

ATTLEBORO PUBLIC SCHOOLS

Office of Special Education

PROGRAM DESCRIPTIONS



Attleboro Public Schools

Preschool

Special Education Programs

Special education regulations 603 C.M.R. §28.04 govern the process for determining eligibility for special education services. Evaluations are done only with written consent from the parents. Once the formal evaluation process has been completed, all participants meet to form a TEAM to review evaluations and determine eligibility for special education services. The TEAM may include, but not be limited to: the parent/guardian, representative of the school district who acts as Chairperson, student if 14 or older and/or if transitional services will be discussed, general education teacher, other individuals at the request of the parent, and the Attleboro Public Schools evaluators.



Pre-K Center for Multiple Abilities

Location: Early Learning Center at Thatcher Elementary School
Grade: Preschool
Ages: 2.9 years-entrance to K

This substantially self-contained district program provides specialized services to children with significant medical issues and moderate to severe developmental delays in cognitive, communication, social skills, self-help skills, and mobility. Support service providers are an integral component of this highly supportive program and work cooperatively with the classroom special education teacher to integrate services delivery. Services may include: nursing, occupational, physical, vision, and speech and language therapy(ies) based on student need. Children are generally eligible for full-day/five-day program.

This program provides a modified, language-based, developmental preschool curriculum that adheres to *Guidelines for Preschool Experiences and Standards*, and *Massachusetts Department of Early Education and Care* curriculum frameworks. Specialized instruction is provided and specifically designed for each individual child. Majority of the specialized instruction occurs within the classroom setting with inclusion opportunities as students demonstrate readiness.

Home visits may be offered as outlined in the child's Individualized Educational Program (IEP), to promote and enhance the home school carry-over and provide consultation/training for parents.



Integrated Preschool

Location: Early Learning Center at Thacher Elementary School
Grade: Preschool
Ages: 2.9 years-entrance to K

This program provides a language-based, developmental preschool curriculum that conforms to *Guidelines for Preschool Experiences and Standards* and curriculum frameworks as set forth by the *Massachusetts Department of Early Education and Care*. The program affords the opportunity for children identified through the Individualized Educational Program (IEP) TEAM process participation in a preschool program. The program offers and personalizes attention/instruction as necessary to access curriculum and make progress. Children on IEPs receive the same curriculum experiences as the peer models.

Children with all types and severities of disabilities may participate in the program. Due to the nature and severity of disabilities, some children may require small group therapy intensive sessions with minimal distraction in order to acquire skills.

Children may attend for three, four, or five-day sessions. Peer models attend three days per week. A small number of children require full-day programs, due to intensive educational and therapeutic needs.

Support services, as outlined in the child's IEP, may include speech and language, physical and vision therapy(ies) as well as behavioral assistance, if needed. Home visits may be offered as outlined in the child's IEP to promote and enhance the home school carry-over and provide consultation/training for parents.



ASD Preschool Program

Location: Early Learning Center at Thacher Elementary School

Grades: Preschool

Ages: 2.9 years-entrance

This substantially self-contained, district program services children with an Autism Spectrum Disorder and moderate to severe developmental delays in cognition, communication, social skills, and adaptive daily living (ADL)/self-help skills. The program provides data-based systematic teaching related to pre-academic readiness skills, communication skills, social behavioral skills, and self-help skills. A combination of individual instruction and small center-based instruction is utilized in the classroom to deliver an intensive teaching approach to meet the individualized student's needs. Children receive discrete trial instruction at a therapeutic level to target pivotal skills such as attending, imitation, following instructions and matching. Incidental teaching of communication and play/social skills is built into the school day along with whole group and small group communication training. Training in the Pictorial Exchange Communication System for students with limited to emerging verbal skills is implemented. Speech and language therapy, occupational therapy, and physical therapy services are delivered in the classroom, as well as in pull-out sessions to provide intensive direct teaching of skills that can then be generalized across the school day.

A Board Certified Behavior Analyst provides consultation to the classroom special education teacher and staff provide highly intensive instruction and data collection to address the individualized needs of the children in the program.

This program provides a modified developmental preschool curriculum that conforms to *Guidelines for Preschool Experiences and Standards* and curriculum frameworks as set forth by a *Massachusetts Department of Early Education and Care*. As children demonstrate increased interest in peers and tolerance for larger group size, inclusion opportunities with support staff will be provided. Home visits may be offered as outlined in the child's IEP to promote and enhance the home school carry over and provide consultation/training for parents.

Attleboro Public Schools

Elementary

Special Education Programs

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Project Success

Location: Thacher Elementary School
Grades: K-4

This substantially separate district program serves students with significant medical issues and moderate to severe developmental delays in cognition, communication, social skills, self-help and mobility. Collaboration of support services, nursing, occupational therapy, physical therapy, vision therapy, speech and language therapy are an integral component of this highly supportive and intensive program.

The program provides adaptive daily living, functional skill development and modifies curriculum experiences, as well as specially designed instruction for each individual. Although much of the specialized instruction occurs within the program, students are provided with integration opportunities and community-based experiences as part of their educational program.



Insights

Location: Thacher Elementary School - Primary
Thacher Elementary School - Intermediate
Willett Elementary School - Inclusion

Grades: K-4

These substantially separate district programs serve students with the diagnosis of Autism Spectrum Disorder (ASD) and a variety of communication, social/behavioral, and cognitive abilities/needs, who require significant support in order to learn and access the curriculum.

Primary and Intermediate Programs are housed at the Thacher Elementary School. Students are provided with developmentally appropriate, multi-sensory individualized instruction inclusive of accommodations and modifications necessary to access the general curriculum. Instruction is delivered in whole group, small group, and individual formats to meet students' needs. An emphasis is placed on data collection to closely monitor students' progress towards individualized goals and curriculum standards. Discrete trial instruction is provided, as appropriate, for learners who require errorless learning opportunities and highly systematic instruction. In addition to academic teaching, direct instruction is offered daily in the areas of communication, social/leisure, daily living skills and adaptive behavior.

The Willett Inclusion Program consists of partial inclusion educational opportunities for students with the ASD diagnosis or significant delays in social skills. Instruction is tailored to students' needs/abilities in order to enhance grade level academic skills, while remediating achievement gaps. As students demonstrate increased independence within grade level curriculum, a larger portion of each day is spent in an inclusion setting with or without additional supports, as deemed appropriate by the TEAM.

A Board Certified Behavior Analyst offers consultation to the Insights Program. Support services may include: speech and language, occupational and physical therapy(ies). Therapy services are delivered in the classrooms, as well as in pull-out sessions, as outlined in the child's IEP, providing specialized instruction that can be generalized throughout the educational experience.



Learning Enriches Academic Performance (LEAP)

Location: Thacher Elementary School
Grades: 2-4

This substantially separate district program provides specialized educational services to students with moderate to severe perceptual, communication, learning, developmental, and cognitive deficits, which impede progress in basic and functional areas. These students are functioning significantly below grade level, typically two or more years, and require specialized instruction, as outlined in the Individualized Education Program (IEP) to access the curriculum. The program offers assistance and specialized instruction to further develop perceptual, communication, academic, and social, daily living and self-help skills. Students are taught compensatory skills strategies and are supported in their generalization of these skills.

The curriculum is significantly modified to accommodate students' needs. Opportunities for inclusion are an integral part of this program; however, students may receive direct instruction in the content areas within this program. Success in the students' inclusion experiences serves as a basis for increasing time within the general education classrooms.



Student Support Classroom

Location: Studley Elementary School
Grades: K-2 and 3-4

This program is a highly-structured, therapeutic program, serving the needs of students with social, emotional, and/or behavioral disorders, which significantly impact their ability to access the curriculum. The program provides a structured educational and behavioral milieu to assist students in the development of pro-social behaviors, healthy coping skills, and social problem-solving techniques. Targeted positive reinforcement, recognizing each student's unique challenges and abilities, as well as utilizing therapeutic approaches to managing behaviors, are key elements to the delivery of services in the Student Support Classroom. Accommodations and modifications are reflected in the child's Individualized Educational Programs (IEPs) to successfully engage in the delivery of the state frameworks and general education curriculum.

Student Support Classroom staff work collaboratively to maintain an updated Functional Behavioral Analysis (FBA) and consistently review and revise Behavior Intervention Plans (BIPs), with the goal of improving the child's overall functioning within the academic setting.

The school adjustment counselor works closely with the students to provide individual and group counseling, as well as consultation to parents, staff, and outside support personnel. Students may, also, receive other support services, which may include speech and language, occupational, and/or physical therapy(ies) as outlined in the IEP's.

Students in the program are integrated into the general education classroom as appropriate, as demonstrated by their regulation of feelings and behaviors and positive choices. Successful integration may require support from staff to help students transition to the less restrictive environments. Once students are able to consistently and independently participate in the general education setting, the TEAM will convene to discuss the possible return of the students to their district schools.



Inclusion Model

Location: Elementary Schools

Subjects: ELA, math, science, social studies

Grades: K-4

The Inclusion Model provides academic support to students whose achievement level is below grade level and who have mild to moderate special needs. Within this model, students receive specialized instruction with a special education teacher who works collaboratively with a general education teacher to ensure an integrated educational experience that addresses each student's needs. Special educators and paraprofessionals work directly with students within the classroom, and special educators provide intensive specialized instruction, inside or outside of the classroom, in content areas and identified goals and objectives in the child's IEP.

Attleboro Public Schools

Middle School

Special Education Programs

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Multi-Dimensional Adaptive Program (MDAP)

Location: Brennan Middle School

Grades: 5-8

This substantially separate, district program provides specialized educational instruction to students with intensive special needs which include medical, cognitive, and learning needs. Collaboration of support services, nursing, occupational therapy, physical therapy, speech and language therapy and vision services are an integral component of this highly supportive program.

The program provides functional skills instruction in the areas of adaptive daily living (ADL) and self-help skills, with modified curriculum instruction. The focus of the program is functional academics within the community setting, development of appropriate social/behavioral skills, self-care and self-advocacy skills, fine and gross motor skills, visual/auditory needs, communication and use of assistive technology to build skills and enhance learning. Although much of the specialized instruction for these students occurs within the program, integration opportunities and community-based experiences are embedded.



Insights Middle School Program

Location: Brennan Middle School
Grades 5-8

The milieu-based, substantially separate, therapeutic district program services students with the diagnosis of Autism Spectrum Disorder (ASD), and a variety of communication, social/behavioral, and cognitive abilities/needs, who require significant support in order to learn and access the curriculum. Instruction is delivered in small group and individual formats to effectively meet students' needs. An emphasis is placed on functional academics, communication, daily living skills, and community integration.

Discrete trial instruction is provided as appropriate, for students who require errorless learning opportunities and a highly systematic structure. Collaborative programming is conducted between the special education teacher, ABA specialist, Board Certified Behavior Analyst and related service providers. Data collection closely monitors students' progress toward individualized goals and guides instruction.

The focus of this classroom is to provide a learning opportunity within the least restrictive environment. Communication between home, school, and outside service providers, so as to ensure the generalization of skills across environments, is an important component of this program.



Essential Skills Program

Location: Brennan Middle School

Grades: 5-8

This substantially separate, language-based program is designed for students who have significant developmental delays/disabilities and need assistance with accessing and mastering the essential social and academic skills/concepts to allow them to function more independently in the school and community. An array of specialized instruction strategies are utilized to enable students to master the communication, reading, writing, math concepts, adaptive living (ADL) skills, as well as self-help skills.

Students are provided with developmentally appropriate and multi-sensory instruction with modifications to the general curriculum.

Inclusive opportunities to enhance involvement and participation with peer groups in social and academic related experiences in school and/or in the community are embedded. Involvement in social and problem-solving groups, community field studies, and appropriate specials and classes are learning experiences provided, which enable students to generalize skills outside the classroom.



Learning Lab

Location: Wamsutta Middle School
Grades: 5-8

The Learning Lab program provides specialized instruction to students who are experiencing academic challenges and have moderate to severe perceptual, communication, learning and cognitive deficits and who are functioning below their current grade level. The Learning Lab program provides supports and services in the development of functional academic, social, perceptual and communication skills, as well as compensatory skills in these areas. Instruction is delivered in both a small, structured environment and inclusion settings, depending on student need.

The curriculum is modified to accommodate the academic needs of each student. Integrated opportunities are an integral part of this program. Effective progress in the student's inclusion experiences serves as a basis for increasing time spent within the general education classrooms.



SpArk

Location: Coelho Middle School
Grades: 5-8

This substantially separate program serves students with a diagnosis of Autism Spectrum Disorder (ASD) and/or students who present with a variety of challenges in social thinking, self-awareness, sensory and emotional regulation and resulting anxiety. Students may be learning at or below grade level. Students receive instruction in the core subjects at the pace and accommodations that are appropriate for their individual needs.

Instruction is delivered in the substantially separate classroom or in the inclusion setting with support from SpArk staff, as determined by the Individualized Education Program (IEP) TEAM. In addition to core academic instruction, students may also participate in meaningful inclusion opportunities in appropriate specials. Students in the SpArk program receive intensive training in social thinking, understanding social norms and developing positive relationships.

Therapy services are delivered in the classroom as well as in pull-out sessions, to provide specialized instruction that can be generalized throughout the educational experience. Additional related services are provided as determined by the IEP TEAM. A Board Certified Behavior Analyst provides consultation to the SpArk classroom.



Learning Abilities Program (LAP)

Location: Coelho Middle School
Grades: 5 – 8

This co-taught, district inclusion program provides intensive language-based instruction in all core content areas for students of average or above average potential for learning. The program offers specialized services to students that have documented significant delays in receptive/expressive language, reading, written language, math, auditory/visual perception and/or reasoning, that impact the level of academic performance in the general education setting. Students in this program participate in grade-level assessments with accommodations and/or modifications to meet their individual needs.



Student Support Classroom

Location: Coelho Middle School
Grades: 5-8

This program is designed to provide a therapeutic environment offering additional supports in the general education classroom to student who have been identified with social, emotional and behavioral needs. Small group instruction, as well as individualized teaching opportunities, are available to help each student access the curriculum and strengthen organization and study skills.

The Student Support Classroom (SSC) places an emphasis on the development and implementation of well-coordinated and consistent therapeutic and academic interventions for special education students. This may include, but is not limited to, the understanding of individual learning styles, organizational skills, appropriate social interactions, emotional/behavioral management and self-advocacy. The SSC encourages frequent communication between student, parent/guardian and faculty.



Student Success Classroom

Location: Wamsutta Middle School
Grades: 5-8

This substantially separate classroom is a therapeutically designed setting, which supports students working to manage challenging behaviors. The classroom serves students in grades 5-8, providing specialized instruction in all content areas. All students who participate in this program receive content curriculum within a small, structured group setting.

A special education teacher and staff provide students with support to successfully regulate behaviors and make positive choices, in order to effectively access the curriculum. Group counseling and individual counseling services are provided as an embedded part of the program model. Inclusion opportunities are offered as student's progress and demonstrate readiness.



Inclusion Model

Location: Middle School

Subjects: ELA, Math, Science, Social Studies

Grades: 5-8

The Inclusion Model provides academic support to students whose achievement level is slightly below grade level and who have mild to moderate special needs. Within this model, students receive specialized instruction from a special education teacher, who works collaboratively with a general education teacher, to ensure an integrated educational experience that addresses each student's needs. Special educators work directly with students within the classroom and provide pull-out services to offer intensive instruction in the core curriculum content areas and identified goals and objectives in the student's Individualized Education Plan (IEP).

Attleboro Public Schools

High School

Special Education Programs

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Inclusion Model

Location: Attleboro High School

Subjects: English, Math, Science, Social Studies

Grades 9-12

The Inclusion Model provides academic support to students whose achievement level is slightly below grade level and who have mild to moderate special needs. Within this model, students receive specialized instruction with special education teachers, who work collaboratively with general education teachers, to ensure an integrated educational experience that address each student's Individualized Education Program (IEP) goals and objectives. Special educators work directly with students to ensure students engage in opportunities to work toward proficiency on IEP goals. When necessary, students work with special education teachers outside of the general education classroom to target specific skills needed to reach proficiency. The development and reinforcement of effective study habits and mastery of essential skills and concepts related to the content areas are emphasized.



Essential College Prep (ECP)

Location: Attleboro High School

Subjects: English, math, science and social studies

The Essential College Prep courses provide specialized instruction to students whose achievement is below grade level and have moderate special needs. Instruction occurs within a substantially separate setting. Special educators provide direct instruction in all selected core content areas, as well as reinforcement of skills and concepts. A student's placement in one or more ECP course is determined by the IEP TEAM. Students receive small group instruction using a variety of specialized instructional strategies and accommodations and modifications to assist them with learning and mastery of skills.



Student Support Classroom

Location: Attleboro High School
Grades: 9-12

This program is a highly structured, therapeutic environment that provides additional supports to students within the high school setting who have been identified with social, emotional and behavioral needs. The Student Support Classroom places an emphasis on the development and implementation of well-coordinated and consistent therapeutic and academic interventions for students with Individualized Education Programs (IEPs). If necessary, there is small group instruction to strengthen the understanding of individual learning styles, organizational skills, appropriate social interactions, emotional/behavioral management and self-advocacy. The program also provides consistent support both within the general education environment and the Student Support Classroom, and encourages frequent communication between student, parent/guardian and faculty.



Alternative Learning Program (ALP)

Location: Attleboro High School
Grades: 9-12

This substantially separate program serves students with moderate to severe perceptual communication, learning developmental and cognitive deficits that impede progress in basic functional areas. These students are functioning significantly below grade level (two or more years) and require specialized instruction as outlined in the Individualized Education Program (IEP) to access the curriculum. This program provides assistance in the development of functional skills and in the areas of self-help, adaptive daily living (ADL) skills, social interaction, and communication and basic academic concepts. Integration opportunities are an essential part of this program and students may receive community-based and/or job exploratory experiences to assist in the development of independence.



Multi-Dimensional Adaptive Program (MDAP)

Location: Attleboro High School
Grades: 9-12+

This substantially separate, district program provides specialized educational instruction to students with intensive special needs, which include medical, cognitive, and learning needs. The program provides functional skills instruction in the areas of adaptive daily living (ADL) and self-help skills with modified curriculum instruction. The focus of this program is functional academics within the community setting, development of appropriate social/behavioral skills, self-care and self-advocacy skills, fine and gross motor skills, visual/auditory needs, communication and use of assistive technology to build skills and enhance learning. Although much of the specialized instruction for these students occurs within the program, integration opportunities and community-based experiences are encouraged and an integral part of the program.



12+ Transition Program

Location: Attleboro High School
Grades/Age: 12+, 18 years of age

This substantially separate program serves students who have completed four years of high school, with moderate to severe perceptual, communication, learning developmental, and cognitive deficits that impede progress in basic functional areas. The students participating in the program are functioning significantly below grade level. This program provides assistance in the development of functional skills and in the areas of self-help, adaptive daily living (ADL) skills, social interactions, communication, and basic academic concepts. Integration opportunities and community-based and job exploratory experiences are an essential part of these students' education to assist in the development of independence. Students will focus on creating their own plan for the future, identifying transitional goals and developing skills in self-advocacy.



The Network

Location: 135 County Street, Attleboro
Grades: 9-12

The Network Program offers an alternate, therapeutic public day program for students with significant social, emotional deficits, which have impeded their ability to succeed academically and/or socially within the general high school environment. Emphasis is placed on students developing self-management skills, appropriate coping strategies, and interaction skills. Program goals include improved attendance, successful completion of supported vocational experiences, and coursework resulting in a high school diploma, post-secondary education, and employment. The curriculum and instruction are personalized and modified to meet the individual needs, and courses are provided that will meet the credit requirements for graduation. Students also have the option of participating in classes at the high school as they demonstrate their readiness to be integrated into the mainstream with minimal supervision. Students participating in the program earn credits for courses toward Attleboro graduation requirements.