

Monomoy Regional School District
WAVE (We Accept and Value Education)
Program Description
Scope and Sequence

Description:

This program is a Supportive learning center for students in grades 8 through 12, designed to support students:

- a. to continue developing independent learning and social/emotional skills and strategies;
- b. who have begun to acquire skills that they can now generalize into their educational program;
- c. who are making effective progress within the general education setting, but continue to benefit from a check-in or space to access support;
- d. Who have identified a difficult situation (academically, with peers, etc) for which they need additional support to navigate.

The goal is to provide a supportive environment where students can practice learned coping strategies and skills to achieve academic success.

The purpose of this classroom

- Provide a welcoming environment where students can feel secure and comfortable expressing their thoughts and feelings.
- Collaborate with general education teachers to ensure that students are able to generalize the skills learned in this setting to their regular classrooms.
- Conduct regular assessments to monitor student progress in both social-emotional skills and academic performance.
- Improve social-emotional skills and coping strategies.
- Increase engagement and participation in academic settings.
- Enhance relationships with peers and teachers.
- Provide a greater sense of belonging and self-advocacy within the school community.

Entrance and Exit Criteria

Entrance Criteria: The IEP Team will determine if a student is to enter the SAND program. A student may be eligible to enter the SAND program if they qualify for an IEP based on any of the following eligibility categories:

- Has met the goals in the SAND program
- Have an IEP currently with a social/emotional/behavioral goal or in the process of being assessed in these areas:
 - Emotional and/or Health or have features associated with these categories.
- Students who enter require an IEP that indicates a continued need (i.e. additional information) for Social, Emotional, and/or Behavioral supports to a lesser degree than SAND
- Data on these skills must be collected and intervention strategies implemented with no success before a recommendation may be made for a student to enter the SAND program
- Data reflects a level of independence that does not require adult support to access
- Caregiver/Parent agreement as well as IEP acceptance, is required prior to a student entering the SAND program.

Exit Criteria: The IEP Team will determine if a student is to exit the WAVE program. Students exiting the WAVE program will have demonstrated

- Increased ability to access the general education classroom/s
- Engage with peers
- Access the school community without adult support
- The student may continue to have goals in the area of social, emotional, and/or behavioral skills but will have demonstrated progress toward existing IEP social, emotional, and/or behavioral goals as well as readiness to make effective progress without the support of the WAVE program.
- The student has significantly decreased their need to access the program as measured by the student's personal goal.

Caregiver/Parent agreement, as well as IEP acceptance, is required prior to moving a student from the SAND to a more inclusive classroom setting.

Student Goals

Students will have an individualized growth plan and sign a contract acknowledging they will work towards making progress in these areas:

Academic		Social/Emotional		Self-Advocacy	
- Utilizing an organizational tool - Checking Aspen for assignments and missed work - Creating a plan to accomplish and complete academic assignments - Increasing independence in accessing classes/ coursework		- Self-awareness - Social awareness - Relationship skills - Self-regulation - Utilizing coping strategies - Appropriate communication skills (language, volume, content, and tone)		- Seeking and requesting help when needed - Accepting help when offered - Identifying at least one trusted adult in the building - Recognizing a conflict and use problem-solving skills	
Executive Function Skills to develop in support of the above:					
Inhibition	Problem-solving	Defining goals		Impulse control	
Organization	Self-control	Difficulty organizing tasks		Self-monitoring	
Task initiation	Focus	Establish predictable routines		Study skills	
Time management	Defining Goals			Working Memory	
SEL					
- Review SELIS data (work with school counselors to review this) - Develop an SEL goal, provide instruction, and progress monitor one of these competency areas:					
Self-awareness:	Self-management:	Responsible decision-making:		Relationship skills:	

The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes the capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as: Integrating personal and social identities Identifying personal, cultural, and linguistic assets Identifying one's emotions Demonstrating honesty and integrity Linking feelings, values, and thoughts Examining prejudices and biases Experiencing self-efficacy Having a growth mindset Developing interests and a sense of purpose	The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals. Such as: Managing one's emotions Identifying and using stress management strategies Exhibiting self-discipline and self-motivation Setting personal and collective goals Using planning and organizational skills Showing the courage to take initiative Demonstrating personal and collective agency	The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as: Demonstrating curiosity and open-mindedness Learning how to make a reasoned judgment after analyzing information, data, and facts Identifying solutions for personal and social problems Anticipating and evaluating the consequences of one's actions Recognizing how critical thinking skills are useful both inside and outside of school Reflecting on one's role to promote personal, family, and community well-being Evaluating personal, interpersonal, community, and institutional impacts	The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as: Communicating effectively Developing positive relationships Demonstrating cultural competency Practicing teamwork and collaborative problem-solving Resolving conflicts constructively Resisting negative social pressure Showing leadership in groups Seeking or offering support and help when needed Standing up for the rights of others
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Expectations and Norms

Class-driven development of norms

- Do not interrupt when someone is talking
- Work quietly
- Be respectful with words, say please and thank you
- It is ok to have strong feelings and express them appropriately
- If you don't understand something, ask for help
- Be respectful of how different students access the space

Plan and Expectations

When students arrive, they will:

1. Sign in using the designated computer and choose a reason
 - a. Work on organization goal
 - b. SEL - Problem Solving (re-regulate, calm down, process feelings)
 - c. Complete an assignment from the class coming from
 - d. Scheduled meeting
2. Drop their phone off in the phone caddy
3. Get their binder
 - a. Choose a goal (organization, SEL, academic)
 - b. Self-reflection related to goals
4. Prepare and plan for the return to class or the next class
5. Have a 2-3 minute student-staff conversation to set and review academic and social/emotional goals

Program Expectations

CHAMPS : Critical Thinking (creativity, curiosity, and risk-taking can be realized); Perseverance (is rewarded); Challenge (leads to growth); Communication & collaboration (engage all); Passion (for learning is celebrated)

Crisis Planning and Response

Mitigating Escalation of Student Behavior:

1. Follow the student-specific Behavior Support Plans (if one has been developed)
2. Review expectations and scaffold demands, prompt an identified coping strategy
3. Ensure other students are supported:
 - a. If in the general ed setting, a student is escalating, they should be prompted to go to SAND.
 - b. If the Student does not de-escalate in the SAND classroom, current SAND students should be transitioned to a separate location

Student in crisis:

1. Assess the safety of the students in the immediate vicinity

2. Call for support- Solve Team or trainer and/or Administrator
3. Remove students from the WAVE classroom
4. If the student leaves the designated area, follow them for safety and immediately call for support. The student should be redirected from leaving the building
5. Assess the need for Mobile Crisis if the student is non-responsive, dangerous, harming self or others, threatening self or others, attempting to leave, or has left the school campus
6. If a student leaves the school campus and does not respond to immediate redirection, assess the need to notify the school resource officer for support

WAVE Team

The student's school-based team consists of the following:

- The student
- WAVE Coordinator/Teacher
- The student's parents or guardians
- School Psychologist or School Counselor
- Special Education and Regular Education Teachers
- Program Support Staff
- Board Certified Behavior Analyst (BCBA)
- Team Chair
- Mental Health Coordinator
- Administrators

Communication Plan

1. The program coordinator will have regularly scheduled meetings with the Team Chair, BCBA and Mental Health Coordinator as needed.
2. Building Administrators will be kept up to date on the program

Emergencies

1. In the case of an emergency, an administrator will be contacted