



**DISTRICT-WIDE SPECIAL EDUCATION PROGRAMS
2016-2017 SCHOOL YEAR**

Foundations- Pre-school

Parkview (PK)

This program is designed for students who have been identified at the preschool level as meeting the eligibility criteria for an educational disability of significant global Developmental Delays and/or Intellectual Impairments (i.e. Down Syndrome, Fragile X, etc.) These students typically received extensive services through Early Intervention prior to turning 3 years of age. These students present with significantly limited language skills and/or difficulty with language processing requiring a total communication system utilizing individualized augmentative communication strategies and equipment. Given significant communication needs, students may present with behavioral and emotional needs. Students may have some motor component to their delay, so they may receive educationally based Occupational and Physical Therapy. Students work at their own level to attain skills in an individualized manner. Lessons and activities are modified appropriately to enable students to generalize skills in a larger group setting. Emphasis is on attaining functional communication, academic and adaptive daily living skills. The students in the program typically will require ongoing intensive, specialized services.

Foundations Program (formerly PINC and Project Opportunity)

Parkview School	Grades K-2
Richardson-Olmsted School	Grades 3-5
Easton Middle School	Grades 6-8
Oliver Ames High School	Grades 9-12

This program is for students who have been identified as having significant cognitive and/or learning deficits that impacts their ability to access the general curriculum. The program addresses the unique needs of students who require significant academic modifications, accommodations, and/or replacement curriculum, as well as social skills training and instruction in daily skills needed to increase their independence at school. Students in this program may or may not exhibit behavior that impacts their ability to learn in the general education setting.

Students will participate in academic, social skills training and specific skill training in the special education classroom. The focus of instruction is primarily on functional academics and access/entry level skills as delineated in the Massachusetts Curriculum Frameworks. Students will be included in the general education setting for all academic and social activities that provide an educational benefit. Thus, time in the general education setting will fluctuate based on the students' individual needs. It is the goal of the program to increase students' skills and independence across

the curriculum and provide services in the Least Restrictive Setting. The Team will determine if a student needs to take the MCAS Alternative Assessment.

Entrance Criteria:

- Recent evaluation data (within the last year) provides strong evidence that cognitive and/or learning deficits are significantly interfering with the child’s ability to access the general curriculum
- Prior to considering a more restrictive setting, a progression of interventions have been consistently implemented in the general education setting, including, but not limited to;
 - Significant modification to content, methodology, and/or performance criteria
 - Additional adult support in the general education setting
 - Use of supplementary aids and services have been utilized
 - Use of visual aids, manipulatives, alternative texts and materials
 - Consistent communication between all teachers, service providers, and family

Exit Criteria:

- Student has made significant progress such that he/she can be educated in a less restrictive environment
- The student no longer requires significant modifications to the curriculum
- The student demonstrates increased class preparation, independence, and self advocacy skills

Therapeutic Learning Center (TLC)

Center School	Grades K-2
Richardson-Olmsted	Grades 3-5

This program is designed for students whose emotional and behavioral dysregulation is significantly interfering with their ability to access the general curriculum. In addition, these students may have documented mental health needs. Student’s long standing emotional and behavioral dysregulation has been disruptive to their learning and/or the learning of others despite having received intensive therapeutic support and behavioral interventions in a less restrictive environment. An individualized Behavioral Intervention Plan (BIP) for each student and a systematic behavioral management program for the classroom are integral components of the program. The difficulties displayed must be the direct result of the emotional disturbance and not the result of a social maladjustment, intellectual, communication, developmental or neurological disorder. A district behavior specialist and a counselor consult with the program regularly. Students also receive direct counseling services.

Entrance Criteria:

- Recent evaluation data provides strong evidence that social/emotional regulation issues are significantly interfering with the child’s ability to access the curriculum
- A progression of interventions have been consistently implemented in the general education setting, including, but not limited to;
 - Positive Behavioral Intervention Strategies
 - Direct services with a School Adjustment Counselor
 - Frequent reinforcement, breaks, and development of coping strategies
 - Consultation with School Adjustment Counselor and BCBA
 - Consistent communication with outside providers

- Social/emotional assessments and a behavioral evaluation have been completed within the last year.
- A Behavior Intervention Plan has been implemented and reviewed prior to considering a more restrictive placement

Exit Criteria:

- Student has demonstrated the ability to participate in the general education setting successfully
- Student has made significant progress with self-regulation skills and coping strategies
- The student no longer requires significant modifications to the curriculum
- The student demonstrates increased class preparation, independence, and self advocacy skills

Language Based Learning Program (LBLP)

Richardson-Olmsted	Grades 3-5
Easton Middle School	Grades 6-8
Oliver Ames High School	Grades 9-12

This program is designed for students who have been determined by the Team as meeting the eligibility criteria for a Specific Learning Disability (SLD). Despite average cognitive ability, evaluation data shows evidence of a Language Based Learning Disability. Identified students have a cognitive profile in which scores on the Verbal subtests of cognitive measures are significantly lower than scores on non-verbal/performance subtests. In addition, these students demonstrate a history of significant language and/or reading disorders despite having received intensive special education services. Due to the significant impairments displayed in acquisition of language and reading skills, these students require systematic instruction in an alternate method of reading such as Orton-Gillingham, Wilson or other multi-sensory based approach such as Project Read, Lindamood-Bell or Telian. In addition, as a direct result of the language based learning disability, students must require extensive modifications in the other content areas such as Science and Social Studies. Students in the program may exhibit some attention and social-emotional issues; however, it is the Language Based Disability that most interferes with the child’s ability to access the curriculum and make effective progress. A speech and language pathologist consults to the program.

Entrance Criteria

- Recent evaluation data provides strong evidence of a Language Based Disability and;
- Recent work samples clearly show difficulty with language (reading, writing, speaking) and;
- Despite multiple interventions, the student is not accessing the curriculum and making effective progress
- A progression of interventions have been consistently implemented in the Least Restrictive Environment
 - Appropriate accommodations and modifications that are specific to the disability
 - Extra help sessions have been provided to the student regularly
 - Consistent communication with parent has been in place
 - Consultation with the Speech and Language Pathologist and Language Based Teacher has occurred
 - ESL needs and other outside factors impacting learning have been ruled out

Exit Criteria

- Recent evaluation data shows significant progress; and
- The student demonstrates consistent use of learned skills to access the curriculum and make progress; and
- The student no longer requires extensive modifications to and/or accommodations in the curriculum
- The student participates regularly and appropriately in the inclusion setting
- The student demonstrates increased class preparation, independence, and self advocacy skills

Life Skills - Autism Program

Easton Middle School

Grades 6-8

Oliver Ames High School

Grades 9-12+

This program is designed for students who have been determined by the Team as meeting the eligibility criteria of Autism. In addition students exhibit significant impairment in the following areas:

- -verbal communication
- -social interaction and pragmatic skills
- -comprehension
- -behavioral and emotional regulation
- -adaptive daily living skills
- -ability to acquire new skills

The program utilizes a multi-disciplinary approach to enhance communication, socialization and sensory integration. Visual symbols and augmentative communication are used throughout the classroom to assist students understanding of classroom activities, schedules and rules. Emphasis on behavioral based methodologies (i.e. discrete trial, behavioral analysis, etc...) is an integral component of the program. Low student to teacher ratio maximizes the learning of new skills and reinforces appropriate behaviors. Students are integrated into the general education setting on an individual basis as determined by the Team. A district behavioral specialist (BCBA) and Speech and Language Pathologist consults to the program regularly.

Entrance Criteria:

- Recent evaluation data (within the last year) provides strong evidence that Autism related needs (verbal and non-verbal communication needs, pragmatic and social skills, sensory needs, stereotypical movements, and/or social emotional needs) are significantly interfering with the child's ability to access the general curriculum
- Prior to considering placement in the program, a progression of interventions have been consistently implemented in a less restrictive setting, including, but not limited to;
 - Significant modification to content, methodology, and/or performance criteria
 - Additional adult support in a less restrictive setting
 - Use of communication devices, supplementary aids and services
 - Use of visual aids, manipulatives, alternative materials

- Consistent communication between all teachers, service providers, and family

Exit Criteria:

- Student has made significant progress such that he/she can be educated in a less restrictive environment
- The student no longer requires significant modifications to the curriculum
- The student demonstrates increased class preparation, independence, and self advocacy skills