

Wayland

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web

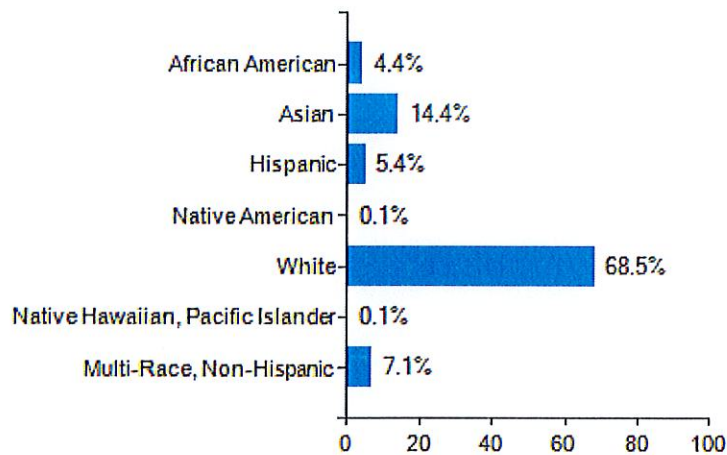
<http://www.wayland.k12.ma.us>

Superintendent : Omar X. Easy

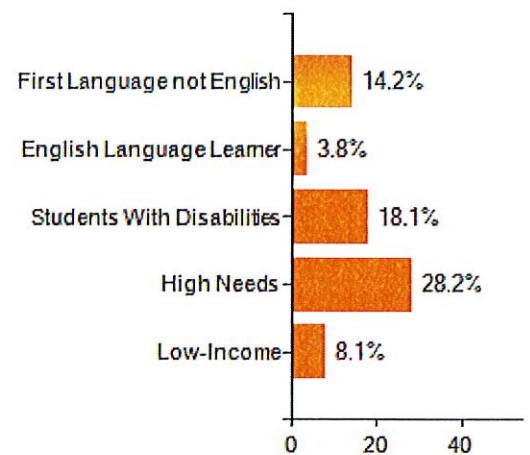
2022-23 Enrollment

District Type	Number of Schools	Enrollment	Grades Served
Public	6	2,754	PK - 12

Student Race and Ethnicity



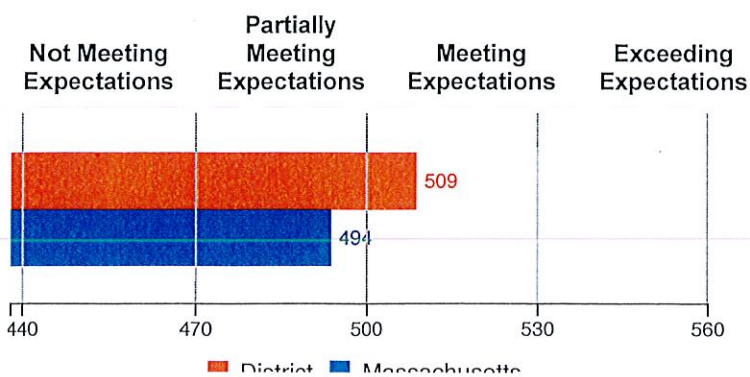
Selected Population



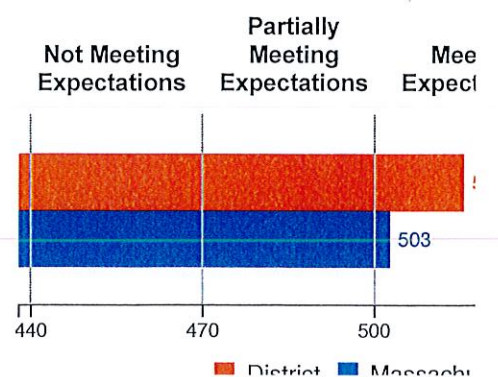
2022 Student Achievement

Next Generation MCAS (Average Scaled Score)

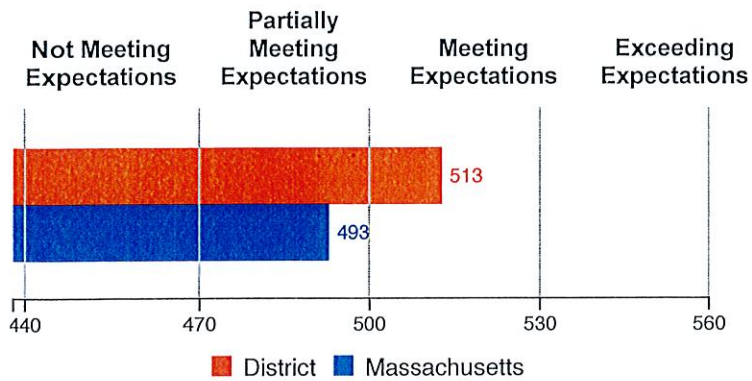
English Language Arts - Grades 3 - 8



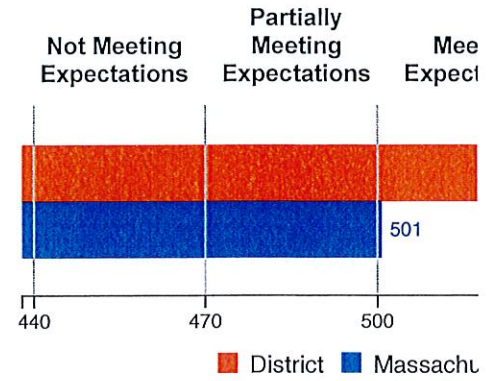
English Language Arts - (



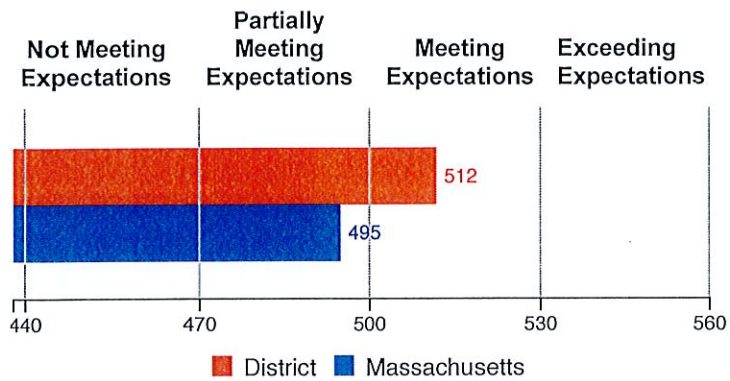
Mathematics - Grades 3 - 8



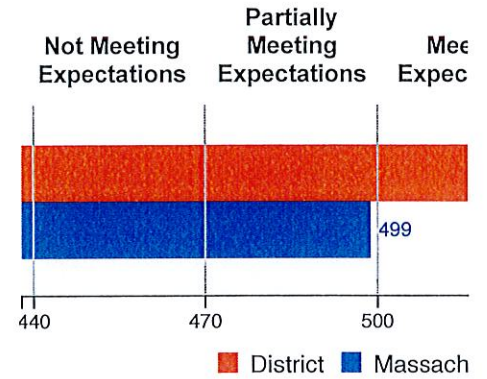
Mathematics - Grade



Science and Tech/Eng - Grades 5 & 8



Science and Tech/Eng



Notes: Enrollment data are reported for the 2022–2023 school year, accountability and assessment data are reported for the 2021–22 school year. [about the data.](#)

Massachusetts School and District Profiles

Wayland

Enrollment Data

Enrollment by Race/Ethnicity (2022-23)		
Race	% of District	% of State
African American	4.4	9.4
Asian	14.4	7.3
Hispanic	5.4	24.2
Native American	0.1	0.2
White	68.5	54.4
Native Hawaiian, Pacific Islander	0.1	0.1
Multi-Race, Non-Hispanic	7.1	4.4

Enrollment by Gender (2022-23)		
	District	State
Female	1,379	442,564
Male	1,374	469,563
Non-Binary	1	1,608
Total	2,754	913,735

Enrollment by Grade (2022-23)														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Claypit Hill School	0	73	80	93	70	73	109	0	0	0	0	0	0	0
Happy Hollow School	0	44	59	66	64	61	69	0	0	0	0	0	0	0
Loker School	0	53	63	66	66	66	71	0	0	0	0	0	0	0
The Children's Way Preschool	63	0	0	0	0	0	0	0	0	0	0	0	0	0
Wayland High School	0	0	0	0	0	0	0	0	0	0	206	222	207	189
Wayland Middle School	0	0	0	0	0	0	0	218	203	200	0	0	0	0
District	63	170	202	225	200	200	249	218	203	200	206	222	207	189

Kindergarten Enrollment (2022-23)						
Student Group	Kindergarten Enrollment				Full-day Kindergarten	
	Total	Part-time	Tuitioned	Full-time	Total	Percent

All Students	170	5	151	14	165	97.1
High Needs	36	4	25	7	32	88.9
Low Income	19	2	12	5	17	89.5
LEP English language learner	8	2	6	0	6	75.0
Students with disabilities	15	2	12	1	13	86.7
African American/Black	2					
Asian	21	2	17	2	19	90.5
Hispanic or Latino	11	0	8	3	11	100.0
Multi-race, non-Hispanic or Latino	18	0	15	3	18	100.0
White	118	3	110	5	115	97.5

Pre-Kindergarten Enrollment (2022-23)			
Student Group	Total PK Enrolled	# Student Group Enrolled	% Student Group Enrolled
All Students	63	63	100.0
Female	63	25	39.7
Male	63	38	60.3
High Needs	63	29	46.0
Low Income	63	9	14.3
LEP English language learner	63	19	30.2
Students with disabilities	63	14	22.2
African American/Black	63	1	1.6
Asian	63	10	15.9
Hispanic or Latino	63	2	3.2
Multi-race, non-Hispanic or Latino	63	1	1.6
White	63	49	77.8

Massachusetts School and District Profiles

Wayland

Teacher Data (2021-22)

	District	State
Total # of Teachers (FTE)	233.8	76,328.8
Student/Teacher Ratio	11.6 to 1	11.9 to 1
% of Teachers Licensed	99.3	97.8
Percent of teachers licensed in low poverty schools	99.3	99.3
Percent of teachers licensed in high poverty schools	-	96.0
Percent of teachers without waiver	100.0	99.8
Percent of teachers without waiver in high poverty schools	-	99.7
Percent of teachers without waiver in low poverty schools	100.0	100.0
Percent of teachers without provisional license	96.4	93.6
Percent of teachers without provisional license in high poverty schools	-	90.8
Percent of teachers without provisional license in low poverty schools	96.4	96.3
Percent of teachers without waiver or provisional license	96.4	93.5
Percent of teachers without waiver or provisional license in high poverty schools	-	90.7
Percent of teachers without waiver or provisional license in low poverty schools	96.4	96.2
Percent of experienced teachers	92.9	82.6
Percent of experienced teachers in high poverty schools	-	73.6
Percent of experienced teachers in low poverty schools	92.9	88.1
Percent teaching in-field	95.8	93.4
Percent teaching in-field in high poverty schools	-	88.8
Percent teaching in-field in low poverty schools	95.9	96.8

Administrator Data (2021-22)

	District	State
Percent of experienced administrators	65.1	74.0
Percent of experienced administrators in high poverty schools	-	60.6
Percent of experienced administrators in low poverty schools	56.5	79.7

Massachusetts School and District Profiles

Wayland

Per Pupil Expenditures, All Funds

Year	In-District Expenditures	Total In-district FTEs	In-District Expenditures per Pupil	Total Expenditures	Total Pupil FTEs	Total
2021	\$54,734,625.76	2,699.1	\$20,278.84	\$56,928,400.84	2,761.7	
2020	\$51,715,820.19	2,729.8	\$18,944.91	\$54,371,473.22	2,788.7	

Chapter 70 Foundation Budget and Net School Spending

Year	Required NSS	Actual NSS	Amount Over or Under Required	Actual NSS as % of Required	Foundation Budget	Actual OF
2020	\$27,868,403.00	\$48,526,087.00	\$20,657,684.00	174	\$27,841,233.00	

Wayland Special Education Programs

K-5

- Individualized Learning Center (ILC)
- Specialized Learning Center (SLC)
- Skills Improvement Program (SKIP)
- Language Based Classroom (LBC)

WMS

- Alternative Resource Center (ARC)
- Resource Room
- Language Acquisition Program (LAP) and Specialized Academics and Individualized Learning Skills (SAILS)

WHS

- Alternative Learning Resource Team (ALRT)
- Learning Resource Team (LRT)

WAYLAND PUBLIC SCHOOLS
WAYLAND, MA

Special Education
Elementary

Individualized Learning Center (ILC)

The Individualized Learning Center (ILC) is designed to meet the needs of children diagnosed on the Autism spectrum. Students in this program present with significant social, language, academic and behavioral needs that impact their ability to access the curriculum in the general education classroom. Using the principles of Applied Behavioral Analysis, individualized programs are tailored to meet the specific needs of each student. Students receive direct instruction in academics, language skills, social skills, activities of daily living, and emotional/behavioral regulation. The program strives to build upon students' strengths and progress, addressing their areas of need, while at the same time enhancing their abilities to be as independent as possible.

Each student in the program is assigned to a regular education classroom and participates in the activities in the mainstream setting wherever possible and in accordance with his/her IEP. Inclusion is based on the student's individual learning goals and may occur during such times as morning meeting to work on greetings and social interactions, math and/or literacy instruction, physical education, art, music, technology, library, lunch and recess. In addition to academic instruction, students in the ILC may receive occupational therapy, speech and language therapy, physical therapy, and adaptive physical education, the specifics of which are outlined in their Individualized Educational Plan (IEP). Students in the ILC program participate in field trips taken by their designated regular education classroom.

Special education teachers and special education teaching assistants staff the ILC. An occupational therapist, physical therapist, speech pathologist and an adaptive physical education teacher provide related services. Ongoing consultation to special education staff and parents is provided by a Board Certified Behavioral Analyst. Guidance counselors are integral members of the ILC team, conducting weekly social skills groups with the students in the ILC.

The home-school partnership is a very important component of the program. Parents receive ongoing communication and feedback. Some parents may participate in monthly planning meetings with ILC staff.

WAYLAND PUBLIC SCHOOLS
Wayland, MA

Special Education
Elementary

Specialized Learning Center (SLC)

The Specialized Learning Center (SLC) is designed to meet the needs of students who have difficulty managing their social, behavioral, and/or emotional responses throughout the school day. Students in the program need intense teaching and support to regulate their emotions and behaviors and to develop social skills.

Many students in the program present with challenges in the following skill areas: executive function, language processing, attention, emotional regulation, flexibility, social pragmatics, and perspective taking. Often times, they have significant difficulties that impact their consistent application of these skills across various social situations and/or when facing different academic demands. Their presentation can be characterized by low frustration tolerance, sensory overload, difficulties dealing with or understanding social situations, being less flexible, and challenges managing transitions and/or changes in routines, which may impact their ability to access learning.

The SLC is structured to provide support to these students in a flexible manner based on their individual and/or changing needs. This support includes, but is not limited to an alternative classroom setting for academic instruction, explicit teaching of social skills, collaborative problem solving, conflict-resolution, and emotional regulation.

Students are afforded opportunities for sensory breaks and quiet spaces to regulate and process their emotions in a safe, respectful, and private manner. Students' academic instruction and learning environments are tailored to meet their individual needs with curriculum modifications and accommodations. In addition, individual behavior plans are developed and modified using both cognitive and behavioral approaches. A social thinking curriculum is embedded in the program throughout the school day and across settings. These skills are essential in the development of children's social and perspective taking skills.

The SLC team consists of a special education teacher, trained special education assistants, classroom teachers, and psychologist(s)/social worker(s)/adjustment counselors. This professional team collaborates regularly, provides consultation and training to classroom teachers and staff, maintains frequent communication with parents and with outside therapists, psychiatrists, and other professionals. The program is directed at assisting students in developing their inner controls and flexibility so that they can better navigate the regular education classroom setting and to deal with situations as they arise across all aspects of the school day. The ultimate goal is to foster a successful and positive school experience.

WAYLAND PUBLIC SCHOOLS SKILLS IMPROVEMENT PROGRAM (SKIP)

PROGRAM GOALS:

The SKIP (Skills Improvement Program) is designed to assist students with social, emotional, and behavioral difficulties that impact their ability to learn in the regular education setting. The program believes that, with support, students can maximize their potential in social, emotional, behavioral, and academic areas. Ultimately it is the goal of the program to help students learn to enjoy school, build their confidence, and become more independent, including the ability to learn in regular education classrooms, and the community. To achieve this goal students need to develop their ability to regulate their emotions and behavior.

STUDENT POPULATION:

SKIP is situated within the Wayland Public Schools and is designed to provide educational services to students who present with social, emotional, and behavioral difficulties that impact their ability to learn in the regular education setting. Students in the program often present with anxious and depressive symptoms, low frustration tolerance, and/or difficulty with anger management that impact their ability to engage in academic lessons and/or follow regular school routines. Many of the students serviced by the program present with academic challenges that are secondary to the above described emotional and behavioral difficulties.

PROGRAM DESCRIPTION:

SKIP is designed to help students develop academic, behavioral, social, emotional, and daily living skills by offering services in a classroom that hosts a high teacher-to-student ratio. Special education teachers primarily work with students in small groups or one-on-one, combining best practices from the fields of special education, psychology, and behavior management. The SKIP program currently utilizes Zones of Regulation and Cognitive Behavior Therapy to support students in identifying and practicing self regulation strategies. Academic lessons are based on the curriculum being taught in the regular education setting, which may be modified to meet student needs.

Classroom activities are designed to emphasize multiple areas of development, including academic knowledge and skills, coping and behavior skills, and social skills. When appropriate, teachers within the SKIP collaborate with teachers in the general education setting to facilitate inclusion opportunities during academic lessons. All students in the SKIP attend specialist classes (e.g., gym, art, music), and lunch-recess with regular general education peers.

CLASSROOM TECHNIQUES:

Teachers and staff within the SKIP employ a variety of educational and behavioral strategies to

facilitate learning for students. Below is a description of some of the most prominent strategies utilized:

VISUAL STRUCTURE: The SKIP is structured visually to help students clearly see and understand their expectations. For example, furniture may be used to clearly delineate play areas and taped outlines may be put on the floor to clearly mark areas where students are required to wait for transitions.

VISUAL SCHEDULE: Each student follows a visual schedule that is designed to eliminate the unexpected and assist students in anticipating and preparing for transitions. Schedules are kept in the same location at all times.

COPING SKILLS DEVELOPMENT: Students receive daily support around the development of appropriate coping skills, such as deep breathing or taking a break, to help deal with their emotions in a manner that allows them to remain in their classroom setting, when possible.

Research-based coping skills curricula are used to support student development of coping skills.

SOCIAL COACHING: With the consultation of a psychologist or counselor, teachers and staff capitalize on spontaneous and natural social opportunities throughout the day by offering in-the-moment social coaching to help students further learn and generalize social skills. Through the use of cueing, prompting, and scripting, students are helped to enter into and sustain participation in social situations appropriately.

CLASSROOM BEHAVIOR PROGRAM: The SKIP classroom may utilize a behavior program that all students within the classroom follow. This provides consistent and clear behavioral expectations. These programs are developed in consultation between the Special Education teacher, Adjustment Counselor, and the Behavior Specialist when appropriate.

INDIVIDUALIZED BEHAVIOR PROGRAMS: When necessary/appropriate students may receive individualized behavior programs. This typically occurs when the regular classroom structure or behavior program is not sufficient to support a student's behavioral needs. For example, if the classroom program is not motivating or does not target necessary skills. Decisions to implement individualized behavior programs are usually made via collaboration between parents/guardians and the educational team. Additionally, they are developed in consultation with the district Behavior Specialist

POSITIVE REINFORCEMENT: When possible, the first intervention strategy used within the SKIP is positive reinforcement. The goal of positive reinforcement is to present students with something rewarding, immediately following demonstration of a desired behavior, in an effort to increase the occurrence of that behavior.

DIFFERENTIAL REINFORCEMENT: Teachers and staff within SKIP

consistently utilize differential reinforcement to shape student behavior. Differential reinforcement means that reinforcement is provided for desired behaviors, while inappropriate behaviors are ignored. It is designed to reduce the occurrence of interfering behaviors (e.g., interrupting behavior or tantrums). By reinforcing behaviors that are more functional than the interfering behavior or that are incompatible with the interfering behavior, the functional behavior will increase, and the interfering behavior will decrease.

STAFF, SUPPORTS, & SERVICES:

Because students in the SKIP have a variety of challenges they are supported by a multidisciplinary team. Specific support(s) and services offered to individual students are based on areas of need and will be determined in the context of educational team meetings. Below is a description of the supports and services that are available:

SPECIAL EDUCATION TEACHER: The SKIP is run by a special education teacher. The Teacher has the training to understand the challenges associated with emotional and behavioral difficulties/disorders and the skills to implement appropriate individualized instruction.

TEACHING ASSISTANTS: The professional team is supported by a staff of Teaching Assistants (TA's) who help implement individual plans and inclusion.

COUNSELOR: The counselor provides social-emotional support to students. They may provide formal social skills and coping skills training to students in group or individual settings and offer consultative support to teachers and paraprofessionals around social-emotional issues. The counselor works with the Teacher to co-teach many of these skills.

BOARD CERTIFIED BEHAVIOR ANALYST (BCBA): Within the SKIP, a BCBA may provide program consultation and individual case consultation services. Consultation services are typically related to the development of classroom and individual student behavior programs.

Behavior Specialist: Within the SKIP, a Behavior Specialist may provide program consultation and individual case consultation services. Consultation services are typically related to the development of classroom and individual student behavior programs.

SPEECH & LANGUAGE: Speech and language therapists are available to provide individual and/or small-group instruction around language development and social

pragmatic skills. Speech and language therapists also provide consultative support to teachers and staff within the SKIP, as needed for specific students.

OCCUPATIONAL THERAPY: An Occupational Therapist or COTA is available to provide individual and/or small-group support. The Occupational therapist may also provide consultative support to teachers and staff within the SKIP, as needed for specific students.

PHYSICAL THERAPY: Physical therapists are available to provide support in the SKIP. This can include direct service with students or consultation to program teachers and staff, as needed for specific students.

WAYLAND PUBLIC SCHOOLS
Wayland, MA

The Language Based Classroom (Claypit)

The Language Based classroom was designed to support students with dyslexia and dysgraphia and to allow them to remain in the community with their peers. The brainchild of Dr. Omar Easy, the Wayland Public Schools Superintendent, the program is focused on grades 2-5. Students who participate in the LBC have average to above average cognitive functioning and benefit from a multi-sensory approach to learning in the areas of reading, writing, listening, speaking, organizational skills, and executive function skills.

Cognitive

- Difficulty organizing language-specifically with verbal tasks
- May include memory deficits
 - Working memory
 - Efficiency of storage and retrieval
- May include low processing speed
- May include history of phonological processing disorder

Language

- Receptive language higher than expressive language
- Listening comprehension is average or above average

Academic

- Developmental lag in phonemic awareness
- Difficulty decoding words
- Difficulty mastering and/or efficiently retrieving sight words
- Poor reading fluency
 - Automaticity, accuracy, prosody
- Comprehension consistent with reading level
 - Comprehension challenges due to inaccurate and/or inefficient decoding/dysfluency
- Persistent spelling deficits
- Challenges with applied syntax and written composition (ie., structure and organization, not content)
- May present with sequencing challenges
- Consistent, highly structured multisensory approach to learning
- Assists with language processing and production
- Executive functioning skills are incorporated throughout the classes.
- This model is carried through all content areas; math, science, and social studies; offered in the general education classroom.
- The overarching goal of the Language-Based program is to develop literacy skills and strategies while offering supported access to the classroom curriculum.

Wayland Public Schools
Wayland, MA

Special Education
Wayland Middle School

Alternative Resource Center (ARC) Program

The Alternative Resource Center program provides a setting for about six to ten students in the Middle School with primarily emotional and secondarily social and behavioral needs who have found it difficult to adapt successfully to the mainstream program. Typically, students in ARC have usually struggled with emotional issues that are expressed as behavioral or interpersonal problems within the family as well as at school. Many of the students have at least average cognitive skills but are performing below expectations academically. Some have significant learning related problems, which contribute to their difficulties with academics and relationships with peers and adults. All students in the ARC program are recommended to receive regular counseling services at school and/or outside the school setting.

The ARC program focuses on three important components to student growth and success. First, the program establishes a strong sense of community among students, staff and parents - a sense of caring and belonging. Often, the enhancement and development of social skills is a key to this goal. Second, the program enables students to gain a sense of their own competencies and discover that they have the responsibility, inherent power and capacity to make positive change. Third, the program provides academic challenges and high expectations for students, supporting each student in setting appropriate individual goals and making steady progress toward these goals.

The core of the Alternative Resource Center is to provide a home base to strengthen the emotional, social and adaptive resources of students who are drawn off course. Building emotional resilience enhances students' capacity to connect with others and belong. These skills allow them to function in a productive community and to work toward goals beyond the immediate moment. Resiliency develops when a student has a balance of external protective factors such as caring relationships and internal assets such as good problem solving skills and a sense of competence. A key aspect of this program is to help students develop a capacity to regulate their emotion, which enhances and supports all areas of learning and relating. By strengthening these skills, ARC intends to boost students' resilience and to prepare them to reintegrate into the mainstream program.

Specific social-emotional, academic and behavioral goals are individualized for each student, though a number of students may be working toward very similar goals that are central to academic and interpersonal success. Peer socialization and social support is advanced through activity, experiential and discussion groups, which may include members within the program and peers in the general school community. The special education teacher who heads the program works in concert with school counselors/psychologists/clinical social worker, who assess the relevant history, perform necessary interviews, develop a formulation and an understanding of each student's problems and recommend strategies/interventions. This approach, which is

Wayland Public Schools
Wayland, MA

Special Education
Wayland Middle School

Resource Room

The Resource Room classroom is a separate, remedial classroom where students with educational disabilities, such as specific learning disabilities, are given direct, specialized instruction and academic remediation and assistance with homework and related assignments as individuals or in small groups. These services are provided to students identified with special needs and who have an IEP.

Within the Resource Room, the Special Education teachers focus on deficit skill development within the framework of curricular needs at each grade level. This program includes remedial, compensatory and developmental instruction. Individual needs are remediated in areas of reading, math, written expression, spelling, vocabulary, organizational skills and executive function.

The Resource Room teachers, in collaboration with guidance staff, consult regularly with Regular Education staff on individual student(s) accommodations to be delivered within the regular education setting, as well as, coordinate effective instructional methodologies to employ with students. All staff at the Middle School are dedicated to the education and inclusion of students with special needs within the mainstream setting.

Wayland Public Schools
Wayland, MA

Language-Based Curriculum at WMS:

* programming and interventions individualized to meet student-specific needs

Overview: The Language Acquisition Program (LAP) and the Specialized Academics and Individualized Learning Skills (S.A.I.L.S.) programs together provide a continuum of support for students with moderate to significant language-based needs.

Programming:

- Small group reading/writing classes-LAP and SAILS
- Individualized reading instruction-LAP and SAILS
- Small group inclusion support classes (specialized Org Skills)- LAP and SAILS
- Specialized classrooms in all content areas (self-contained)-SAILS

Curricular Elements and Intervention Areas:

Project Read (<https://www.projectread.com>) is the primary language-based curriculum at WMS and includes three core elements: phonics/linguistics, written expression, and reading comprehension.

The Project Read Curriculum is supported by, and integrated with, a variety of other research-based strategies, interventions, and assessment methods that are implemented dependent on student need, and organized into the following strands:

- Word Level Reading
- Written Expression
- Reading Comprehension
- Reading Fluency
- Vocabulary
- Leveled Reading Instruction
- Social Emotional Learning (SEL)
- Assessment & Response to Intervention

Word Level Reading

Project Read: Phonics & Linguistics

- Based on the Orton Gillingham approach, *Phonics* curriculum applies sound/symbol knowledge to spelling and reading comprehension using targeted multisensory activities and direct instruction.

- *The Linguistics* curriculum is an accelerated phonics program tailored for grade 3 through adult learners. This multisensory curriculum builds upon prior knowledge through a sound/symbol organization chart that displays the 44 speech sounds and their alternative spellings.

Written Expression

Project Read: Framing Your Thoughts

- *Framing Your Thoughts Sentence Structure* is a sequential and systematic method of instruction that teaches sentence structure from simple to complex. Using graphic symbols to represent the sentence parts and how they function, students learn to construct compound-complex sentences with accuracy and creativity (used in specialized ELA).
- *Framing Your Thoughts Paragraph Writing* program transfers the knowledge of sentence structure to paragraph development for both informational and narrative text.

Reading Comprehension

Project Read: Story & Report Forms

- *The Story Form Comprehension* curriculum teaches intermediate students a systematic multisensory process for analyzing and synthesizing fiction text for higher-level thinking.
- *The Report Form curriculum* (starting next year) teaches students a systematic multisensory process for interacting, analyzing, systematizing, classifying, and organizing informational text for higher-level thinking and test-taking.

Reading Milestones: (primary-up to 4th-grade level)

<https://www.proedinc.com/Downloads/M13935web.pdf>

Reading Bridges (intermediate) - provides extensive exposure to advanced reading materials and provides practice in the higher level comprehension skills needed for understanding those materials.

Lexia Core 5: (primary) Lexia® Core5- an adaptive blended learning program that **accelerates the development of literacy skills** for students of all abilities, helping them make that critical shift from learning to read to reading to learn.

Lexia Power Up <https://www.lexialearning.com/powerup>: (intermediate) Lexia® PowerUp Literacy® accelerates literacy gains for students in grades 6–12 who are at risk of not meeting

College- and Career-Ready Standards. Proven to be up to five times as effective as the average middle school reading intervention, PowerUp enables students to make multiple years of growth in a single academic year.

Reading Fluency

Increased Fluency for High-Frequency Words:

- Increasing Fluency with High-Frequency Word Phrases is based on Dr. Edward Fry's Instant Words and Dr. Timothy Rasinski's fluency research. Help teach students to recognize words, read phrases with expression, improve fluency, and ultimately increase comprehension. It contains 20 lessons targeting the three major fluency components - accuracy, reading rate, and expression. Includes Audio CD to provide fluency models for students and Teacher Resource CD to reproduce passages. Correlated to the Common Core State Standards.

Repeated Reading:

- With increasing difficulty, leveled passages are read and reread until fluency for that passage is attained.

Vocabulary and Word Study

Megawords:

- *Megawords* teaches the reading, spelling, and contextual use of multisyllabic words through multisensory instruction and a systematic progression of skills. Within each book, words are presented in lists arranged by word structure and spelling pattern. A multisensory reading and spelling program that supplies students with strategies and procedures for reading and spelling multisyllabic words through a multisensory approach.

Content Area Vocabulary:

- Research-Based Strategies are applied in org skills class to teach and develop an understanding of key content area vocabulary words being encountered by students in social studies, math, English, and science.

Leveled Reading Instruction:

Reading A-Z

- To help readers develop necessary foundational and key reading skills, Reading A-Z provides a variety of teaching materials, including **a complete phonics program, alphabet, high-frequency resources, shared reading books, readers theater scripts,**

fluency passages, and various assessments. Social Emotional Learning

Time Life for Kids:

- A leveled reading site targeting current events

Social Emotional Learning

- *Social Thinking Curriculum* is the ability to consider your own and others' thoughts, emotions, beliefs, intentions, knowledge, etc. to help interpret and respond to the information in your mind and possibly through your social behavioral interactions
- *DynamicMinds* is a behavior management system emerging from social learning theory that supports positive behavioral supports and interventions, cognitive behavioral goal setting, and data-based decision making.

Response to Intervention/ Assessments for Reading

- Qualitative Reading Inventory (QRI)
- AIMSWeb Fluency Benchmarks
- Benchmark Assessment System: <https://www.fountasandpinnell.com/bas> ●

Curriculum-Based Assessment: CBA Includes:

- Rosner Auditory Analysis Test
- Road to Reading Phonic Inventory
- Megawords Decoding of Multisyllabic Words (Books 1 & 2)
- Words Their Way Spelling Inventory (Primary, Elementary, and Intermediate Levels)
- Qualitative Reading Inventory (QRI)
- Running Records w/Fountas & Pinnell

S.A.I.L.S. (Specialized Academics and Individualized Learning Skills)

S.A.I.L.S. is a classroom environment outside of the general education setting for children with significant learning needs. (SAILS programming specializes in autism and/or severe cognitive/intellectual disabilities (i.e. below 80 fluid reasoning on the WISC- Fluid reasoning (FR) is the capacity to think logically and solve problems in novel situations independent of acquired knowledge). A small number of students who are unable to make effective progress due to cognitive levels may receive instruction in the Specialized Classroom (sub-separate/self-contained) in required curriculum based subject areas (Math,Science,Social Studies,Science). Instruction in these classes primarily address specific IEP Goals in the designated subject area if applicable. Students who are able to attend General Education classes may receive Social/Behavioral Support along with Academic Support during Social/Org Skills. This classroom serves students who may require a modified curriculum, smaller class sizes, social/behavioral intervention, and a lower student/teacher ratio. In addition, students

who can be in the general education academic classroom for specific subject areas, are again welcome to receive targeted social and behavioral intervention to ensure ongoing success in their primary educational setting during Social/Organizational Skills. Students who are unable to attend General Education classes due to other classified disabilities not mentioned above would receive instruction from alternate and existing program models.

Curriculum:

Specialized Programming: (Academic instruction is specially designed to meet the individual learning needs of each student and is differentiated to ensure access to grade-level curriculum topics and is guided by the student's IEP Goals and Objectives.) Specialized Standards have been created to ensure the opportunity to make effective progress in all areas.

Strategies to Build Social Competencies

With the Social Thinking Methodology, you gain evidence-based strategies to help people age 4 through adult improve their social competencies, including:

- Self-regulation
- Social-emotional learning
- Executive functioning
- Perspective taking
- Social problem solving

ABA Based Approach to Shaping restrictive Behavior based on the principles of Functional Behavioral Analysis

Shaping = a process used in teaching in which a behavior or skill is gradually taught by differentially reinforcing successive approximations of the behavior the teacher wants to create.

When shaping, the teacher uses knowledge of the child, the behaviors of the child, and the skill the teacher desires to teach. It is important when using shaping, to always plan a few steps ahead.

Shaping

- 1) Choose and define the target behavior
- 2) Determine the student's present level of performance with the skill.
- 3) List all the steps to the target behavior.
 - Although flexibility should always be an option the teacher exercises when shaping behavior, the teacher should always list the steps to the target behavior before beginning teaching.
- 4) Start teaching the target behavior with the first step listed. When the prescribed approximation to the target behavior is exhibited, the teacher differentially reinforces it.

5) When the reinforced behavior occurs reliably, the shaper puts that behavior on extinction and reinforces only a closer approximation to the target. This continues until the target behavior is reached.

FY 23 Program Description for SAILS (formerly known as Autism Affiliate)

The Specialized Academics and Individualized Learning Skills (SAILS) Program at Wayland Middle School is designed to meet the needs of children diagnosed on the Autism Spectrum in the middle school grades. Students in this program present with significant social, language, academic, and behavioral needs that impact their ability to access the curriculum in the general education classroom. Using the principles of Applied Behavioral Analysis (ABA), individualized programs are tailored to meet the specific needs of each student. Students receive direct instruction in academics, language skills, social skills, activities of daily living, and emotional/behavioral regulation. This program strives to build upon students' strengths and progress, addressing their areas of need, while at the same time enhancing their abilities to be as independent as possible within the context of middle school and other settings. Students in the program are assigned to a regular education homeroom and they participate in the activities in the general education setting wherever possible and in accordance with their IEP. The program is staffed by two Special Education teachers supported by a Special Education Teacher Assistant. Related Services are Provided as determined by the IEP. Consultation with SAILS is provided by a Board Certified Behavior Analyst (BCBA).

Wayland Public Schools
Wayland, MA

Alternative Learning Resource Team Program

The Alternative Learning Resource Team Program provides more frequent and intensive services for students with emotional/behavioral needs requiring additional structure, support and monitoring in order to learn successfully. Students in this program usually manifest a very complex combination of emotional/behavioral/learning needs. This program was established after a thorough needs assessment during the 1994-1995 academic year and study of program models at other high schools, with the intent of preventing placements in outside alternative programs. The population of this program has grown from 12 students served by one teacher and a part time teaching assistant in the 1995-1996 school year to approximately 18 students, served by one teacher, a school psychologist, an adjustment counselor and teaching assistants. The staff of this program is exceptionally skilled and have specific training and experience in meeting the needs of students with this learning profile.

Wayland Public Schools
Wayland, MA

Special Education
Wayland High School

Learning Resource Team (LRT)

The Learning Resource Team, part of the system-wide Special Education Department, is dedicated to the education and inclusion of students with special needs into the high school. The primary goals of the Team are to strengthen each student's academic skills, to encourage positive, active participation in their education, and to build their self-respect and respect for others. The LRT provides specially designed student instruction, individualized and based on the needs of the each student. Areas covered include executive function, study and organizational skills, preparation for tests, active reading strategies, basic math, vocabulary development, the writing process, pragmatic language, and social-emotional support, as well as transition planning services. Students are awarded credit on a Pass/Fail basis. The LRT faculty collaborates with general education teachers and guidance to support the needs of students. In this collaboration model, the Team works with regular education teachers, both in and out of the classroom, to improve student performance, develop appropriate instructional strategies, provide accommodations within the regular education setting, and coordinate the delivery of services to students with special needs. The LRT is available only to those students who have Individualized Education Plans.

While all LRT rooms work with students with a wide range of needs, within the continuum of services provided the following services are also available to students as deemed appropriate per their Individualized Education Plans:

Alternative Learning Resource Team (ALRT) - For those students whose primary disability is emotional and whose area of need is social-emotional support, the Alternative Learning Resource Team provides students with counseling support through the Guidance department, as well as providing academic support within a small group setting.

Daily Living Skills - For those students who need comprehensive programming and transition skills planning to prepare for adult living, services are available that focus on the development of skills needed for young adults to be successful participants in the community after leaving high school. Along with academic skills, there is a concentration on developing community, daily living, and employment skills for each individual student.
