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**Ribas Associates Makes Developing Your Student Opportunity Act (SOA) Plan Easy. We Have Programs Specifically Designed to Address All Areas Districts Are Required to Include in their Student Opportunity Act Plans. These plans must be completed and submitted to ESE by January, 2021.**

Ribas Associates has a list of programs that are specifically designed to meet all the requirements of your SOA plan. These programs close achievement gaps for special education students, English language learners, students of color, and students from low SES households. We have programs for administrators, teachers, school clinicians, paraprofessionals, and parents. For 18 years we have assisted over 110 Massachusetts districts with meeting the needs of all students with our over 150 training and consulting programs. Below is a list of programs that are specifically targeted to the goals of the SOA. The descriptions for each of these programs can be found in the program of studies at the link at the bottom. **We also build customized programs to meet your specific needs.** Please call (781-551-9120) or email ([wribas@ribasassociates.com](mailto:wribas@ribasassociates.com)) Dr. Ribas for additional information **or to get the program descriptions that you can easily copy and paste into your plan.**

**Consulting Services to Prepare**

1. Dr. Paul Ash is the foremost expert in New England on closing achievement gaps. Dr. Ash is available to work with your district to develop its plan for submission by the **January 2021** date set by ESE. We also have three other former superintendents and assistant superintendents who have studied the Act and can **help you write your plan for submission to ESE.**
2. **Districts will be required to provide annual reports demonstrating their success in closing achievement gaps based on assessment data.** We have experienced consultants to work with district personnel analyzing the assessment data from MCAS and other standardized assessments, student work, and district developed assessments **to provide insight into the factors leading to achievement gaps and to measure improvement from one year to the next.** They can also assist with developing or revising district assessments that provide data on the closing of achievement gaps.

**Workshops**

3. Dr. Paul Ash is the foremost expert in New England on closing achievement gaps. His workshop program for administrators and teacher leaders working on closing the district's achievement gaps has been presented to ESE staff, MASS, MSAA, Rhode Island Superintendents Association, Rhode Island Principals Association, and numerous school districts nationally. The program shows districts how to use Dr. Ash's 16 steps to closing achievement gaps with the criteria outlined in the SOA.
4. Our live or online programs in **special education have been approved by ESE.** Their intent is to train general education teachers in the skills they need to better meet the needs of special needs and 504 students in the regular classroom. It has two objectives. The first is to keep IEP students in

class because it is a better service model. The second is to decrease the number of referrals because general educators can better meet the needs of students with mild special needs without putting them on IEPs. ESE has approved these programs for the 15 PDP special education license renewal requirement.

5. Our **ELL** (live or online) training program is approved by ESE. Their intent is to train general education teachers in the skills they need to better meet the needs of special needs of ELL students. The program is available live or online. ESE has approved this program for the 15 PDP ELL license renewal requirement.
6. **Succeeding with Students from Low SES Homes:** This program trains educators in the Ribas Associates 7 components found in chapter 7 of our *Instructional Practices* book. Chapter 9 includes **strategies for engaging parents from low SES households** as partners in their children's education.
7. **Understanding and Addressing the Impact of Educator and Student Implicit (Unconscious) Bias:** *"Thoughts and feelings are implicit if we are unaware of them or mistaken about their nature. We have a bias when, rather than being neutral, we have a preference for (or an aversion to) a person or a group of people."* Perception Institute retrieved July 14, 2020

The Black Lives Matter movement has re-awakened the country and the world to the problem of both conscious and unconscious (implicit) bias. As we are exploring racial bias in our society, we are becoming more aware of other groups who are actively experiencing bias in our communities and even in our schools. In addition to **Race** other forms of implicit bias include: **Socio Economic Status, Culture, Special Needs, Gender, Religion, LGBTQ, Non-Traditional Families**, and others (e.g. **Sizeism**).

8. **Social-Emotional Learning** (live or online): Ribas Associates is the leading provider of SEL programs in Massachusetts. Seventy school districts and universities in Massachusetts and nearly 150 nationwide use Ribas Associates programs and books to implement SEL. **We have three books that are endorsed on the CASEL website.** One is for teachers and clinicians, one is for parents, and one is for school administrators. CASEL lists them in alphabetical order by author so when you go to the CASEL link you need to scroll down to the "Rs". <https://casel.org/resources-books/>
9. Ribas Associates' book *Instructional Practices that Maximize Student Achievement* (chapters 4,5,6, 7, 9 and 10 are specifically aligned with the requirements in the SOA ) and its research based accompanying training programs for addressing the needs of low SES, special education, students of color, and ELL students. Click here to view the table of contents. <http://000lac7.myregisteredwp.com/wp-content/uploads/sites/6639/2018/03/Book-GB-TableContents.pdf>
10. We are an approved provider of the **SEI course** for **general educators, vocational educators, and administrators.** We have run these courses a total of 12 times making us one of the most experienced providers in the state.
11. **Co-teaching program** as described in detail in chapter 10 of our book *Instructional Practices That Maximize Student Achievement* and a monograph written by Dr. Deborah Brady). Co-teaching is only successful when educators are specifically trained in the key characteristics and strategies of effective co-teaching.
12. Our live, blended, or online **Differentiated Instruction and Social-Emotional Learning course (or workshop series)** was funded by ESE for 5 sections a year for 9 years with federal money (until the federal money was cut). ESE chose our program in a national RFR because the course addresses

research based **general education strategies, special education, poverty, social-emotional learning, and ELL** in one program with one textbook. Click the link to see why our book and program was chosen by ESE over the *Skillful Teacher* and all other similar books in their national search. <https://www.ribasassociates.com/wp-content/uploads/sites/6639/2018/12/comparson-chart-only-with-biographies-Dec-2018-MA.pdf>

13. **Literacy:** One of the primary blocks to high achievement by students is literacy. Ribas Associates has consultants who work with elementary, middle, and high school teachers developing their literacy instruction skills (including teaching content based literacy).
14. **Parents:** Ribas Associates' book *Social-Emotional Learning in the Home* has been used in multiple school districts to run parent book groups lead by parent leaders. The book is written so no training is needed to run book groups. All the components of successful book groups are written into the book. **This book has been endorsed by CASEL and can be found on their website at the link above.**
15. **Parents:** Ribas Associates has parent programs in all areas of general education, special education, ELL, and social media.
16. **Leadership training:** Development, supervision and evaluation training programs that enable administrators to assess and develop all aspects of teaching and school clinical practice that result in closing achievement gaps. Our supervision and evaluation program is the only one endorsed on the CASEL website because it addresses both the development of instructional and clinical skills **and the SEL development of adults.** Also available are programs for running effective meetings, working with underperforming educators, creating high functioning and collaborative administrative teams, developing and evaluating administrators, working effectively with your school board, making change, and **executive coaching for assistant superintendents, curriculum administrators, and building administrators.**

**Ribas Associates Program of Studies: 150 Programs for Teachers, Administrators, School Clinicians, and Paraprofessionals**

<https://www.ribasassociates.com/wp-content/uploads/sites/6639/2019/04/Program-of-Studies-APRIL-2019.pdf>

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