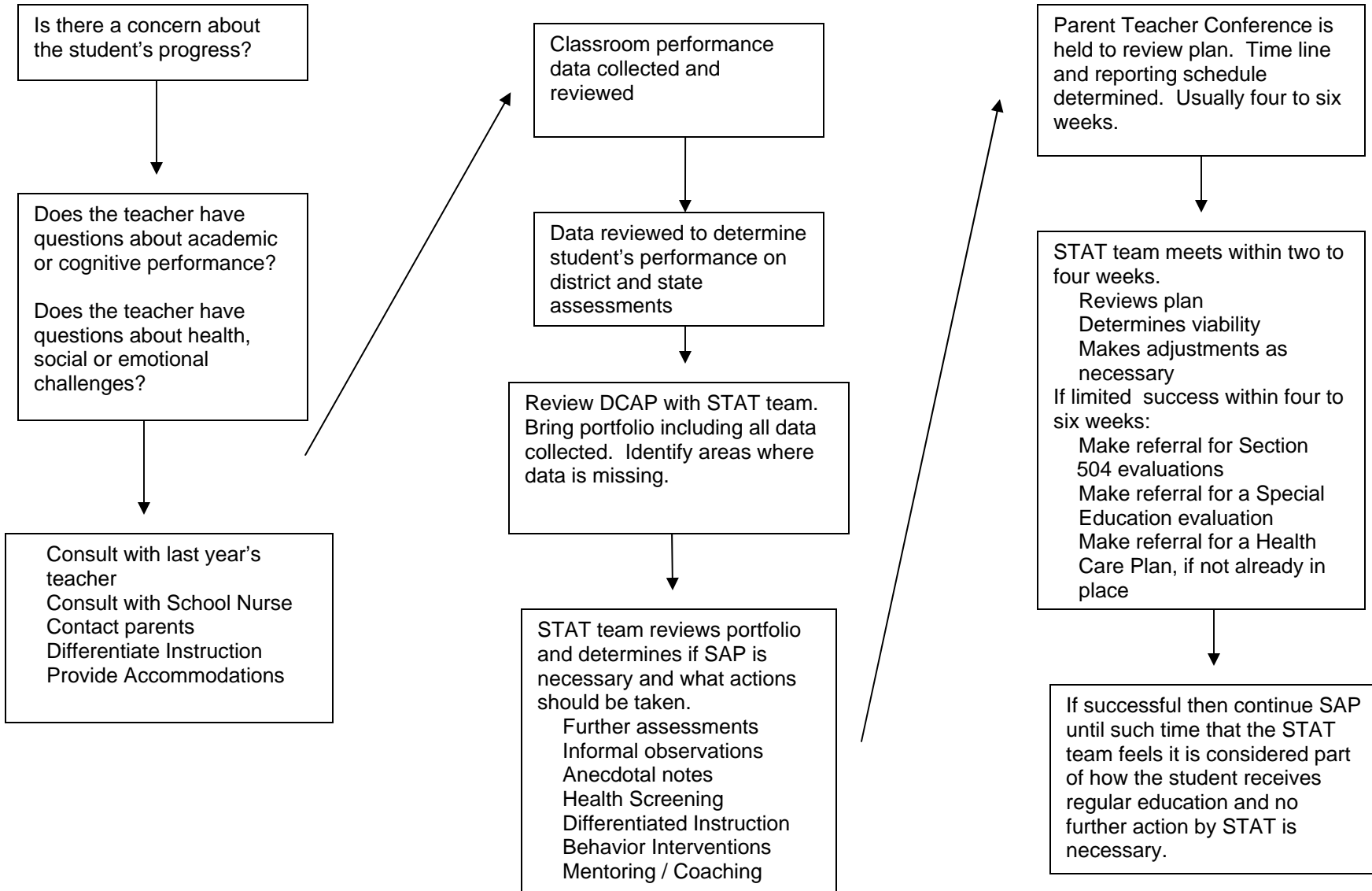
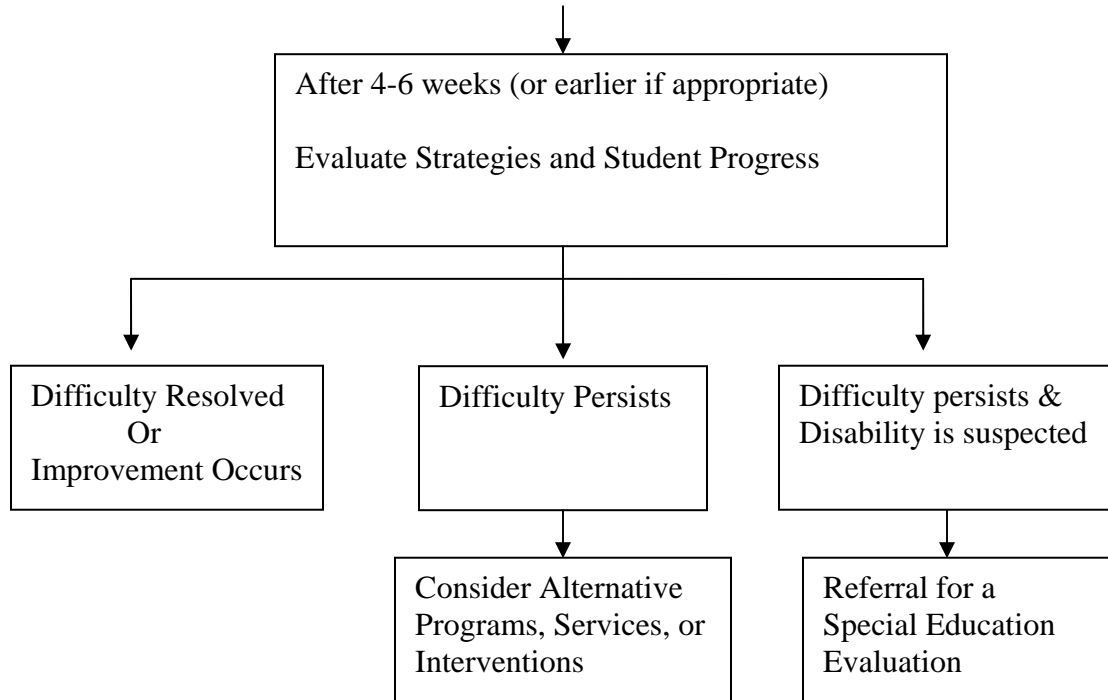


**NASHOBA  
Regional School District  
Curriculum Accommodation Flow Chart**



**STAT INTERVENTION PROCESS**  
 Student Experiences School Difficulties\*

<b>Gather Available Information</b>	
<ul style="list-style-type: none"> <li>• Consult with student, parent(s), and other professionals.</li> <li>• Consider cultural and linguistic background of the student</li> <li>• Review portfolio of student's work</li> <li>• Review students educational history</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct observation of student in multiple environments</li> <li>• Assess student's performance in curriculum areas</li> <li>• Identify student's learning profiles</li> <li>• Review student's work habits</li> </ul>
<b>Identify Student Strengths and Needs</b>	
<b>Identify and Implement Strategies</b>	
<ul style="list-style-type: none"> <li>• Use of instructional support services, consultative services, building-based teams, enrichment programs, and academic support programs</li> <li>• Accommodations to the curriculum</li> <li>• Accommodations in teaching strategies, teaching environments, or materials</li> </ul>	



\*The law requires that no instructional support program nor any other intervention limit the right of a parent to refer a student for a special education. However, if a referral for a special education evaluation has been made and the district has asked for and received parent consent to evaluate, the evaluation information from instructional support program should be made available to the special education team to consider when determining if the student is eligible for special education.

### *Student Teacher Assistant Team (STAT)*

The Student Teacher Assistant Team (STAT) provides support for general education teachers as they work with a diverse group of students. The team is school-based and uses a collaborative problem-solving approach. STAT insures that the needs of the students are identified and that an array of interventions and solutions are outlined and implemented. The support of counselors, curriculum or technology specialists, administrators, and appropriate personnel may provide ideas and/or peer assistance to their colleagues or off suggestions for better utilization or resources or staff time.

Prior to referral for a special education evaluation, all efforts must be made to meet a child's need within the context of services that are part of the regular education program. Such efforts and results will be documented, with a copy maintained in the student's record. No instructional support program or another intervention may limit a parent's right to refer his/her child for a special education evaluation. However, effective 6/30/05 the STAT must be sure that students who are referred for problems with reading are using a scientifically based research reading program within the instructional setting.

#### *How the Process Works*

When a teacher is seeking the assistance regarding a student experiencing difficulty in his/her classroom, a STAT meeting form is submitted to the Interventionist. All documentation is compiled and stored at each building in a place designate by the principal.

The coordinator acts on the request, scheduling the meeting to review the information and data submitted by the referring teacher.

At the Interventionist meeting, the team collaborates with the teacher to identify strategies and design an implementation plan and monitoring procedures.

A follow-up meeting is scheduled for 4-6 weeks, or soon if appropriate. At that time the strategies and their impact are reevaluated and further changes are discussed.

**Personnel & Resources Providing  
Specific Consulting/Support/Intervention Services in the  
General Education Setting**

- **Principal & Administrative Team**  
Articulation and modeling of vision and principles, supervision and evaluation of staff, fostering a philosophy of accommodation, facilitating staff collaboration and communication.
- **Reading Specialists**  
Teacher consultation for curriculum modification, screening, informal and formal assessment, direct service to groups or individuals, demonstration teaching, co-taught classes.
- **Curriculum Specialists / Instructional Coaches**  
Assist principals and teachers with curriculum and instruction oversight, analysis of student achievement data, teacher assistance with curriculum modifications, curriculum resource acquisition and allocation.
- **OT/PT/Speech and Language Specialists; Behavior Specialists APE Specialists**  
Teacher consultation, classroom observation of students, informal screening, formal assessments, parent/home consultation.
- **Library/Media Staff**  
Consultation with teachers regarding resources, support for enrichment and research.
- **School Nurse**  
Consultation to staff, communication and consultation with parents, direct service to individual students and staff, vision and hearing screening. Serve on teacher assistance team as needed, develop and manage a health care program.
- **School Psychologist/Team Chair/School Adjustment Counselor**  
Teacher consultation, referrals, formal evaluations, staff training, runs social groups.
- **Interventionist**

## *SUPPLEMENTARY SERVICES*

- **Early Childhood Program**  
Children, ages 3-5, that have special needs are serviced inside and outside the district. Some students attend nursery schools and get their services there. Some students attend our schools in integrated programs. Classrooms are located in 4 different schools with the district.
- VHS
- MCAS Tutoring
- ASC
- Summer Tutoring
- Dual Enrollment
- **Crisis Intervention Team**  
This group of professionals has received extensive training in nonviolent crisis intervention. Team members respond to classrooms to provide de-escalation of disruptive behaviors and if necessary physical restraint.
- **Student Assistance Team**  
Classroom teachers and other school personnel serving as a problem-solving group to provide concrete solutions for learning and behavior problems.
- **Schoolwide Title 1 Services (Grades 1-8)**  
Remedial program for math and language arts depending on needs assessment.
- **504 Plans**
- **School Attendance Officers**  
Meets with students to follow up on their progress in the curriculum
- **Computer and Internet access through labs and in classrooms**
- **In House Supervision**
- **Virtual High School**

**District Curriculum Accommodation Plan  
General Categories**

<b>Accommodation Strategies</b>	<b>Description</b>
<b>Support services</b>	Student Accommodation Plan Academic support classes and tutoring Targeted Title I Special Education Services Health Services MCAS Interventions Individual Student Support Plan (ISSP) Standards-based instruction Functional Behavior Assessment Behavior Intervention Plans Social Skills Groups School Adjustment Counseling Busy Hands (fine motor groups) Crisis Intervention Team Conflict resolution and de-escalation training English Language Learner Services Student Advisory Program Enrichment Consultation Responsive Classroom
<b>Personnel and Resources</b> to support classroom teachers regarding intervention and accommodation strategies for individual students	Parents School Psychologists Clinical Psychologist Social Workers Board Certified Behavior Analysts (BCBAs) Interventionists Reading Specialists Guidance Counselors Career Counselor ELL staff School Nurses Adjustment Counselor Student Assistance Team (STAT) Library/Media Staff Principals Assistant Principals Paraprofessionals Special Education Teachers Speech/Language Pathologists Occupational Therapists Physical Therapist Volunteers Power School (data management system)

<b>Direct and systematic instruction in literacy</b>	<p>Instruction and assessment aligned to Massachusetts Frameworks          Early Intervention Services (DRAs)          Pacing Guides          Expository Writing Rubrics          Open Response Rubrics &amp; Anchor Papers          Balanced Approach to Literacy          ELL Support          Flexible grouping          Instructional decision-making based on assessment data          Reading Recovery          Scientifically based reading programs          Literacy groups          Wilson Reading          Pacing Guides</p>
<b>Direct and systematic instruction in mathematics</b>	<p>Instruction and assessment aligned to Massachusetts Frameworks          Flexible grouping          Instructional decision-making based on assessment data          Scientifically based math program          Pacing Guides</p>
<b>Instructional modifications and/or changes; additional instructional time</b>	<p>Summer tutoring          Extended School Year services          Math and ELA Tutoring          Title 1 before/after school tutoring          Homework support          Library and technology access          Destination Imagination          Best Buddies          Robotics Club</p>
<b>Review of Local Curriculum</b> in relation to state learning standards	<p>MCAS Analysis          Textbook Adoption Cycle          Grade and content area Standards and Benchmarks          Pacing Guides          Developing Common Assessments</p>
<b>Teacher mentoring and Collaboration</b>	<p>District Mentoring Induction Program for teachers new to NRSD          Mentee/mentor training          Job alikes          District Professional Development          Grade level and department meetings          Summer curriculum projects          Differentiated Instruction Training          ELL Training          Staff and District leadership teams:              Professional Book Discussion Groups              Vertical Teams              Enrichment Committee              Standards-Based Reporting Committee              Professional Development Committee              Calendar Committee</p>

<b>Teacher mentoring and Collaboration</b>	Time on Learning Committee Healthy Relationships Committee At Risk Strategies Committee Foreign Language Committee Textbook Adoption Committee
<b>Additional staffing or consultation on academic development, behavioral issues, issues related to student performance</b>	School Improvement Council Parent Teacher Organizations Special Education Parent Advisory Council At Risk Committee Consulting Teachers of Reading Recovery Curriculum Instruction and Assessment Coordinator Director of Special Education Assistant Director of Special Education Teaching and Learning Associate, ELA and Social Studies Teaching and Learning Associate, Math and Science Technology Integration Coordinator Director of Health and Wellness Director of Teaching and Learning Early Childhood Coordinator Assistant Superintendent Superintendent
<b>Community agencies and volunteers</b>	Volunteer programs School Councils Community service Department of Mental Health Department of Mental Retardation Department of Transitional Services Department of Public Health Department of Social Services Department of Youth Services Community Partnership for Children

## SUGGESTED RESPONSES FOR INTERVENTIONIST

### Physical

Arrange preferred seating  
Incorporate stress release activities  
Use visual/auditory aids  
Experiment with the use of space  
Include energizers  
Remove distractions

### Structural

Change teams, teachers, course  
Cross grade levels  
Develop and save alternate assignments

### Organizational

Experiment with a flexible schedule  
Rotate the student's schedule  
Include an extended day program  
Reduce the student's schedule  
Invite parental assistance  
Arrange parent workshops  
Insist on frequent progress reports

### Remedial

Offer after school supports  
Improve parent communication  
Find a buddy reader  
Arrange peer tutoring  
Take advantage of mentoring  
Utilize study groups  
Provide assistance with note-taking

### Technology

Incorporate appropriate software  
Schedule computer-assisted instruction  
Provide calculators  
Tape record lessons  
Take advantage of computer labs and/or classroom computers  
Offer research assistance  
Utilize listening centers

### Behavioral

Change seats  
Utilize charts-use simple corrective measures  
Provide a mentor  
Refer parent to agency  
Provide a set of rewards  
Plan parental programs  
Adjust classroom management  
Positive reinforcement  
Arrange alternative programs

### Instruction/Assessment

Preteach  
Extended time on tests  
Peer tutor  
Oral testing  
Provide manipulatives  
Alternative assessments  
Vary teaching strategies  
Identify student's learning style  
Assign mentors  
Provide visual cues  
Include transition cues  
Provide study guides (i.e. power point)  
Create flashcards  
Break down tasks  
Arrange small group instruction  
Provide individual help within class  
Reduce workload  
Contracts with students  
Include tactile activities  
Use homework logs  
Provide wait time  
Provide reference tools  
Insist on graphic organizers  
Teach test taking strategies and provide copious practice  
Cue to use LINKS or other structured approach to note-taking and study aids

## SUGGESTED ACCOMMODATIONS FOR ELL STUDENTS

### Nashoba Regional School District Curriculum Accommodation Plan for English Language Learners Based on the Sheltered English Immersion (SEI) model

SEI Element	Examples for Classroom Instruction
<b>Lesson Preparation</b>	<ul style="list-style-type: none"> <li>◆ Identify and post <b>content objectives</b> and <b>language objectives</b> (in collaboration with ESL teacher)</li> </ul>
<b>Use of Supplementary Materials</b>	<ul style="list-style-type: none"> <li>◆ Gather materials to supplement instruction of key words and topics (graphs, models, visuals, GoogleImages, etc.)</li> <li>◆ Have bilingual and/or visual dictionaries accessible for English learners to clarify key concepts</li> <li>◆ Use vocabulary-building activities and/or software</li> </ul>
<b>Adapting Content to English Proficiency Level</b>	<ul style="list-style-type: none"> <li>◆ Reduce or substitute assignments, extend deadlines, and/or modify language modality (oral vs. written) as needed</li> <li>◆ Present the same topic in multiple ways (e.g., textbook and video).</li> <li>◆ Before viewing videos, highlight key vocabulary students should attend to. Stop the tape frequently to clarify, ask about vocabulary used in context, and ascertain comprehension.</li> <li>◆ Read segments of text aloud to students, then review content by giving students fill-in-the-blank statements about the text.</li> </ul>
<b>Links to prior knowledge</b>	<ul style="list-style-type: none"> <li>◆ Explicitly link concepts to students' backgrounds and experiences</li> <li>◆ Explicitly link past learning and new concepts</li> <li>◆ Use graphic organizers (e.g., Venn diagrams) across classes</li> </ul>
<b>Emphasis on English Vocabulary</b>	<ul style="list-style-type: none"> <li>◆ Hang posters of direction words (e.g., draw, trace, cut, write) with pictures</li> <li>◆ Explicitly pre-teach and emphasize key academic vocabulary and create word walls in classrooms</li> </ul>
<b>Increasing English comprehension</b>	<ul style="list-style-type: none"> <li>◆ Explain tasks clearly and post instructions for students to refer to</li> <li>◆ Use a variety of techniques to make content concepts clear (modeling, using visuals, hands-on activities, gestures, body language, etc.)</li> </ul>
<b>Opportunities to demonstrate mastery</b>	<ul style="list-style-type: none"> <li>◆ Provide hands-on materials for students to apply new content knowledge</li> <li>◆ Allow students to take turns at the board leading other students in creating group definitions of key terms from the text or lesson</li> <li>◆ Have students develop PowerPoint presentations to engage other students with questions and discussion</li> </ul>
<b>Review/Assessment</b>	<ul style="list-style-type: none"> <li>◆ Give a comprehensive review of key vocabulary and concepts</li> <li>◆ Turn student's attention to language objectives at the end of the class to discuss and determine whether they have been met</li> </ul>

## Student Accommodation Plan

School Name: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

*Additional accommodations and strategies will be added where needed.*

<b>Curriculum/Instruction/Assessment Strategies</b>	
Provide multi-modal presentations of materials	
Utilize further differentiated instruction and assignments	
Utilize alternate assessments (e.g. oral)	
Utilize peer teaching / buddy reading / study groups / peer mentor	
Model content area reading strategies	
Provide individual / small group help in the classroom	
Teach study skills strategies	
Utilize transition cues	
Provide challenging projects	
Utilize graphic organizers	
Utilize learning style approaches / multiple intelligence strategies	
Develop integrated curriculum projects	
Develop materials centered around student interests	
Utilize oral tests	
Provide option to redo tests / assignments	
Model content area strategies	
Preteach	
Provide manipulatives	
Grade performance without homework	
Provide study guides / class notes	
Create flashcards	
Utilize miscue analysis and prescriptive teaching	
Utilize untimed / additional time tests	
Break down concepts / tasks / assignments	
Reduce workload/homework	
Include tactile activities	

Use homework / communication logs	
Provide wait time	
Provide reference tools	
Teach test-taking strategies	
Teach note-taking and study skills	
Tape record directions	
Prepare student ahead of time (re reading aloud, being called on, etc.)	
Utilize instructional posters	
Use mnemonic strategies	
Preteach new curriculum vocabulary	
Rephrase questions when student struggles	
Utilize books on tape	
Tie material to student's personal experience	
Other accommodations (specify)	
<b>Behavioral / Emotional Intervention Strategies</b>	
Consult with interventionist, school psychologist, nurse, guidance counselor, etc.	
Utilize interventions by interventionist, school psychologist, nurse, guidance counselor, etc.	
Develop student-teacher learning contracts	
Implement Functional Behavioral Analysis/Behavior Intervention Plan	
Employ positive reinforcement/incentives/rewards	
Facilitate parent support/communication	
Provide individual / small group counseling	
Model appropriate behavior, body language, tone of voice	
Provide frequent and immediate positive feedback (verbal praise)	
Arrange preferred seating	
Utilize behavior charts	
Adjust classroom management strategies	
Incorporate stress release activities	
Have student wear earplugs	
Cue / remind student	
Use private reminders	
Teach decision making (e.g. rubric re "good decision making")	
Encourage self-monitoring plans	
Other accommodations (specify)	


<b>Physical</b>	
Arrange preferred seating	
Use visual/auditory aids	
Experiment with use of space	
Provide movement breaks	
Remove/reduce distractions	
Provide a designated study space	
Other accommodations (specify)	
<b>Organizational / Structural Strategies</b>	
Use school wide-agenda system	
Develop flexible / modified / reduced schedule	
Use flexible grouping	
Utilize team teaching	
Consult and co-plan with grade level team	
Provide frequent progress reports	
Change teams, teachers, course	
Cross grade levels	
Develop alternative assignments	
Use email reminders	
Utilize checklists (home & school)	
Utilize a timer / time line/ calendar	
Utilize rubrics	
Allow time for organization	
Provide deadlines	
Encourage accountability	
Other accommodations (specify)	

<b>Technology</b>	
Utilize computer-assisted instruction	
Incorporate appropriate software	
Provide calculators	
Tape record lessons	
Utilize computer labs and/or classroom computers	
Offer research assistance	
Utilize listening centers	
Other accommodations (specify)	

*Teacher signature indicating receipt of the specified practices:*

\_\_\_\_\_

\_\_\_\_\_

**SCHOOLWIDE IMPROVEMENT MODEL**  
*Using Data to Make Instructional Decisions*

Match instructional resources to educational needs:

Which students need additional resources to be successful?

Which students need which skills?

Instructional adjustments must be ongoing and based on assessment data:

How do programs, grouping, and times need to be adjusted and/or

Intensified to meet the needs of most learners?

<b>Alternate Components</b>	<b>Specific Adjustments</b>				
Opportunities to Learn (time/concentration of instruction)	Increase Attendance	Provides daily instruction	Increase opportunities to respond	Vary schedule of easy/hard tasks and skills	Add another instructional period (double dose)
Program Efficacy	Preteach components of lesson	Use extensions of the core program	Supplement core with appropriate materials	Replace core program	Implement specially designed program
Program Implementation	Model lesson delivery	Monitor implementation frequently	Provide coaching and ongoing support	Provide additional staff development	Vary program/lesson schedule
Grouping for Instruction	Check group placement	Reduce group size	Increase teacher-led instruction	Provide individual instruction	Change instructor
Coordination of Instruction	Clarify instructional priorities	Establish concurrent reading periods	Provide complementary reading instruction across periods	Establish communications across instructors	Meet frequently to examine progress

COMPREHENSIVE SCHOOLWIDE READING APPROACH

<p><b>GOALS</b></p> <p>Reading instructions for all students</p>	<p><b>CORE PROGRAM</b></p> <p>Designed to meet the needs of 80% or more of the students</p>	<p><b>SPECIALIZED/ INTERVENTION RESOURCES</b></p> <p>Materials designed to support the core program by addressing specific skill areas such as fluency or phonemic awareness.</p>	<p><b>SUPPLEMENTAL RESOURCES</b></p> <p>Performance and materials to provide intensive support for students performing below grade level</p>	<p><b>TIME / GROUPING CONDITIONS</b></p>	<p><b>PERSONS RESPONSIBLE</b></p>
<ul style="list-style-type: none"> <li>◆ Develop vocabulary</li> <li>◆ Build background knowledge</li> <li>◆ Set purposes/goals or reading</li> <li>◆ Use comprehension strategies</li> <li>◆ Develop linguistic knowledge</li> <li>◆ Develop discourse knowledge</li> <li>◆ Develop fluency</li> <li>◆ Be motivated to read</li> </ul>	<p>Regular Classroom Instruction:</p> <p>Guided Reading</p> <p>Houghton-Mifflin <i>The Nation's Choice</i></p> <p>Scott Foresman</p>	<p><i>Wilson Foundations</i></p> <p><i>Phonemic Awareness in Young Children</i></p> <p><i>Early Reading Interventions (ERI)</i> <i>Reading Readiness Skills</i></p> <p><i>LEXIA</i></p> <p><i>Waterford Links</i></p> <p><i>Junior Great Books</i></p> <p><i>Read 180</i></p>	<p><i>Wilson Foundations</i> <i>Wilson Program</i> <i>Orton-Gillingham</i></p> <p><i>HM Early Success</i> <i>HM Sour to Success</i> <i>Stevenson</i> <i>Road to the Code Score</i> <i>Read Naturally</i> <i>Great Leaps</i> <i>Edmark Reading Program</i> <i>Braille</i> <i>Waterford Early Learning</i> <i>Read 180</i> <i>Kurzweil 3000</i> <i>Lindamood Bell</i></p> <p><i>Reading Recovery</i></p> <p><i>Decodable Text</i></p>	<p>60 minutes of small group teacher-directed instruction</p> <p>Supplement of specialized reading instruction</p> <p>Small groups of individualized tutoring</p> <p>Highly qualified teachers</p>	<p>Classroom Teachers</p> <p>Consulting Teachers of Reading</p> <p>LA Coordinator</p> <p>LEAP Teachers</p> <p>Title I Teachers</p> <p>SPED Teachers</p> <p>Reading Recovery Teachers</p> <p>Principal</p>

## INTERVENTION PROGRAMS FOR STRUGGLING READERS

<b>GOALS</b> Reading Instruction for struggling students	<b>SPECIALIZED / INTERVENTION RESOURCES</b> Multiple invention programs and instruction models	<b>TIME / GROUPING CONDITIONS</b>	<b>PERSONS RESPONSIBLE</b>
<ul style="list-style-type: none"> <li>○ Acquire competency in areas of deficit such as:</li> <li>◆ Word level knowledge (phonemic awareness, sound/symbol relationships, word attack of multi-syllabic words)</li> <li>◆ Fluency</li> <li>◆ Background knowledge and vocabulary</li> <li>◆ Linguistic knowledge</li> <li>◆ Comprehension Strategies</li> </ul>	<ul style="list-style-type: none"> <li>○ Focused on diagnosed individual needs and supplement to regular classroom instruction:</li> <li>◆ Wilson Foundations</li> <li>◆ Early Reading Interventions (ERI)</li> <li>◆ Reading Readiness Skills</li> <li>◆ Reading Recovery</li> <li>◆ LEXIA</li> <li>◆ Waterford Links</li> <li>◆ Kidspiration/Inspiration (software)</li> <li>◆ Phonemic Awareness in Young Children</li> <li>◆ <b>HM Early Success</b></li> <li>◆ HM Sour to Success</li> <li>◆ Road to the Code</li> <li>◆ Read Naturally</li> <li>◆ Decodable Text</li> </ul>	<ul style="list-style-type: none"> <li>○ Individual and small group instruction</li> <li>◆ Adequate time</li> <li>◆ Appropriate instructional materials</li> <li>◆ Guidance from a well trained teacher or specialist</li> <li>◆ On-going support and professional development for teachers</li> <li>◆ On-going monitoring of student progress</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Teachers</li> <li>Consulting Teachers of Reading</li> <li>Reading Recovery Teachers</li> <li>Title I Teachers</li> <li>SPED Teachers</li> <li>Principal</li> </ul>

## **TRANSITION PLANS**

### **PREK – KINDERGARTEN**

#### **District Integrated Preschool and K Transition**

In general, a block of time is scheduled at each of the elementary schools that have kindergartens. Designated personnel meet to share information about students moving from the integrated preschool.

### **GRADE 5-6**

Teachers of grade 5 students meet with middle school representative administration develops heterogeneous classes at the middle school.

## **MENTORING**

A comprehensive handbook with all the details and facets of teacher induction and mentoring is available in all school and district offices. The procedures and opportunities are described at an orientation day for new teachers beginning at the start of the school year.

### **I. Background**

The purpose of a mentoring program is to provide a systemic structure of support for certified staff members who are new to NRSD. A formal beginning teacher support program has been proven as a condition of improving student achievement. A mentored support program serves as the start of a teacher's professional development, is embedded in the District's Professional Development Plan, and therefore is an integral part of the District and School Improvement Plans.

The greatest number of beginning teachers are anticipated in high school, especially math, science, and foreign language; middle school, especially math, science and foreign language; and special education all levels.

Mentoring is characterized by a purposeful match, mutual respect, support, perseverance and a belief in high expectations. Mentoring is a vehicle for professional sharing and one example of support among colleagues that aligns with our Strategic Direction. Nashoba's Strategic Direction includes beliefs that teachers are role models, and that teaching is collaborative and involves on-going learning.

The vision of the Nashoba Regional School District describes a staff that is committed to continuous personal and professional improvement, is accessible and approachable, and recognizes that commitment exceeds the boundaries of the classroom.

### **II. Program Design**

A mentoring/induction program builds a strong collegial community and support system for incoming teachers so that they will be successful instructors. In the interest of supporting new teachers (to the profession as well as NRSD). The mentoring system is intended to provide a community of supportive colleagues who offer their expertise in support of a new teacher's success and stability in the Nashoba Regional School System.

### **III. Roles and Responsibilities**

The Beginning Teacher Support Program Steering Committee is responsible for organizing, monitoring, and evaluating the program, as directed by the Superintendent/designee and according to the *District Mentoring Induction Plan*.

The school staff who will make up a Support Team for the beginning teacher include, but may not be limited to, the mentor, grade level and/or content area teams of teachers, and an administrator qualified to evaluate teachers. The Support Team for year two teachers consists of grade level teams, content area teams, or department teams. These Support Teams will provide ongoing mentoring experiences and guidance during regular meetings with the year two teacher. Duties and responsibilities outlined in the *Handbook* should be considered relative to the mentee's needs.

### **IV. The Mentor: Recruitment, Selection, Qualities, Training, Matching, Peer Support, and Compensation**

Excellent veteran teachers from all subject areas are encouraged to volunteer to serve as mentors. Applications for Mentor positions will be sent in May to all qualified, trained mentors within the district. To qualify as a mentor a teacher must: have professional status, successfully complete the district approved Mentor Training, demonstrate good teaching skills, interpersonal skills and communication skills. In May Teachers will communicate their interest to become a Mentor, in writing, to the Mentor Program Coordinator with the endorsement of their building principal. The Mentor Program Coordinator will forward the names of these applicants to the principals by June. Pairing of Mentors and Beginning Teachers is completed by Building Principals within the first two weeks of teaching as new faculty members are hired. Mentor Pairing lists will be sent on to the Superintendent/designee on or before September 15th, and in the case of new teachers hired after the start of the school year, within thirty days of the new teacher's first day of employment.

### **V. Mentoring Program Activities**

Orientation is held for all incoming teachers prior to the start of the school year. The mentoring process shall be structured to support teaching and learning using the District resources (personnel and materials). Beginning teachers should have the opportunity to meet with one another and talk about similar situations they have experienced. Regular monthly mentoring workshops are offered to provide additional tips and resources for mentees and mentors. Faculty, department, and grade level team meetings provide other opportunities for new teachers to experience professional growth and improvement.

## **VI. Evaluation of the Beginning Teacher**

The evaluation process is described in the handbook. The roles of the evaluators and mentors as they support new teachers vary considerably. These roles are clearly described in the full document.

## **VII. Program Evaluation**

The Beginning Teacher Support Program is required for teachers new to the Nashoba Regional School District. The program will be evaluated annually for accountability, program improvement, and overall quality. Mentors as well as Mentees will complete a Mentor Program Evaluation every Spring. The Evaluation Report will be shared with the District Professional Development Committee.

## **VIII. Program Support**

The District will garner the support of the entire school faculty and staff for the Beginning Teacher Support Program by communicating the importance and value of mentoring during District and school-level meetings. The School Committee's commitment for this program will be supported by professional development funds.

## **NRSD PROFESSIONAL DEVELOPMENT**

### **IN-DISTRICT GRADUATE COURSE OFFERINGS**

The Nashoba Regional School District provides high quality, graduate level course opportunities here in the district for its staff members throughout the year.

### **GRADUATE COURSE REIMBURSEMENT**

The NRSD teacher contract includes a provision for reimbursement up to \$400. per year for successful completion of graduate level courses.

### **ASSABET / FLLAC / CASE COLLABORATIVE CENTER FOR PROFESSIONAL DEVELOPMENT**

Being a member of the Assabet/FLLAC/Case Collaborative Center for Professional Development allows NRSD staff members to participate year round in any of the local, high quality professional development offerings provided by the Center. The Center is able to meet the professional needs of its members by providing a wide variety of graduate level courses and workshops in specialty areas that would be prohibitive of any one district to provide.

### **WORKSHOP AND CONFERENCES**

The NRSD provides many workshops and training seminars for staff members throughout the year. Schools provide funding for many staff members to attend conferences and workshops outside the district. The Office of Learning and Teaching provides funding for the Curriculum Teams and the Consulting Teachers of Reading to attend regional or national conferences. Grants are written to allow for conference attendance for certain groups such as Reading Recovery teachers, Special Education teachers, and technology.

### **GRADE LEVEL MEETINGS**

Grade level meetings are held throughout the year in ELA, Math, H/SS and Science. These meetings provide a platform for district training, update curriculum changes and plans, align and coordinate programs and assessments, and provide required safety training, etc.

### **REGION WIDE PROFESSIONAL DAY**

This allows NRSD staff members to meet with peers from other districts, share mutual concerns and/or successes and also attend workshops and training in specialty areas such as Health/Physical Educations, art, music foreign languages, ESL, school nursing, school psychologists, speech and others.

### **DISTRICT PROFESSIONAL DAYS**

The NRSD has two professional development days per year. All teachers are required to attend an opening presentation or training session. Staff members then split up into grade level, subject, or specialty groups where facilitator's run specific trainings or promote in-depth discussions on various predetermined topics of concern such as: Improving Student Performance, MCAS analysis, Standards Based Assessments, methods and training techniques, etc.

## **DISTRICT MENTORING PROGRAM**

The NRSD mentoring Program is a one-year mandatory program provided to support all new teachers employed by the district or new to a position. Highlights of the program include an initial orientation induction that is held prior to the start of the school year. This induction provides introductions to district staff members and programs as well as extensive information on school policies and procedures. Each new staff member is assigned an experienced teacher as a mentor who will guide and support them throughout the year as they become acclimated to school culture and practices. A final report documenting participation in the NRSD Mentoring Induction program is a requirement of state for obtaining professional status. Arrangements can be made with the Principal for an optional mentoring program in year two.

## **TEACHING & LEARNING INTERNET ACCESSIBLE SHAREPOINT**

The NRSD has access to two databanks:

**Internet Assessable Sharepoint** contains information and classroom assessment resources of very useful lessons, graphic organizers, tasks, criteria lists, and much more. The databank is aligned with the Massachusetts Curriculum Frameworks.

**Understanding by Design Exchange** is a databank of teacher-created units, which adhere to the *Understanding by Design* principles. Staff may develop, store, and retrieve curriculum units, assessment tasks, and rubrics in a searchable database.

## **DISTRICT PROFESSIONAL RESOURCES LIBRARIES**

Each of the eight schools in the district maintains a professional shelf with books and journals supporting teachers in the areas of teaching method, curriculum design and educational standards.

## **PARENT ORGANIZATIONS**

### **ELEMENTARY LEVEL:**

#### ***PTO***

Parent Teach Organization – Open membership for all parents and staff. PTO meets monthly to provide information and social connections for parents and teachers and to support the school. They offer cultural enrichment activities, book fairs, and family-orientated programs.

#### **School Council**

School Council is mandated by law. The members include the principal, three teachers, four parents and one community member. The school council provides advise to the principal regarding school matters, the budget, school improvement, and creative ways to better the educational experience.

#### **Odyssey of the Mind Coaching**

### **MIDDLE SCHOOL LEVEL:**

#### **PTAC**

#### **School Council**

#### **Odyssey of the Mind Coaching**

### **HIGH SCHOOL LEVEL:**

#### **PTO**

#### **Booster Groups**

Parents have organized a number of booster groups that support a variety of sports

### **DISTRICT**

#### **SPED Pac**

#### **Nashoba Schools Listserve**

#### **Calendar Committee**

#### **District Improvement Plan Committees**

**PARENT / COMMUNITY INVOLVEMENT IN OUR SCHOOLS**

<b>FLORENCE</b>	<b>EMERSON</b>	<b>POMPO</b>	<b>CENTER</b>	<b>HALE</b>	<b>MRE</b>	<b>LUTHER</b>	<b>NRHS</b>
School Council	School Council	School Council	School Council	School Council	School Council	School Council	School Council
Parent / Teacher Organization	Parent / Teacher Organization	Parent / Teacher Organization	Parent / Teacher Organization	Parent / Teacher Organization	Parent / Teacher Organization	Parent / Teacher Organization	Parent / Teacher Organization
Odyssey of the Mind Team Coaches							