SECTION I

District Curriculum Accommodation Plan Overview

The Wayland Public School District has developed a District Curriculum Accommodation Plan (DCAP) according to *Massachusetts General Law: Chapter 71, Section 38Q ½*. The goal of this document is to ensure that all possible efforts have been made to meet every student's needs within the general education setting and that educators are aware of and encouraged to access the varied support available to them in their efforts within the classroom.

“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. Further, Section 59C of Chapter 71 was amended to require the involvement of the school council in the development and evaluation of the DCAP. “

Massachusetts General Law: Chapter 71, Section 38Q ½

DCAP Objectives

The objectives of the DCAP are the following:

- To assist all general education teachers in analyzing, differentiating and designing instruction to accommodate the diverse learning styles of all students.
- To clearly communicate appropriate accommodations/interventions and support services for students identified as struggling within the general education setting.
- To recommend instructional interventions for struggling learners with an emphasis on Response to Intervention (RTI).
- To provide resources to support educator growth within mentoring, collaboration and family involvement.



SECTION II

Student Teacher Action Response Team (START)

Student Teacher Action Response Team (START) is a universal intervention model that assists and supports students and teachers in addressing the academic, emotional, social, and behavioral needs of our students. This model supports teachers in addressing identified student needs to increase academic performance by means of strategies and interventions. The processes and forms contained within this packet have been designed to allow the staff of the Wayland Public Schools the opportunity to provide promising educational methodologies for students in need through a team-based, data-driven model.

Supporting teachers and students in overcoming obstacles to assist our students in achieving their fullest personal and academic potential is the goal. There are four key elements of the program which will bring student learning into focus:

- START calls upon parents and professionals to work together as a team
- START requires parents and professionals to engage in out-of-the-box thinking
- START focuses on intervention for the success of students referred for this process
- START requires that all team members participate in the generation of an action plan as the basis of progress monitoring

The Referral Process

Students may be referred to START for assistance with:

- Academic learning issues
- Behavioral patterns that interfere with learning or relationships
- School avoidance and other attendance related issues
- Family matters that may impact educational or social performance

START referrals may be made by any member of the school community who feels that a student is in need of intervention. START referrals may also be made by a parent, guardian, or outside service provider who is acting in the interest of a student.

Step 1:

The person making the referral will consult with the Assistant Principal to discuss the academic, behavioral, familial, or social issues that may necessitate a formal referral.

Step 2:

The building principal and the Assistant Principal will confer at the beginning of the process.

Step 3:

The principal will have the final determination of the START process for a student. In some cases when safety is a concern, the building principal, in consultation with the Behavior

Specialist/BCBA and the Director of Special Education, may opt to bypass START and refer the student for an initial special education evaluation.

Step 4:

The Assistant Principal will coordinate the completion of the START referral packet and coordinate a date and time for the first START meeting

- Professionals who work with the child will be asked to complete forms and prepare data for the initial START meeting
- Prior to the first meeting, the Assistant Principal or designee/s will meet with the parents/guardians of the student to inform them of the START process
- For any student referred to START, a minimum of three meetings should be held prior to referring a student for special education testing
- There is no requirement to refer a student to special education who is making progress through START, and as many meetings as necessary may be held
- In order for a student to be referred for special education testing prior to the third START meeting, the Assistant Principal should meet with either the Principal or the Director of Special Education

Meetings**Time Frame**

The time frame in between each individual START meeting for any student shall be 20 – 30 school days, but may be adjusted at the discretion of the building principal. To ensure that all students have equal access to START, meetings will be structured to take place within a 30 minute time frame. The following agenda will be used to guide all START meetings:

- Introductions
- Presentation of data related to reason for referral (clear definition of problem)
- Brainstorm solutions and strategies with experts
- Design an action plan and clearly define personnel responsible for implementation and data collection. Data from this plan must be available at subsequent START meetings.
- State next steps including date for next START meeting
- Adjourn

Participants

The START will be defined differently for each student based upon the nature of his or her needs. The student's classroom teacher and Assistant Principal will attend all related meetings. Other personnel who may be asked to attend may include, but are not limited to:

- Teacher from this or the previous school year
- Reading Coach
- Guidance Counselor

- School Psychologist
- Math Coach
- Interventionists
- Administrator(s)
- EL Teacher
- Special Education Teacher
- Board Certified Behavior Analyst (BCBA)
- Social Worker/Adjustment Counselor
- School Nurse
- Speech and Language Pathologist (SLP)
- Occupational Therapist (OT)
- Physical Therapist (PT)
- Translator (must be requested through the EL Department)

START Chairperson (Assistant Principal) and Participants

Each START chairperson will maintain a Google Drive with information to be disseminated to parents at START meetings. Information will include, but not be limited to available outside support for families, social activities for students, tutoring and/or booster programs, summer learning opportunities, release forms for parents to sign as necessary.

Role of the Chairperson

- Serves as facilitator of START process – schedules, sends out invitations for, and attends and chairs all START meetings
- Ensures completion of all documentation for referral and meetings
- Determines, invites and ensures attendance of appropriate personnel for each meeting
- Contacts parent/guardian to explain process and encourage parent participation
- Records minutes and communicates status of referrals with pertinent staff
- Maintains records for possible referral to special education
- Communicates meeting outcomes with building principal
- Ensures action plans are shared with all appropriate personnel

Teacher Participation

- Attends all START meetings
- Prepares and presents specific requested data
- Assists in the creation of action plan
- Implements action plan with fidelity
- Records data on action plan (progress monitoring) for presentation for subsequent START meetings

Assistant Principal and Principal Oversight

- Reinforces team roles
- Supports/provides coverage for professionals to attend START meetings
- Principal is informed by START Chairperson of all START action plans
- Ensures faculty and staff compliance with START action plans

Use of Data Analysis

START members are required to come to meetings prepared with student data for analysis and discussion. The types of data may include, but is not limited to analysis of:

- Records from the Cumulative Folder
- Report cards
- Medical records
- MCAS (Summative Assessment Data)
- ACCESS Scores
- DIBELS and other samples of Formative Assessment Data
- Attendance record
- Behavioral information
- District Determined Measures (by teacher)
- Screens and checklists made available by related services personnel
- Student observations

DCAP Flow Chart

What is the process for identifying and addressing the needs of regular education students?

Educators within the Wayland Public Schools work hard to address specific academic, behavioral or social/emotional concerns of specific students. The academic learning is supported through a defined curriculum, differentiated instructional practices and a clearly defined RTI model and process. When a struggling student presents with an academic, behavioral or social/emotional concern, the general education teacher gathers as much data about the student's past performance, implements Tier I accommodations and routinely monitors the progress and growth. If difficulties remain, the teacher will refer the student to the Student Teacher Action Response Team (START).

Gather Information

- Learn about a student's cultural, linguistic, and educational background and history.
- Consult with students, family members, and other teachers who work with the student.
- Review assessment data and current student work.

Assess Progress in Curriculum and Social/Emotional Areas

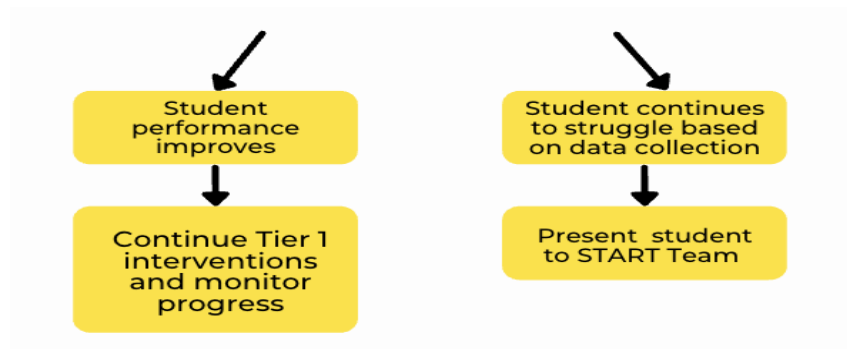
- Collect data: work samples, assessments, universal screening tools, etc.

Describe students learning profile

- Strengths and areas of need
- Observe frequency and intensity of issue in different settings
- Note student's work habits, organization style, etc

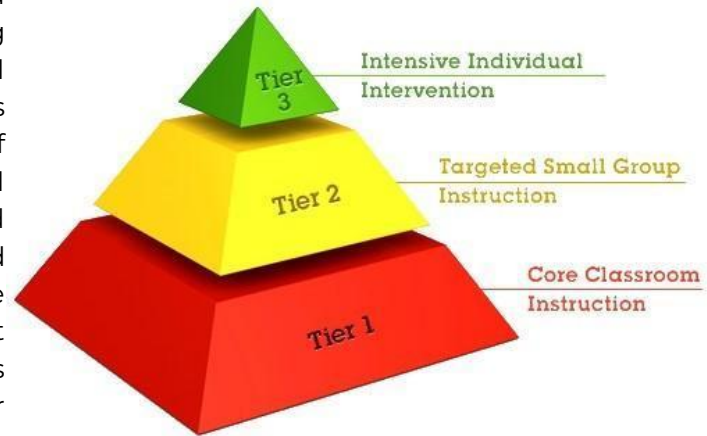
Choose strategies and **Implement**

- Choose targeted instructional strategies and implement classroom interventions; continue to collect data



Response to Intervention Model

RTI is a multi-tier approach used to proactively identify and support the learning and behavioral concerns of students who are struggling within the general education setting. The process begins by ensuring a defined and rigorous curriculum is being integrated along with a universal assessment tool. Identified students receive support at increasing levels of intensity to accelerate learning and close gaps. Progress is monitored routinely utilizing data compiled through the use of multiple assessments. RTI is equally effective at addressing the social-emotional needs of students who present behavior challenges.



RTI ensures that students are provided interventions tailored to a student's unique and changing academic and social emotional needs. Though there is no single, thoroughly researched and widely practiced "model" of the RTI process, generally defined, it is a three-tier or three-step model of school support that uses research-based academic and or behavioral interventions.

Tier 1: The Whole Class

In the general education classroom, the teacher assesses everyone's skills. This is known as a universal screening. The screening helps the teacher work with students in small groups based on their skill levels. All students are taught using methods that research has shown to be most effective with a group of diverse learners.

Tier 2: Small Group Interventions

If the student isn't making adequate progress in Tier 1, they will start to receive more targeted help. This is a **supplement** to the regular classroom instruction, and should not supplant it. Tier 2 interventions take place a few times a week during electives or enrichment activities such as music or art so the students won't miss any core instruction in the classroom and/or in the course of regular instruction.

Tier 3: Intensive Interventions

Typically, only a small percentage of the class, perhaps one or two students, will require Tier 3 support. The support will be tailored to their specific areas of deficit. Every day they'll receive one-on-one instruction or work in very small groups. The groups may include some students who are receiving special education services and who need to work on the same skills.

For RTI implementation to work the following are essential components:

- **HIGH QUALITY-SCIENTIFICALLY BASED INSTRUCTION:**
All students receive high-quality research-based instruction in the general education classroom.
- **ROUTINE STUDENT ASSESSMENT:**
Ongoing student assessment provides information about the learning rate and level of achievement, both individually and as compared to peer group. Decisions are made regarding students' instructional needs and are based on multiple data points taken in context over an established time, typically 6-8 weeks.
- **DIFFERENTIATED INSTRUCTION:**
A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- **PARENT/GUARDIAN INVOLVEMENT:**
Schools implementing RTI provide parents/guardians with information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

SECTION III

TIER I, II, III Specific Support Structures

Elementary K-5

TIER I: CORE INSTRUCTION		
Instructional Tools/Resources	Assessments	Behavior
<ul style="list-style-type: none"> ● Foundations (PreK-3) ● WPS Math Scope & Sequence <ul style="list-style-type: none"> ○ Everyday Math ○ Engage NY ○ Kathy Richardson ○ Investigations ● WPS Literacy (K-5) <ul style="list-style-type: none"> ○ Comprehension Strategies ○ Reader's Workshop/Writer's Workshop ○ Empowering Writers ● English Learner Services ● FOSS ● ST Math ● iReady ● Spanish Immersion ● Empowering Writers ● Literacy Intervention Website ● Math Intervention Website 	<ul style="list-style-type: none"> ● DIBELS (K-5) ● Phonemic Awareness Assessment (K) ● iReady ● Fountas and Pinnell ● End of Unit Assessments ● Kindergarten Screening ● ACCESS/MCAS ● Track my Progress (3-5) ● Dyslexia Screener ● Pre Las (PreK) ● Panorama (SEL) ● Standards based report cards 	<ul style="list-style-type: none"> ● Open Circle ● Second Step ● Social Thinking ● Zones of Regulation ● School psychologist/counselor consultation ● Student Council ● All-School Assembly ● Responsive Classroom ● CPS/Think:Kids and restorative justice interventions

TIER II: STRATEGIC		
Instructional Tools/Resources	Assessments	Behavior
<ul style="list-style-type: none"> • Math Interventionist • Reading Specialist • Spanish Immersion Interventionist • Bridges Intervention • Heggerty • Foundations (PreK-3) • Wilson (K-5) • Orton-Gillingham (K-5) • Lexia (K-3) • Reading A-Z • Read Naturally • ReadWorks • Great Leaps • Summer Programing Math/Literacy 	<ul style="list-style-type: none"> • Progress Monitoring Math (Bridges Intervention) • End of Unit Assessments • DIBELS Progress Monitoring • RTI • Daily Formative Assessments • Classroom Observations • Heggerty 	<ul style="list-style-type: none"> • Social Thinking • Zones of Regulation • School psychologist/counselor: consultation, lunch/small groups, time-limited individual meetings with students • Token Economy/Reinforcement Systems

TIER III: INTENSIVE		
Instructional Tools/Resources	Assessments	Behavior
<ul style="list-style-type: none"> • Orton-Gillingham • Phonemic Awareness/Phonics Activities • Rewards Phonics Program • Really Great Reading (Blast, HD Word) • Lexia 	<ul style="list-style-type: none"> • BCBA or Behavioral Specialist structured observation/screening • ABC (Antecedent, Behavior, Consequence) Data Collection • Functional Behavioral Assessment • Occupational Therapy Screening 	<ul style="list-style-type: none"> • Social Thinking • Zones of Regulation • School psychologist/counselor: consultation, lunch/small groups, time-limited individual meetings with students • Token Economy System or

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<ul style="list-style-type: none">• Read Naturally• Bridges Intervention• Handwriting without Tears	<ul style="list-style-type: none">• Physical Therapy Screening• Consultation with Special Educator• Speech and Language Screening	individual reinforcement system
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Middle School 6-8

TIER I: CORE INSTRUCTION		
Instructional Tools/Resources	Assessments	Behavior
<ul style="list-style-type: none"> • Differentiated Instruction • Writing Center • Math Center • START • Homework Club • SORA • Notice and Note; Strategies for Close Reading • Graphic Organizers (e.g. TREES, CER) • Google Classroom • METCO After School Program • Google Read & Write • WMS Scope and Sequence (Math, ELA, Science, World Languages and Social Studies) • Combined Arts and Wellness Programs • English Learner Services • 1:1 Chromebooks • FLEX Periods 	<ul style="list-style-type: none"> • Standards Based Grading • Common Assessments • FORMATIVE Online Platform • ACCESS/MCAS • Panorama (SEL) • Civics Learning Project 	<ul style="list-style-type: none"> • Lunch groups • TAG (Teacher Advisory Group) • Youth Together Club • START • School Social Worker • School Psychologists • Guidance Counselors • REACH Beyond Domestic Violence Program • Samaritans (8th Grade Students) • Clubs (during and after school) • CUB Weekends (Catch Up and Breathe)

TIER II: STRATEGIC		
Instructional Tools/Resources	Assessments	Behavior
<ul style="list-style-type: none"> • Learning Ally • Homework Club • iReady • IXL • ReadWorks • Read Naturally • EmPower Writing Intervention • Project Read 	<ul style="list-style-type: none"> • Daily Formative Assessments • Classroom Observations 	<ul style="list-style-type: none"> • Lunch Groups • Social Skills Groups • Assist families with connecting to Wayland Youth and Family Services • DBT Therapeutic Skill Groups

TIER III: INTENSIVE		
Instructional Tools/Resources	Assessments	Behavior
<ul style="list-style-type: none"> • Math Boost • Literacy Boost • IXL • ReadWorks • Read Naturally • EmPower Writing Intervention • Project Read • Orton-Gillingham 	<ul style="list-style-type: none"> • BCBA or Behavioral Specialist structured observation • ABC (Antecedent, Behavior, Consequence) Data Collection • Functional Behavioral Assessment • Occupational Therapy Screening • Physical Therapy Screening 	<ul style="list-style-type: none"> • 1:1 Counseling • Behavior Contracts • Incentive Systems • Consultation/Observation with Occupational Therapists and Behavior Therapists • DBT Therapeutic Skill Groups

High School 9-12:

TIER I: CORE INSTRUCTION		
Instructional Tools/Resources	Assessments	Behavior
<ul style="list-style-type: none"> • Differentiated Instruction • Leveled Core Classes (Math, ELA, Science, History) • Leveled World Language Program (French, Spanish, Mandarin, Latin) • Leveled Fine Arts Program • Advanced Placement Courses • Language Lab • English Learner Program • TEC Internship • Collaborative Education (Work Study) • WHS Media Center • Grade-level Seminars • Technology Tools • Google Classroom • 1:1 MacBook Air laptops • Voice amplification in classrooms • START • Classroom libraries • English Workshop (Grade 9) • SORA (ebooks/audiobooks) 	<ul style="list-style-type: none"> • Common Assessments • Panorama (SEL) • Mid-term and Final Exams • MCAS/ACCESS testing • Seal of Biliteracy • AP Exams • Civics Learning Project 	<ul style="list-style-type: none"> • Advisory • School Counselors • START • Peer Mentors • Wayland Youth and Family Services • Animal Assisted Interventions

TIER II: STRATEGIC		
Instructional Tools/Resources	Assessments	Behavior
<ul style="list-style-type: none"> • Math RTI • Writing Center • English RTI • Grade 10 to 12 English Workshop • Academic Support Center • Peer Tutors • Learning Ally • Summer Bridge Program • Read&Write for Google • Reading A-Z • Writing A-Z • Vocabulary A-Z 	<ul style="list-style-type: none"> • Daily Formative Assessments • Classroom Observations 	<ul style="list-style-type: none"> • School Psychologist • School Counselors • Adjustment Counselors • Animal Assisted Interventions • Behavior Contracts • Transitions Program

TIER III: INTENSIVE		
Instructional Tools/Resources	Assessments	Behavior
<ul style="list-style-type: none"> • Multisensory Reading Approach 	<ul style="list-style-type: none"> • BCBA or Behavioral Specialist structured observation • ABC (Antecedent, Behavior, Consequence) Data Collection • Functional Behavioral Assessment • Occupational Therapy Screening • Physical Therapy Screening • Consultation with special educator • Speech and Language Screening 	<ul style="list-style-type: none"> • Transitions Program • 1:1 Counseling • Behavior Intervention Plan • Animal Assisted Interventions • Diversion Program

SECTION IV

Overview of Accommodations

Accommodations are a way to assist students in accessing the curriculum more effectively. Accommodations are provided within the general education classroom and may be available to any/all students. Such changes are made to provide a student with equal access to learning along with an equal opportunity to be able to show what he/she knows or can do.

Accommodations typically fall under four key categories:



Setting- small group, preferential seating, quiet location;



Presentation- visuals provided for verbal information, preview/repeat, provide models;



Timing- time of day, length of time, extended time for assignments, “chunking” into smaller parts;



Response- use of graphic organizers, alternative writing utensils, access to keyboarding, limit number of repeat question types.

Accommodations do **NOT** change the instructional level or content, delivery of instruction, or performance criteria. These latter changes are called modifications or “specially designed instruction” and those are only appropriate for students on an Individualized Education Program.

Accommodations and Instructional Strategies

These strategies and supports are suggestions that help students access the curriculum. This list is not exhaustive but rather highlights some possibilities for students to explore.

Elementary (K-5)

ACADEMIC SUPPORTS		
Instructional	Assessment	Organizational
<ul style="list-style-type: none"> • Culturally sensitive instructional materials • Post and review learning objectives • Small group, strategic partner and individualized one to one support) • Additional time for completion of assignments • Preferential and/or flexible seating arrangements • Student choice and ownership • Directions within multiple means, written, pictures and verbally. • Use of computer, calculators, graphic organizers, manipulatives, rubrics and exemplars • Developmental working memory limits (see Gravois & Gickling, 2006) • Repetition and practice • Utilize wait time • Activate prior knowledge • Word banks, multiple-choice formats, etc. and ample time for rehearsal and practice 	<ul style="list-style-type: none"> • Informal and formal progress monitoring with timely feedback • Alternate testing setting • Study guides for tests • Multiple means for students to demonstrate their learning • Additional time for completion of quizzes and tests • Consider time of day and space • Preview vocabulary/concepts • Administer test in short periods • Clarify test directions • Vocabulary/word banks • Break test items/questions into smaller units or chunks • Use of rubrics • Fill-in-the-blank option • Allow for use of calculator 	<ul style="list-style-type: none"> • Organizational study skills, (reference tools and rubrics) • Deliver lessons and assessments within smaller/manageable segments • Additional time and/or assistance for organization • Use of timers to monitor breaks, period lengths, and transitions • Verbal and/or visual cues to get started on tasks • Checklists, strategically designed for specific needs • Frequent informal and formal check-ins • Individualized organization systems • Monitor student take-home folder/binder for completion and communication • Provide Movement or Sensory Breaks • Sequence long-term assignments with routine check ins • Self-monitoring plans

Behavioral/Social/Emotional Supports

- Build relationships ([check-in/check-out](#), occasional lunches, positive notes homes, etc)
- Identify strengths and areas of interest of students
- Monitor and reinforce positive behavior changes (Data Collection)
- Use of charts, contracts, checklists to affirm behavior
- Create space in classroom for use of [regulation](#) and [coping](#) strategies
- Establish, post and reinforce clear routines/expectations
- Build and sustain relationships using [restorative practices](#)
- Provide [movement breaks](#), fidget tools and other identified tools for focus or [stress/anxiety](#)
- Social lunch groups when appropriate
- [Flexible seating choices/arrangements](#)
- Reduce over-stimulating visuals within the classroom
- Use visual, auditory and transitional supports
- Provide frequent reminders and previews to help students anticipate and prepare for changes
- Access to school counselor/support staff when needed
- Monitor levels of tolerance, signs of frustration or emerging dysregulation
- Prep students prior to calling on them in class
- Use “I notice...” statements
- Pre-teaching and coaching of social cues/social behaviors, self advocacy skills, non-verbal signals
- Social stories or picture books to help teach social and [flexible thinking](#), [problem-solving solutions](#),

Physical/Medical Supports

- Preferential setting
- Allow for [movement and sensory breaks](#)
- Stress-release activities (squeeze objects, motor breaks, etc.)
- Remove auditory and visual distractions (use headphones, privacy screens, etc.)
- Access to nurse's office and bathroom
- Transition 2-3 minutes before bell
- Utilize a chair/pillow to elevate extremities
- Permission to carry water bottles
- Provide access to content materials (books, electronic version of books, etc.) from home
- Allow snacks
- Provide student escort
- Use of elevator
- Allow the wearing of a hat or scarf
- Utilize a scribe when needed
- Use visual, auditory, and transitional supports
- Alternate workspace, such as study carrel or dividers
- Offer flexible student grouping
- Use transition cues for space changes
- Use of technology for written output
- Use of assistive technologies (e.g. speech to text, text to speech, modified keyboard or mouse, reacher/grabber, etc.)

Fine/Visual Motor Skills

- Reduce or eliminate the amount of copying from board, provide copies of notes
- Set realistic and mutually agreed upon expectations for neatness
- Type, record, or give answers orally instead of writing (Kami Chrome extension)
- Avoid pressures/expectations of speed and accuracy
- Key word responses instead of complete sentences
- Highlight writing lines (proper letter sizing)

- Provide letter strips as models
- Use of smaller writing utensils, broken crayons, pencil grips, etc. for inefficient grasp or fine motor fatigue
- Provide guide letters, words, or sentences for students to trace/copy from
- Larger-spaced, larger-lined paper for decreased sizing and spacing
- Use of a spacing-tool for teaching and supporting space between words
- Graph paper for math work to assist in increased alignment of problems
- Place a green dot or line on the left side of the paper indicating where to begin
- Use of a [slant board](#) (can use a 4-5" binder)
- Use of a scribe
- Adaptive scissors (spring-back, loop, or table-top)
- Allow extended time for writing or other fine motor tasks
- Minimize the amount of visual information on a page (blocking assignments into smaller segments), cutting (cut worksheets into sections), folding (fold worksheets into sections), and highlighting, color coding, or underlining.
- Review visual tasks with student
- Provide students one page to complete at a time rather than a comprehensive packet of papers
- Use of a ruler or other line tracker to help keeps eyes on a single line of text
- Increased space between lines for written output (double the white space between a line)
- Avoid blank, open-space for written responses.
- Use of appropriate assistive technology for increase written output or modifying fine motor requirements of a task

Middle School (6-8)

ACADEMIC SUPPORTS		
Instructional	Assessment	Organizational
<ul style="list-style-type: none"> • Provide frequent informal and formal progress monitoring with timely feedback • Post and review learning objectives • Use of essential questions to activate prior knowledge • Small group, strategic partner and individualized one to one support • Additional time for completion of assignments • Provide preferential and/or flexible seating arrangements • Culturally sensitive instructional materials • Provide opportunities for student choice and ownership • Provide directions within multiple means, written, pictures and verbally. • Computer, calculators, graphic organizers, manipulatives, rubrics and exemplars • Use of manipulatives to demonstrate learning • Utilize wait time 	<ul style="list-style-type: none"> • Lessons and assessments within smaller, more manageable segments • Study guides for tests and assessments • Access to reference sheets • Provide formula templates • Use of graphic organizers • Extended time • Alternative assessments (e.g. oral, project based) • Varying test formats/types of questions on a test when appropriate • Modifying grading standards as appropriate • Minimizing penalties for spelling errors, sloppy handwriting when appropriate • Open book or open note tests where appropriate • Allowing use of tools like calculators, and word processors as determined by START Team • Highlighting and/or previewing key directions • Modify the language of the assessment • Use of word banks and/or sentence starters 	<ul style="list-style-type: none"> • Organizational study skills (note taking) • Breakdown homework and class work into smaller chunks • Modify workload or length, as determined by START Team • Provide additional time for organization at start/end of each day • Use of timers to monitor breaks and period lengths • Provide verbal and/or visual cues • Provide checklists (editing) • Frequent informal and formal check-ins • Individualized organization systems • Monitor student agenda planner • Provide movement or sensory breaks • Chunk directions • Sequence long term assignments with routine check ins • Provide copies of teacher notes • Use of graphic organizers • Provide exemplars • Provide study guides

<ul style="list-style-type: none"> • Design homework that reinforces and extends concepts being taught • Provide a scribe or reader when appropriate • Highlight critical concepts or information • Provide copies of teacher notes • Access to audiobooks (Sora) • Identify key vocabulary • Use of text to speech and/or speech to text • Fill in the blank notes • Preview, repeat or re-teach key concepts • Reduce the number of new concepts taught at once • Provide sample problems • Access to Math Center • Access to Writing Center • Cluster Meeting to discuss student progress 	<ul style="list-style-type: none"> • Use of speech to text and/or text to speech 	<ul style="list-style-type: none"> • Posted schedule and/or agenda • Teach study skill strategies • Provide students with one page to complete at a time • Fill in the blank notes • Provide an overview of the lesson before beginning • Ask students to repeat and explain directions in their own words • Check on student progress within the first few minutes of working on an independent task
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<p>Behavioral/Social/Emotional Supports</p>
<ul style="list-style-type: none"> • Determine student strengths and areas of interest • Monitor and reinforce positive behavior changes • Use of charts, contracts, checklists to affirm behavior and monitor progress consistently • Establish, post and reinforce clear routines/expectations • Provide movement breaks, fidget tools and other identified tools for stress/anxiety

- Develop a collaborative relationship with the families of students
- Social lunch groups when appropriate
- Provide access to school psychologist, guidance counselor and/or school social worker for check ins
- Offer flexible seating choices/arrangement
- Reduce over-stimulating visuals within the classroom
- Use visual, auditory and transitional supports
- Provide proactive communication regarding a significant change in setting or routine
- Use of behavior contracts
- Provide clear criteria for behavior
- Frequent breaks
- Preview transitions
- Preview changes to schedule and/or routines
- Use “I notice... “ statements
- Peer models
- Use of a timer
- Provide positive reinforcement and feedback

Physical/Medical Supports

- Preferential seating
- Flexible/alternative seating
- Access to nurse’s office and bathroom
- Allow snacks
- Allow the student to leave class 2-3 minutes early
- Limit distractions (auditory and visual)
- Allow movement breaks
- Allow wearing of a hat or scarf
- Offer flexible student groupings

Fine/Visual Motor Skills

- Reduce or eliminate the amount of copying from board, provide copies of notes
- Set realistic and mutually agreed upon expectations for neatness
- Type, record, or give answers orally instead of writing (Kami Chrome extension)
- Avoid pressures/expectations of speed and accuracy
- Key word responses instead of complete sentences
- Highlight writing lines (proper letter sizing)
- Use of smaller writing utensils, broken crayons, pencil grips, etc. for inefficient grasp or fine motor fatigue
- Larger-spaced, larger-lined paper for decreased sizing and spacing
- Use of a spacing-tool for teaching and supporting space between words
- Graph paper for math work to assist in increased alignment of problems
- Use of a [slant board](#) (can use a 4-5" binder)
- Use of a scribe
- Adaptive scissors (spring-back, loop, or table-top)
- Allow extended time for writing
- Minimize the amount of visual information on a page (blocking assignments into smaller segments), cutting (cut worksheets into sections), folding (fold worksheets into sections), and highlighting, color coding, or underlining.
- Review visual tasks with student
- Provide students one page to complete at a time rather than a comprehensive packet of papers
- Use of a ruler or other line tracker to help keeps eyes on a single line of text
- Increased space between lines for written output (double the white space between a line)
- Avoid blank, open-space for written responses.
- Use of assistive technology for increase written output

High School (9-12)

ACADEMIC SUPPORTS		
Instructional	Assessment	Organizational
<p>Content Delivery</p> <ul style="list-style-type: none"> • Developmentally appropriate learning objectives • Essential questions • Highlighted critical concepts or information • Limited teacher talk time • Differentiated instruction • Manageable amount of content in lessons and units • Varied groupings (e.g. whole group, small group, strategic partner and individualized) • Varied modalities (e.g. visual, verbal, pictorial, kinesthetic) • Preview and/or review of content • Concrete to abstract learning progression • Guided and/or completed notes • Preferential and/or flexible seating arrangements • Developmentally appropriate and culturally sensitive materials • Opportunities for student choice and ownership • Technology assisted learning including digital access to materials • Access to learning tools (e.g. computer, calculators, graphic 	<p>Preparation</p> <ul style="list-style-type: none"> • Study guides at least 24 hours prior • Preview content and concepts • Assessment strategies direct instruction • Practice assessments <p>Structural Modification</p> <ul style="list-style-type: none"> • Alternative testing setting • Extended time • Reduced length • Alternative format (e.g. oral, project based) • Varied formats/types of questions • Calculators or word processors • Direction preview or clarification • Increased accessibility of language • Scribe or reader <p>Support Materials</p> <ul style="list-style-type: none"> • Reference sheets • Formula templates • Graphic organizers • Word banks and/or sentence starters • Rubrics • Manipulatives • Open book or open notes • Speech to text and/or text to speech* <p>Grading</p> <ul style="list-style-type: none"> • Focus on content in grading • No/minimal penalties for spelling errors, sloppy handwriting 	<p>Direct Instruction</p> <ul style="list-style-type: none"> • Note taking • Test preparation • Task management • Homework recording system <p>Class Structures</p> <ul style="list-style-type: none"> • Agenda • Daily routine with well-managed transitions • Clear and consistent instructions and expectations • Specific locations for turning in assignments, getting materials, etc. • Color-Coding • Additional time and/or assistance for organization at start/end of each class • Supported/Guided notebook organization • Timers to monitor breaks and period lengths • Verbal and/or visual cues • Frequent informal and formal check-ins • Student agenda/planner monitoring • Modified directions and information

<p>organizers, templates, manipulatives, rubrics and exemplars)</p> <ul style="list-style-type: none"> • Wait time • Processing time • Movement or sensory breaks • Scribe or reader <p>Task</p> <ul style="list-style-type: none"> • Homework that reinforces and extends concepts • Differentiated activities • Additional time for completion <p>Feedback</p> <ul style="list-style-type: none"> • Frequent informal and formal progress monitoring with timely feedback 		<ul style="list-style-type: none"> • Long term assignments with routine check-ins for understanding • Assignments chunked in small, clear steps • Due dates for steps of assignments • Task steps numbered and ordered • Systems for progress monitoring (e.g. Google Classroom, eschool) <p>Materials</p> <ul style="list-style-type: none"> • Checklists • Templates • Models • Individualized organization systems • Technology supported homework assignment lists (Google Classroom, etc.) • Digital access to homework assignments
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<p>Behavioral/Social/Emotional Supports</p>
<ul style="list-style-type: none"> • Provide positive feedback • Determine student strengths and areas of interest • Use data analysis to monitor and reinforce positive behavior changes • Develop interim strategies with the student to reaffirm behavior (e.g. charts, contracts, checklists, etc.) and monitor progress consistently • Establish, post and reinforce clear routines/expectations • Provide clear, written criteria for behavior • Provide movement breaks, fidget tools and other identified tools for stress/anxiety

- Develop a collaborative relationship with the families of students
- Provide social lunch groups
- Provide access to school adjustment counselor
- Offer flexible seating choices/arrangement
- Reduce over-stimulating visuals within the classroom
- Use visual, auditory and transitional supports
- Provide proactive communication regarding a significant change in setting or routine
- Provide students one page to complete at a time
- Frequent check-ins during class and during assessments
- Feedback during assessments
- Animal assisted intervention

Physical/Medical Supports

- Preferential seating
- Flexible/alternative seating (e.g. standing desk)
- Offer flexible student groupings
- Access to nurse's office and bathroom
- Allow snacks
- Allow the student to arrive late or leave class early
- Stress release activities (squeeze objects, motor breaks, etc.)
- Limit distractions (auditory and visual)
- Allow movement breaks
- Allow wearing of a hat or scarf

Fine/Visual Motor Skills**Expectations/Standards**

- Allow student use either cursive or printed handwriting
- Set realistic and mutually agreed upon expectations for neatness
- Avoid pressures/expectations of speed and accuracy
- Ensure consistent monitoring of progress and reinforcement of expectations individually

Direct Instruction

- Highlight appropriate writing lines to assist with proper letter sizing
- Place a green dot or line on the left side of the paper indicating where to begin
- Use of a [slant board](#) (can use a 4-5" binder)
- Review visual tasks with student and make sure student has a clear understanding

Tools

- Allow a student to type, record, or give answers orally (Kami Chrome extension)
- Use of smaller writing utensils, broken crayons, pencil grips, etc. for inefficient grasp or fine motor fatigue
- Use larger-spaced, larger-lined paper for decreased sizing and spacing
- Use of a spacing-tool for teaching and supporting space between words
- Graph paper for math work to assist in increased alignment of problems
- Use of a scribe
- Use of a ruler or other line tracker to help keeps eyes on a single line of text
- Increased space between lines for written output (double the white space between a line)
- Use of assistive technology for increase written output
- Provide access to audiobooks

Structural Modification

- Allow extended time for writing or other fine motor tasks
- Minimize the amount of visual information on a page (blocking assignments into smaller segments), cutting (cut worksheets into sections), folding (fold worksheets into sections), and highlighting, color coding, or underlining.
- Increase font size and image size
- Increase page space for writing
- Adapt manipulative activities
- Reduce the quantity of problems on each page of assignments and tests

SECTION V

Mentoring, Professional Development and Family Engagement



Family Involvement and Support

We recognize that families are critical partners in the educational process. Families within Wayland Public Schools serve as committee members, advisors, volunteers and participants in many school based activities. We encourage and support parent/guardian involvement in a number of ways.

- Parent /guardians volunteers in the classroom for instructional, extracurricular, and enrichment activities
- Parent / guardians information programs are offered, both day and evening, which are system wide, building based, grade level based, or program based.
- PreK-12 Parent Teacher Organizations
- School Council
- Special Education Parent Advisory Councils
- Community Reading Days
- District and School Websites
- District, Building, and Classroom Newsletters.
- College and Career/Financial Aid Planning Nights
- Student performances, demonstrations, and exhibits involve members of the community as participants, judges, or audiences.
- School Messenger
- Curriculum nights/Open House
- Parent Surveys/Forums
- Booster Clubs
- Wayland Public Schools Foundation
- Interpreter/translation services
- Naviance Program for College and Career Pathways
- BASE/Pegasus
- METCO Parent Council
- Senior Parent Workshops
- START



New Educator Induction, Mentoring and Professional Development

We are committed to our induction and mentoring process that supports the retention of our newest educators. All new educators and mentors participate in the annual New Educator / Effective Mentor Academy and course. The course is designed around the Danielson framework for effective teaching and is designed to facilitate effective and productive two-way communication, sharing of school culture and pedagogy, and conveying district and school goals including the School Improvement Plan.

Comprehensive induction and mentoring programs offer critical support to the growth and development of new teachers and help them make a stronger impact on students from day one in the classroom. Massachusetts requires beginning teachers to receive tailored learning opportunities beyond the initial induction year in order to receive a professional license (50 Hours)

- 2- Day August Orientation for new teachers to WPS
- District Mandated Trainings (Conflict of Interest, 51 A, Physical Restraint, Title IX, Bully Prevention)
- METCO Bus Tour
- Observations/Evaluation for all staff
- School-Based Workshops
- In-District professional development opportunities
- CPI Training
- Diversity, Equity and Culturally Responsive Teaching Course/Workshop
- District Inservice Day
- Tuition Reimbursement
- Teachpoint
- Department Meetings
- Vertical Curriculum Meetings
- Early Release/Super Wednesdays
- Induction/Mentoring Program
- Monthly Staff Meetings
- Cluster/House Meetings
- SET Meetings- Special Education Team
- Professional Learning Communities
- Affinity Group