

# **Newton Public Schools**

## **Guide to Special Education Programs and Related Services**

**2010/2011**

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Subject to change

*The Newton Public Schools Guide to Special Education Programs and Related Services* provides an overview of programs and related services that are available at the preschool, elementary, middle, and high school levels. Citywide programs are located in the specific school listed, but are open to eligible students across the city. All program summaries include specific student needs profiles, program goals, descriptions of staffing, curriculum and special programming, as well as specialist services available. The related services section includes a brief description of each of the related services available to students in the Newton Public Schools based on the needs specified in their Individualized Education Programs (IEPs).

<u>PROGRAM</u>	<u>GRADES</u>	<u>SCHOOL</u>
<b><u>Early Childhood Education Programs</u></b>		
Citywide Early Childhood Services – Preschool	Preschool	Education Center Lincoln-Eliot
<b><u>Elementary School Programs</u></b>		
Neighborhood Inclusion	Grades K – 5	All schools
Learning Center	Grades K – 5	All schools
Citywide Comprehensive Applied Behavior Analysis Program (ABA)	Grades K – 5	Countryside
Citywide Co-Taught Program	Grades K – 5	Multiple schools
Citywide Integrated Program	Grades 2 – 5	Angier
Citywide Integrated Program	Grades 4 – 5	Memorial Spaulding
Citywide Language Development Classes (REACH)	Grades 3 – 5	Franklin
<b><u>Middle School Programs</u></b>		
Neighborhood Inclusion	Grades 6 – 8	All schools
Learning Center	Grades 6 – 8	All schools
Integrated Program	Grades 6 – 8	All Schools
Citywide Comprehensive Applied Behavior Analysis Program (ABA)	Grades 6 – 8	Brown
Citywide Bridge Program	Grades 6 – 8	Day
Citywide Middle School Learning Disabilities Prog.	Grades 6 – 8	Oak Hill/Day
Citywide Project FOCUS	Grades 6 – 8	Brown
<b><u>High School Programs</u></b>		
Neighborhood Inclusion	Grades 9 – 12/ to age 22	All schools
Citywide Comprehensive Applied Behavior Analysis Program (ABA)	Grades 9 – 12/ to age 22	North
Communication and Organization	Grades 9 – 12	North
Academic Support	Grades 9 – 12	North
Integrated Program	Grades 9 – 12	South
The Learning Program	Grades 9 – 12	South
High School Alternative and Therapeutic Programs		
▪ Compass	Grades 9 – 12	South
▪ Southside	Grades 9 – 12	South
▪ Turnaround	Grades 10 – 12	South
▪ Links	Grades 11 – 12	North
▪ Pilot	Grades 9 – 12	North
▪ Central High School	Grades 9 – 12	Education Center
<b><u>Related Services</u></b>		All schools
<b><u>Additional Information</u></b>		
▪ Office of Student Services Administration Contact List		
▪ Office of Student Services Administration Organization		

# Early Childhood Programs

## Early Childhood Education Programs

**Program:** Citywide Preschool (Newton Early Childhood Programs-NECP)  
**Schools:** Education Center and Lincoln-Eliot Elementary  
**Grades:** Preschool (Ages 3 and 4)

**Student Needs:** Children ages 3 and 4, including those turning 5 during the school year, who have moderate to intensive special education needs, and require diagnostic, educational and/or specialized services.

### Overview:

The Early Childhood Programs offer a wide range of identification, diagnostic, educational, and support services for preschool children. Integrated preschool classes are located at both the Education Center and the Lincoln-Eliot Elementary School (see lists below). They enroll fifteen to sixteen children, seven to eight of whom have moderate to intensive special education needs and eight students without disabilities. A substantially separate classroom enrolls up to eight students with intensive special needs.

### Education Center:

- 4 Morning integrated classes
- 2 Extended integrated classes
- 1 Full day self-contained class

### Lincoln-Eliot:

- 4 Morning integrated programs

### Description:

- ☑ **Staffing:** Each classroom is staffed with a teacher certified in early childhood special education and assistant teachers. In addition, a speech/language pathologist and occupational therapist are part of the classroom interdisciplinary team. The physical therapist sees children as needed and the physical educator provides a weekly physical education program. Applied Behavior Analysts provide services both in and out of the classrooms.
- ☑ **Curriculum:** Curriculum in the Newton Early Childhood Programs is child-centered and offers developmentally appropriate activity based learning for preschool children.
- ☑ **Special programming:** The range of direct services varies widely depending on a student's individualized needs. The type and frequency of service are decided at the child's IEP Team meeting and are listed in the specialized services section below.
- ☑ **Related services** NECP students may receive include:
  - Speech and Language Therapy
  - Physical Therapy
  - Occupational Therapy
  - Emotional/Behavioral Support
  - Orientation and Mobility Training
  - Vision Services
  - Specialized Curriculum
  - Deaf/Hard of Hearing Services
  - Social Pragmatics
  - Applied Behavior Analysis Services

# Elementary School Programs

## Elementary School Programs

**Program:** Neighborhood Inclusion  
**Schools:** All elementary schools  
**Grades:** K - 5

**Student Needs:** Elementary school students receiving supports through the Neighborhood Inclusion Program have intensive needs, such as developmental delays, intellectual impairments, physical impairments, emotional and behavioral challenges or other disabilities.

**Overview:** Inclusion is a belief that everyone belongs and everyone benefits. This educational model challenges schools to meet the needs of all students by educating learners with disabilities alongside their non-disabled peers. It is based on a belief that all children can learn together in the same schools and classrooms with appropriate supports. The environment necessary to nurture and foster inclusion is built upon a shared belief system between general and special education, and a willingness to merge the talents and resources of teachers.

### Mission

The mission of the schools is to maximize the potential and independence of each student. An inclusive education helps prepare students with disabilities for an integrated adult life and builds understanding and acceptance within the broader community.

### Description:

- ☑ **Staffing:** A case manager, a special educator with experience in intensive special needs, called an inclusion facilitator, plans appropriate interventions, coordinates services for students, models best practices in teaching students with intensive needs, and serves as a resource for students and faculty and parents. The inclusion facilitator works closely with teachers, teaching assistants, behavior therapists and related specialists as well as the families of students to ensure that a meaningful educational experience is provided.
- ☑ **Curriculum:** A critical component of inclusion is to provide students with disabilities access to the curriculum, regardless of the level. Children learn skills best in the natural classroom environment where opportunities for diverse experiences are available for all students. All programming is individualized to meet the student's unique needs. Curriculum is created by modifying the Newton Public School grade level curriculum as called for by the student's Individualized Education Plan, including functional, daily care and vocational skills training, as necessary.
- ☑ **Special programming:** All programming is highly individualized to meet the student's unique needs. In order to meet their educational and therapeutic needs, students may follow an individualized schedule.
- ☑ **Related services** students may receive include:
  - Speech and Language Therapy
  - Physical Therapy
  - Psychology and Social Work
  - Vision Service
  - Specialized Curriculum
  - Applied Behavior Analysis Services
  - Occupational Therapy
  - Adaptive Physical Education
  - Orientation and Mobility Training
  - Deaf/Hard of Hearing Services
  - Community/Vocational Training

## Elementary School Programs

**Program:** Learning Center  
**School:** All elementary schools  
**Grades:** K-5

**Student Needs:** Students receiving supports through the Learning Center model at the elementary level, have Specific Learning Disabilities, Language-based Learning Disabilities and Neurological Disabilities, such as Executive Functioning.

**Overview:** Learning Center teachers support K-5 students in the classroom and in separate special education settings. Students are supported through direct instruction and consultation models. The learning center teachers provide instruction in language arts, mathematics, academic support in curriculum areas as well as study and organizational skills. Learning Center teachers collaborate closely with classroom teachers, therapists and specialists to develop comprehensive, integrated services for children.

**Goals or Mission:** The mission of the program is to teach foundation skills as well as learning strategies to help students compensate for their area(s) of learning disability. Understanding their own strengths and weaknesses as learners and self-advocacy are both components of this teaching model as well.

### Description

- ☑ **Staffing:** At the elementary level, Learning Center teachers provide small group direct instruction in the academic areas. At times, Learning Center teachers will support students within the general education setting in order to generalize concepts and strategies.
- ☑ **Curriculum:** At the elementary level, student who receive support through the Learning Center access the grade level general education curriculum through accommodation and some modifications.
- ☑ **Special programming:** At the elementary Level, Learning Center teacher may use specialized materials such as: Orton-Gillingham or Wilson Reading approaches, the EmPower Writing process or the Kathy Richardson math program to augment the Newton Public School curriculum.
- ☑ **Related services** students may receive include:
  - Speech and Language Therapy
  - Physical Therapy
  - Psychology/Social Work
  - Vision Services
  - Specialized Curriculum
  - Occupational Therapy
  - Adaptive Physical Education
  - Orientation and Mobility Training
  - Deaf/Hard of Hearing Services

## Elementary School Programs

**Service:** Citywide Comprehensive Applied Behavior Analysis Program (ABA)  
**School:** Countryside Elementary  
**Grades:** K-5

**Student Needs:** Students receiving supports through the Citywide ABA program at the elementary level require intensive behavioral and communication supports and receive almost all of their instruction through the methodology of discrete trial instruction.

**Overview:** An intensive approach to Applied Behavior Analysis (ABA) instruction is offered at Countryside. The services include a combination of supported inclusion, discrete trial sessions, small group activities and incidental teaching strategies to students in grades K-5. The program is based on the principles of Applied Behavior Analysis with a focus on reinforcement systems and consistent behavior management programs.

**Goals or Mission:** The goal of the program is for students to increase their independent skills in all areas including academics, recreation, social, communication, self-care, and motor and behavior management. These skills are approached in a variety of settings to promote generalization of the skills.

### Description:

- ☑ **Staffing:** A special education teacher oversees the ABA programs being put into place and there is a behavior therapist for each student. The behavior therapists are trained to work with multiple students in order to accommodate a rotation system that helps students generalize their skills. Additionally, the model utilizes BCBA support.
- ☑ **Curriculum:** Inclusion opportunities are structured for each student based on the student's areas of strength and need. Typically, students will be included in the school community for social opportunities such as lunch, fine and applied arts classes and physical education. These activities provide opportunities for students to practice social interactions, communication programs, and recreation skills in more natural situations. The amount of time included for these activities are individualized based on class structure, target goals, and student interest. Participation in core curriculum classrooms is determined for each student individually and often focuses on one academic area at a time with a gradual increase in time or activities across the school year.
- ☑ **Special programming:** Each student participates in a social pragmatics group of 3 to 4 students staffed with the speech and language pathologist as the lead teacher, and 2-3 assistants as the support staff. The group works on basic social exchanges, turn taking activities, and age appropriate group games. These sessions provide opportunities for the students to generalize skills learned during speech and language therapy, recreation programs, and other discrete trial programs to a more natural situation. Students learn to follow consistent routines and social exchanges during routines such as lunchtime. They also learn how to appropriately respond to more age specific greetings using vocabulary common to students in their peer group. These skills also help to reinforce the skills required for inclusion opportunities by practicing those skills in a small group. These skills include: attending in small group settings, following instructions from a lead teacher, following natural prompts from peers, and decreased attention from support staff.

Community activities are planned and implemented to address student needs in order to be successful in the community. Target skills, such as waiting in line at the bank, preparing for and completing grocery shopping, interacting with adults and peers while making purchases, and eating at restaurants are practiced regularly to help promote adaptive skills. The students also practice age appropriate leisure skills such as going to a movie, going bowling, and going to parks. Students participate in the community outings in small groups with staff. Each student works on specific individual goals for each outing.

☑ **Related services** students may receive include:

- Speech and Language Therapy
- Physical Therapy
- Psychology / Social Work
- Vision Services
- Specialized Curriculum
- Applied Behavior Analysis Services
- Occupational Therapy
- Adaptive Physical Education
- Orientation and Mobility Training
- Deaf / Hard of Hearing Services
- Community / Vocational Training

## Elementary School Programs

**Program:** Citywide Co-Taught Program  
**Schools:** All elementary schools  
**Grades:** K-5

**Co-Taught Classrooms:** Franklin, Mason Rice, Memorial Spaulding, Bowen and Countryside. Resources within each of these schools were re-allocated in order to create a Co-Taught classroom, which serve a neighborhood cohort of students with a variety of needs at an identified grade level. Co-taught classrooms are an effective model of inclusive education. These classrooms have been established for the 2010-2011 school year only. The co-taught model will be under review and future plans will be made accordingly.

**Student Profile:** Students receiving supports through the co-taught classrooms can have a variety of learning and social needs. Given direct instruction and with strategies embedded throughout the day, students are working towards meeting grade level benchmarks. This model allows for increased flexibility in grouping and scheduling making it possible for struggling students to receive on the spot feedback from a highly qualified teacher.

**Overview:** The goal of the program is to address students' multiple needs by providing a comprehensive range of services and a consistent, structured, and nurturing environment throughout the school day. At the same time, a co-taught model enables students to fully participate in the general curriculum. Creating co-teaching partnerships between general educators, the masters of content, and special educators, the masters of accessibility, increases the probability of curriculum being seamlessly differentiated and strategies being implemented (R.Villa)

**Goals or Mission:** "Typical" students and students who demonstrate needs for special services are provided a challenging, developmentally appropriate curriculum in various aspects of the school day. All students participate in the curriculum of the grade level with small group teaching of specific skills for students who require specialized instruction below grade level and constant modifications of curriculum to make it accessible to all.

### Description

- ☑ Staffing: The staff consists of a full time elementary teacher, a full special education teacher, and a full time intern. The special education team consists of an occupational therapist, speech and language therapist, psychologist and principal. The teams meet regularly to discuss strategies for remediation.
- ☑ Curriculum: Extensive early intervention to meet the academic and social needs of all students within the general classroom environment is a goal supported by the whole team. To this end, specialists work with students in the classroom whenever possible. Both the general and special education staff provide services to meet the IEP goals.
- ☑ Specialized programming: Range of instructional group size: 1:1 small group, whole class. Ratio of special needs to non-special needs: 1/3 special needs
- ☑ Related services students may receive include:
  - Speech and Language Therapy
  - Occupational Therapy
  - Physical Therapy
  - Adaptive Physical Education
  - Emotional/Behavioral Support
  - Orientation and Mobility Training
  - Vision/ Audiology Services
  - Specialized Curriculum

## Elementary School Programs

<b>Program:</b>	<b>Citywide Integrated Classes</b>	
<b>Schools:</b>	<b>Angier Elementary</b>	<b>Memorial Spaulding Elementary</b>
<b>Grades:</b>	<b>2-5</b>	<b>4-5</b>

**Student Needs:** Students receiving supports through the integrated classes are primarily identified with Specific Learning Disabilities and/or Communication disorders. Given direct instruction and with strategies embedded throughout the day, students are working towards meeting grade level benchmarks.

**Overview:** This program takes place in heterogeneous classes with neurotypical students enrolled in the elementary school and students with disabilities who attend from various neighborhoods throughout the city. Students with special needs are supported academically and socially through small group teaching, tutoring and modifications of the curriculum. Staff is involved in an ongoing effort to develop a model for co-teaching that may be implemented elsewhere in the system.

**Goals or Mission:** The goal of the program is to address students' multiple needs by providing a comprehensive range of services and a consistent, structured and nurturing environment throughout the school day. At the same time, the Integrated Program enables students to fully participate in the general curriculum, with additional supports, as needed, to ensure their success. "Typical" students and students who demonstrate needs for special services are to be provided a challenging, developmentally appropriate curriculum in various aspects of the school day.

### Description

- ☑ **Staffing:** The staff consists of a full time elementary teacher, a full special education teacher, and a full time intern. The special education team consists of an occupational therapist, speech and language therapist, psychologist and principal. The teams meet regularly to discuss strategies for remediation.
- ☑ **Curriculum:** Extensive early intervention to meet the academic and social needs of all students within the general classroom environment is a goal supported by the whole team. To this end, specialists work with students in the classroom whenever possible. Both the general and special education staff provide services to meet the IEP goals.
- ☑ **Special programming:** Range of instructional group size: 1:1 to small group and whole class. Ratio of special needs to non-special needs per class is 1/3 special needs
- ☑ **Related services** students may receive include:
  - Speech and Language Therapy
  - Physical Therapy
  - Psychology/Social Work
  - Vision Services
  - Specialized Curriculum
  - Occupational Therapy
  - Adaptive Physical Education
  - Orientation and Mobility Training
  - Deaf/Hard of Hearing Services

## Elementary School Programs

**Program:** Citywide Language Development Classes–REACH  
**School:** Franklin Elementary  
**Grades:** 3, 4, 5

**Student Needs:** Students receiving supports through the REACH program are primarily identified with language-based learning disabilities. They are working below grade level in the areas of English and Language Arts and Math and their organizational needs impact their participation across all daily activities.

**Overview:** This classroom is designed for children with language-based learning differences in grades 3, 4 and 5 who require some time within a substantially separate language-based program to maximize learning. This highly structured, language-based program provides intensive specially designed instruction that is individualized based on student needs during English Language Arts and Math. Students are working toward grade level benchmarks through modified curriculum.

**Goals or Mission:** The development of a positive attitude and the enhancement of self-esteem and self-confidence are major goals for each child. Providing each child with many opportunities for success academically, socially and emotionally are essential components to this developmental program. In order to ensure this success, children are grouped academically according to their strengths and areas of need as well as their learning level.

### Description:

- ☑ **Staffing:** The staffing consists of one special education teacher at each of the three grade levels. Additionally, 2.5 teaching assistants support the program throughout the day. Related service providers support students based on their individual goals. The special education team consists of an occupational therapist, speech and language therapist, psychologist and principal.
- ☑ **Curriculum:** Specific specialized methodologies are used to teach children to decode and comprehend language. Reinforcing decoding skills, developing vocabulary and comprehension skills are major goals for each child. Children become immersed in language utilizing this approach across all curriculum areas, including Science, Math, Social Studies, etc.
- ☑ **Special programming:** Instructional group size ranges from small group to whole class. English Language Arts, Writing, Math and organizational skills instruction are primarily taught within a small, self-contained grouping.
- ☑ **Related services** students may receive include:
  - Speech and Language Therapy
  - Physical Therapy
  - Psychology/Social Work
  - Vision Services
  - Specialized Curriculum
  - Occupational Therapy
  - Adaptive Physical Education
  - Orientation and Mobility Training
  - Deaf/Hard of Hearing Services

# **Middle School Programs**

## Middle School Programs

**Program:** Neighborhood Inclusion  
**Schools:** All middle schools  
**Grades:** 6, 7, 8

**Student Needs:** The Neighborhood Inclusion Program serves middle school students whose disabilities significantly impact their ability to access the general education curriculum. These disabilities may include, but are not limited to developmental delays, intellectual impairments, physical impairments, emotional and behavioral challenges or other disabilities.

**Overview:** The Neighborhood Inclusion Program provides highly individualized services, programming, and special instruction to students according to their needs and Individualized Education Programs (IEPs).

**Goals or Mission:** The mission of the Neighborhood Inclusion Program is to implement the belief that everyone belongs and everyone benefits. It strives to maximize the potential and independence of each student. The educational model works to eliminate the barriers between children with disabilities and their non-disabled peers.

### **Description:**

- ☑ **Staffing:** Inclusion Facilitator(s), Special Education Teaching Assistants, Behavior Therapists and related service providers
- ☑ **Curriculum:** The Newton Public School curriculum is modified as called for by the student's Individualized Education Plan. Other curriculum, which may include functional and vocational topics, may be supplemented as necessary. Specialized instruction may be offered in Mathematics, English Language Arts, and other content areas, in accordance with a student's IEP. Some students may participate in all general education classes with individualized support given across their entire school day if necessary, including lunch, fine and applied arts and physical education.
- ☑ **Special programming:** Individual programming is based on each student's required modifications, accommodations, and need for specialized instruction in lieu of general education classes. All programming is highly individualized to meet the student's unique needs. In order to meet their educational and therapeutic needs, students may follow an individualized schedule.
- ☑ **Related services** students may receive:
  - Speech and Language Therapy
  - Physical Therapy
  - Psychology and Social Work
  - Deaf/Hard of Hearing Services
  - Specialized Curriculum
  - Transition Planning
  - Occupational Therapy
  - Adaptive Physical Education
  - Vision Services
  - Orientation & Mobility
  - Community Living Skills

## Middle School Programs

**Program:** Learning Center  
**Schools:** All middle schools  
**Grades:** 6, 7, 8

**Student Needs:** Students who receive services in the Learning Center have learning disabilities that affect their progress in the middle school general education curriculum. They may demonstrate difficulty in reading fluency, decoding, comprehension, written expression, math concepts and/or organization. Usually, these students are able to manage grade level curriculum with only mild to moderate accommodations and modifications.

**Overview:** In accordance with their Individual Educational Programs (IEPs), students receive academic support services either in a small group in the Learning Center and/or in their content area classes. Some students may receive additional support from the learning center teachers if they do not take a foreign language.

### Goals or Mission

The mission of the program is to teach learning strategies to students to help them compensate for their area(s) of learning disability. Understanding their own strengths and weaknesses as learners and self-advocacy are both components of this teaching model as well.

### Description:

- ☑ **Staffing:** Special Education Teachers and Special Education Assistants
- ☑ **Curriculum:** Students participate in general education classes.
- ☑ **Special programming:** Students in the Learning Center program may receive small group support for compensatory strategy acquisition, review and preview of concepts, integration of information, organization and planning, and comprehension of written material, as specified by their IEPs.
- ☑ **Related services** students may receive:
  - Speech and Language Therapy
  - Occupational Therapy
  - Transition Planning

## Middle School Programs

**Program:** Integrated  
**Schools:** All middle schools  
**Grades:** 6, 7, 8

**Student Needs:** The Integrated program serves students who have multiple learning needs that require academic support and many levels of modifications throughout their school day in order for them to access the general education curriculum. Students are able to work with some independence, and do not need one to one support. They exhibit characteristics that may include, but are not limited to, difficulty with strategy acquisition, generalization of concepts, and integration of information, attention, organization and planning, decoding and/or comprehension of written material and written expression.

**Overview:** The Integrated Program Special Education staff provides support in all core general education classes. Classroom accommodations and modifications to the regular curriculum are often provided for students to be successful academically. In addition, students receive academic support in small group classes, according to their Individualized Educational Programs (IEPs).

**Goals or Mission:** The goal of the Integrated Program is to enable students with significant learning needs to successfully participate in the general education curriculum.

### Description

- ☑ **Staffing:** Each school's program is staffed by Special Education Teachers and Special Education Teaching Assistants. Special Education teachers work closely with grade level general education team teachers and the teaching assistants work under the direction of the special educators.
- ☑ **Curriculum:** Students participate in all general education classes with the necessary accommodations and/or modifications, as specified in each student's IEP. A central component of the integrated classes is the ongoing planning and communication among general education and special education staff. Depending upon students' individual needs, specially designed instruction/assignments are provided, but can vary by subject.
- ☑ **Special programming:** Classroom accommodations, modifications to assignments delivery of instruction and performance criteria are provided on an individual basis. Small group academic strategy classes address the goals and objectives of each student's IEP. These areas typically include organization and study skills, reading comprehension, written expressive skills, and mathematics skills. Group counseling or social pragmatics services are also provided for students as needed.
- ☑ **Related services** students may receive:
  - Speech and Language Therapy
  - Physical Therapy
  - Psychology and Social Work
  - Vision Services
  - Specialized Curriculum
  - Applied Behavior Analysis Services
  - Occupational Therapy
  - Adaptive Physical Education
  - Orientation and Mobility Training
  - Deaf/Hard of Hearing Services
  - Community/Pre-Vocational Training
  - Transition Planning

## Middle School Programs

**Program:** Citywide Comprehensive Applied Behavior Analysis Program (ABA)  
**School:** Charles E. Brown Middle School  
**Grades:** 6, 7, 8

**Student Needs:** Students receiving supports through the Citywide ABA program at the middle school level require intensive behavioral and communication supports and receive almost all of their instruction through the methodology of discrete trial instruction.

**Overview:** An inclusion based intensive approach to Applied Behavior Analysis (ABA) instruction. The services include a combination of supported inclusion, discrete trial sessions, small group activities and incidental teaching strategies to students in grades 6 through 8. The program is based on the principles of Applied Behavior Analysis and Positive Behavior Supports with a focus on the use of individualized Behavior Support Plans incorporating function-based strategies including functional communication training and positive reinforcement systems.

**Goals or Mission:** The goal for students is to increase their independence skills in all areas including academics, recreation, social, communication, self-care, and motor and behavior management. These skills are approached in a variety of settings to promote generalization of the skills.

### Description:

- ☑ **Staffing:** The program is supervised by a Board Certified Behavior Analyst (BCBA). The groups are staffed with the speech pathologist as the lead teacher, and 2-3 assistants as the support staff.
- ☑ **Curriculum:** Inclusion opportunities are structured for each student based on the student's areas of strength and need. Typically, students will be included into the school community for social opportunities such as lunch, Fine and Applied Arts classes and Physical Education. These activities provide opportunities for students to practice social interactions, communication programs, and recreation skills in more natural situations. The amount of time included for these activities are individualized based on class structure, target goals, and student interest. Participation in core curriculum classrooms is determined for each student individually and often focuses on one academic area at a time with a gradual increase in time or activities across the school year.
- ☑ **Special programming:** Each student participates in a social pragmatics group of three to four students run by the program speech and language pathologist. The group works on basic social exchanges, turn taking activities, and age appropriate group games. These sessions provide opportunities for the students to generalize skills learned during speech and language therapy, recreation programs, and other discrete trial programs to school and community settings. Students learn to follow consistent routines and social exchanges during routines such as lunchtime. They also learn how to appropriately respond to more age specific greetings using vocabulary common to students in their peer group. These skills also help to reinforce the skills required for inclusion opportunities by practicing those skills in a small group. Those skills include: attending in small group settings, following instructions from a lead teacher, following natural prompts from peers, and decreased attention from support staff.

Community activities are also planned and implemented to address student needs in order to be successful in the community. Target skills, such as waiting in line at the bank, grocery shopping, interacting with adults and peers while making purchases at the mall, and eating at restaurants, are practiced regularly to help promote adaptive skills. The students also practice age appropriate leisure skills such as watching a movie, bowling, and playing at parks. Students participate in the community outings in small groups with staff. Each student works on specific individual goals for each outing.

☑ **Related services** students may receive include:

- Speech and Language Therapy
- Physical Therapy
- Psychology and Social Work
- Vision Services
- Specialized Curriculum
- Applied Behavior Analysis Services
- Occupational Therapy
- Adaptive Physical Education
- Orientation and Mobility Training
- Deaf/ Hard of Hearing Services
- Community/Pre-Vocational Training
- Transition Planning

## Middle School Programs

**Program:** Citywide Bridge  
**School:** F. A. Day Middle School  
**Grades:** 6, 7, 8

**Student Needs:** The Bridge program serves middle school students with emotional disabilities, who need behavioral, emotional, and academic support throughout the school day.

### Overview:

The Bridge Program is a city-wide therapeutic program, located at Day Middle School, that provides students with small group and individualized support, weekly group counseling and a behavioral management system. Students receive close monitoring, crisis intervention, and coordination with outside mental health providers.

### Goals or Mission

The mission of the program is to help student maximize their school functioning despite their significant emotional needs.

### Description

- ☑ **Staffing:** A special education teacher directs the program and coordinates the services of the Special Education Assistants. On a weekly basis, the special education teacher consults with the school psychologist as well as meeting with the general education teachers on each team, at each grade level.
- ☑ **Curriculum:** Students participate in general education classes, but typically require modifications to the academic workload, as well as emotional or behavioral support.
- ☑ **Special programming:** Students receive daily individualized academic support in a small group setting. They also participate in weekly group counseling sessions and may be given an individualized behavioral management system.
- ☑ **Related services** students may receive:
  - Speech and Language Therapy
  - Occupational Therapy
  - Adaptive Physical Education
  - Transition Planning

## Middle School Programs

**Program:** Citywide Learning Disabilities Program  
**Schools:** Oak Hill Middle School and F. A. Day Middle School  
**Grades:** 6, 7, 8

**Student Needs:** Students have been diagnosed as having learning disabilities that significantly impact their reading and writing skills.

**Overview:** The citywide Learning Disabilities Program provides intensive instruction to address students developing language skills. Curriculum is modified and adapted as necessary to include systematic multi-model, researched based instruction.

**Goals or Mission:** To provide students with the language and literacy skills, learning strategies and tools to become independent learners and achieve success in their general education classrooms.

### **Description:**

- ☑ **Staffing:** Special education teachers have specialized training in reading and writing instruction. Support is provided in general education Science and Social Studies classes as well as small group academic strategies by an experienced teacher assistant. A speech/language pathologist collaborates with the special education teacher to plan and co-teach English classes.
- ☑ **Curriculum:** Students receive English instruction in a small class setting taught by a special educator with consult from a speech and language pathologist. Students may also receive Math instruction in a small class setting taught by a special educator. The instruction parallels the general education curriculum and is aligned with Massachusetts State frameworks. Students take classes in the other content areas in the general education setting. Students also participate in general education classes for Fine and Applied Arts and Physical Education.
- ☑ **Special programming:** All students in the program receive intensive instruction in reading from a teacher who has specialized training in this area. Students receive individualized programming targeting:
  - Decoding and spelling
  - Vocabulary and reading comprehension
  - Written expression
  - Note-taking/Organization Skills/Academic Strategies
- ☑ **Related services** students may receive include:
  - Speech and Language Therapy
  - Physical Therapy
  - Psychology and Social Work
  - Vision Services
  - Specialized Curriculum
  - Occupational Therapy
  - Adaptive Physical Education
  - Orientation and Mobility Training
  - Deaf/Hard of Hearing Services
  - Transition Planning

## Middle School Programs

**Program:** Citywide Project FOCUS  
**School:** Brown Middle School  
**Grades:** 6, 7, 8

Furthering flexibility  
Optimizing executive functioning skills  
Cultivating emotional and sensory awareness  
Understanding ourselves and others  
Strengthening social thinking

### **Members of Project FOCUS strive to be...**

- Flexible
- Organized
- Centered
- Understanding
- Socially Intelligent

Project FOCUS at Brown Middle School is a community made up of diverse students with a wide range of interests, abilities, and skill sets. These students present with challenges in the areas of social thinking, self-awareness, executive functioning, perspective-taking, and emotional and sensory regulation. Students are fully included in grade-level academic classes with additional support as needed. Throughout the day, students are supported by behavior therapists that are specifically trained in addressing the needs of this population. In addition to the supports provided by the inclusion facilitator and behavior therapists, services such as speech and language, occupational therapy, and school psychologist support are provided on a case-by-case basis.

### **Mission**

The mission of Project FOCUS at Brown Middle School is to ensure a supportive, cohesive, and challenging middle school learning environment for students who exhibit difficulties with social thinking, executive functioning, emotional regulation, and anxiety management. Our primary goals for students center around increased skills and independence within these areas in addition to flexibility and self-advocacy. We strive for cohesion by collaborating with individuals from each and every facet of our students' educational experiences so that we may build upon their strengths in order to enhance academic and social progress.

### **Related services** students may receive:

- Speech and Language Therapy
- Physical Therapy
- Psychology and Social Work
- Deaf/Hard of Hearing Services
- Specialized Curriculum
- Applied Behavior Analysis Services
- Occupational Therapy
- Adaptive Physical Education
- Vision Services
- Orientation & Mobility
- Community/Vocational Training
- Transition Planning

# High School Programs

## High School Programs

**Program:** Connections (Neighborhood Inclusion)  
**Schools:** Newton North High School and Newton South High School  
**Grades:** 9 – 12 and up to age 22

**Student Needs:** High school students in the “Connections Program” at Newton North High School and Newton South High School often have substantial multiple disabilities, which significantly impact their ability to access the general education curriculum. These disabilities may include, but are not limited to autism, communication, cognitive, physical, sensory, and/or medical.

**Overview:** The Connections Program provides highly individualized services, programming, and special instruction to students according to their needs and IEPs. It is based on the belief that all students can learn together in the same schools and classrooms with appropriate supports.

**Goals or Mission:** The mission of the high school neighborhood inclusion programs is to maximize the potential and independence of each student. An inclusive education helps prepare students with disabilities for an integrated adult life and builds understanding and acceptance within the broader community.

### **Description:**

- ☑ **Staffing:** Inclusion Facilitator’s, Special Education Assistants, Behavior Therapists and Specialists staff the program. A case manager, a special educator with experience in intensive special needs, called an inclusion facilitator, plans appropriate interventions, coordinates services for students, models best practices in teaching students with intensive needs, and serves as a resource for students and faculty and parents. The inclusion facilitator works closely with teachers, teaching assistants, specialists and the families of students to ensure that a meaningful educational experience is provided.
- ☑ **Curriculum:** A critical component of inclusion is to provide students with disabilities access to the curriculum, regardless of the level. In order to provide successful experiences, an effort is made to place students in a variety of classes and job sites. The goal is typically to integrate students as much as possible and to have them on job sites both in and out of the building. Because of the level of disability, these students sometimes need a high degree of support including help with daily hygiene and eating. Special instruction in Mathematics, English Language Arts, and other areas as needed
- ☑ **Special programming:** Individual programming is based on each student’s required modifications, accommodations, and need for specialized instruction in lieu of general education classes.

Older students may also participate in the Community Connections Program at Newton North High School or Newton South High School. This program is geared toward students who have completed four years of high school and have not received a high school diploma. Students in the Community Connections Program work on developing and strengthening their functional life skills. These skills include money and time management, community safety, travel training, vocational training, and self-advocacy skills. The students in this program are active participants in their transition from Community Connections to adult life. These students continue programming until turning 22 or receiving a diploma, whichever comes first.

☑ **Related services** students may receive:

- Speech and Language Therapy
- Physical Therapy
- Psychology and Social Work
- Deaf/Hard of Hearing Services
- Specialized Curriculum
- Applied Behavior Analysis Services
- Occupational Therapy
- Adaptive Physical Education
- Vision Services
- Orientation & Mobility
- Community/Vocational Training
- Transition Planning

## High School Programs

**Program:** Citywide Comprehensive Applied Behavior Analysis Program (ABA)  
**School:** Newton North High School and Newton South High School  
**Grades:** 9 – 12 and up to age 22

**Student Needs:** Students receiving supports through the Citywide ABA program at the high school level require intensive behavioral and communication supports and receive almost all of their instruction through the methodology of discrete trial instruction.

**Overview:** An inclusion-based, intensive approach to Applied Behavior Analysis (ABA) instruction is offered at Newton North High School. The services include a combination of supported inclusion, discrete trial sessions, small group activities and incidental teaching strategies to students in grades 9 through 12 and then through their transition to adult services, up to age 22. The program is based on the principles of Applied Behavior Analysis and Positive Behavior Supports with a focus on the use of individualized Behavior Support Plans incorporating function-based strategies including functional communication training and positive reinforcement systems. These skills are approached in a variety of settings to promote generalization of the skills.

**Goals or Mission:** The goal for students is to increase their independence skills in all areas including academics, recreation, social, communication, self-care, and motor and behavior management. These skills are approached in a variety of settings to promote generalization of the skills.

### Description:

- ☑ **Staffing:** The program is supervised by a Board Certified Behavior Analyst (BCBA).
- ☑ **Curriculum:** Inclusion opportunities are structured for each student based on the student's areas of strength and need. Typically, students will be included into the school community for social opportunities such as lunch, Fine and Applied Arts classes and Physical Education, as well as academic courses appropriate to their academic functioning and personal interests. In addition to developing and applying academic skills in the general education environment, these activities provide opportunities for students to practice social interactions, communication programs, and recreation skills in more natural situations. The amount of time included for these activities is individualized based on class structure, target goals, and student interest.
- ☑ **Special programming:** Students participate in social pragmatics groups and/or individual therapy as stipulated in their IEP. Goal areas may include social exchanges, small group participation, initiating interactions, scripting for social situations, and other individualized goals. These therapies are provided by a speech/language pathologist. Sessions build skills for generalization to school and community settings. Community activities are planned and implemented to address student needs in order to be successful in the community. Target skills, such as consumer skills (e.g. banking), grocery shopping, interacting with adults and peers in the community, eating at restaurants, and travel training, are practiced regularly to help promote adaptive skills. Students participate in the community outings individually or in small groups with staff. Each student works on specific individual goals for each outing. Students at Newton North and Newton South can participate in a wide variety of elective courses for the development of vocational skills. Additionally, students participate in vocational opportunities through our Work Study program, mainly in office work, but also in areas related to the Career and Technical Education programs. Students also generalize vocational skills through volunteer opportunities and paid employment in the community.

☑ Specialized services students may receive include:

- Speech and Language Therapy
- Physical Therapy
- Psychology and Social Work
- Vision Services
- Specialized Curriculum
- Applied Behavior Analysis Services
- Occupational Therapy
- Adaptive Physical Education
- Orientation and Mobility Training
- Deaf/Hard of Hearing Services
- Community/Vocational Training
- Transition Planning

## High School Programs

**Program:** Communication and Organization  
**School:** Newton North High School  
**Grades:** 9 – 12

**Student Needs:** The Speech and Language Department offers instructional support and accommodation to students in small groups, who have diagnosed speech and language deficits which result in classroom difficulty in the areas of comprehension, spoken expression, collaborative learning, social thinking and pragmatic language skills.

**Overview:** The Communication and Organization Strategies program exists within the Special Education Department and is available to students who have undergone a communication assessment, which results in diagnosis of a Language Learning Disability and a designed Individualized Education Plan. Goals and objectives are delineated in the areas of narrative organization, vocabulary comprehension, verbal presentation, information processing, voice modulation, fluency enhancement, pragmatic discourse, spoken and written organization, study and test taking strategies, and self-advocacy. Credits and grading are offered according to school criteria. Students are scheduled two or four periods.

**Goals or Mission:** To provide students with language, literacy, organizational, collaborative, and self-advocacy skills in order to be successful academically and communicatively, in the classroom and in the community.

### **Description:**

- Staffing:** Speech/Language Pathologists who provide direct programming and may serve as case manager for individual students.
- Curriculum:** Students participate in general education or learning center classes - some students requiring accommodations in the academic workload. Classroom materials and classroom content are used as the context in programming in order to develop skills in comprehension, verbal expression, and group dynamics.

## High School Programs

**Program:** Academic Support  
**School:** Newton North High School  
**Grades:** 9 – 12

**Student Needs:** The Academic Support Program serves students with a wide range of disabilities and is designed to meet a wide range of academic and interpersonal concerns.

**Overview:** Academic Support provides skill development in content areas and organization support. Case management of students' needs provide targeted support in general education classes.

**Goals or Mission:** To provide appropriate academic support and accommodations for students in order that they achieve academic success.

### Description:

- ☑ **Staffing:** Special Education Teachers, Teaching Assistants in selected classes and specialists. Each student has a liaison that communicates with parents, teachers and counselors. Staffing and support are provided to meet specific student needs as described in the IEP.
- ☑ **Curriculum:** Team Teaching is provided to support students in the general education setting. English and History classes may also be significantly modified.
- ☑ **Special programming:** Each student has a liaison or case manager that communicates with parents, teachers and counselors in order to meet specific student needs as described in the IEP, including:
  - Home -School communication and collaboration
  - Liaison to World Language and Career Technical Departments.
  - Communication with general education teachers
  - Counseling support
- ☑ **Related services** students may receive:
  - Speech and Language Therapy
  - Physical Therapy
  - Specialized Curriculum
  - Psychology and Social Work
  - Deaf/Hard of Hearing Services
  - Transition Planning
  - Occupational Therapy
  - Adaptive Physical Education
  - Community/Pre-Vocational Training
  - Vision Services
  - Orientation & Mobility Training

## High School Programs

**Program:** Academic Strategies  
**School:** Newton South High School  
**Grades:** 9 – 12

**Student Needs:** The Academic Strategies staff offers academic support and instruction in reading, writing, mathematics, study and organizational skills for students with a variety of disabilities. In addition, Learning Center teachers co-teach in a number of general education classes.

**Overview:** The Academic Strategies course is for students who, having had diagnostic testing and an educational assessment, are recommended for academic support through the Special Education Department. Students have an Individualized Educational Program, which delineates student strengths and weaknesses and establishes goals for skill development and academic support. Students are scheduled two or four periods a week and receive credits for their participation in the course.

**Goals or Mission:** To provide appropriate academic support and accommodations for students in order that they achieve academic success

### **Description:**

- ☑ **Staffing:** Special Education Teachers and specialists. Each student has a liaison that communicates with parents, teachers and counselors.
- ☑ **Curriculum:** Classroom materials are used as the context to develop skills of reading comprehension, written expression, and mathematics, as well as study skills such as organizational skills, note taking, outlining, report writing and test preparation.
- ☑ **Special programming:** Each student has a liaison or case manager that communicates with parents, teachers and counselors in order to meet specific student needs as described in the IEP, including:
  - Home-School communication and collaboration
  - Communication with Speech and Language personnel
  - Communication with general education teachers
  - Counseling support
- ☑ **Related services** students may receive:
  - Speech and Language Therapy
  - Physical Therapy
  - Psychology and Social Work
  - Deaf/Hard of Hearing Services
  - Specialized Curriculum
  - Occupational Therapy
  - Adaptive Physical Education
  - Vision Services
  - Orientation & Mobility Training
  - Transition Planning

## High School Programs

**Program:** Integrated Program  
**School:** Newton South High School  
**Grades:** 9 – 12

**Student Needs:** These high school students have substantial learning needs and require in-class and small group academic support throughout the school day to access the general education curriculum. Modifications to the regular curriculum are often necessary for these students to succeed academically.

### Overview

The Integrated Program provides additional support to help students with substantial needs to be successful in the general education setting. Students may be supported both in the general classroom and in small group Integrated Studies classes. Staff consults regularly with general education teachers regarding student progress.

**Goals or Mission:** To provide the necessary academic support, accommodations, and modifications to a student's educational program for academic success.

### Description:

- ☑ **Staffing:** The Integrated Program is staffed by Special Education Teachers and Special Education Assistants. The staff supports the student's full participation in the general education curriculum, as well as in small group Integrated Studies classes.
- ☑ **Curriculum:** Students are placed appropriately in a range of general education classes. Classroom teachers and the program staff work together to accommodate individual learning styles
- ☑ **Special programming:** Students receive support during Integrated Studies, which focuses on addressing the goals in their Individualized Education Plans. Parents are periodically informed of student's progress.
- ☑ **Related services** students may receive include:
  - Speech and Language Therapy
  - Occupational Therapy
  - Physical Therapy
  - Adaptive Physical Education
  - Psychology and Social Work
  - Transition Planning

## High School Programs

**Program:** The Learning Program  
**School:** Newton South High School  
**Grades:** 9 – 12

**Student Needs:** The Learning Program is designed for students with diagnosed language-based learning disabilities. Students typically experience difficulties with reading comprehension, writing, study skills and organization of materials.

**Overview of Program:** The Learning Program presents materials in a multi-sensory format with frequent review and practical application of new skills to aid students in acquiring and refining skills. The classroom setting is highly structured, homework is closely monitored and extra support time is available to facilitate learning. In addition, the use of graphic organizers and notebook supports, along with an emphasis on improving student skills, help students access and synthesize information. Vocabulary building remains central to all lessons.

### Goals or Mission:

- To move students toward less restrictive classroom environments
- To develop skills needed for post-secondary education and/or work
- To provide support for academics
- To improve students' self-advocacy skills
- To provide compensatory strategies that will assist students in becoming independent learners
- To assist students in becoming aware of strengths and weaknesses in their learning styles
- To act as liaisons to general education teachers

### Description:

**Staffing:** The program is staffed by special education teachers and an assistant. Learning Program teachers are liaisons to guidance counselors, general education teachers, housemaster and students' families.

**Curriculum:** The Learning Program offers English, history, and structured studies. Math and science courses, as well as a variety of electives, are taken in a general education setting with support as determined by the team.

**Related services students may receive:**

- |                               |                                     |
|-------------------------------|-------------------------------------|
| ▪ Speech and Language Therapy | ▪ Occupational Therapy              |
| ▪ Physical Therapy            | ▪ Adaptive Physical Education       |
| ▪ Psychology and Social Work  | ▪ Orientation and Mobility Training |
| ▪ Vision Services             | ▪ Deaf/Hard of Hearing Services     |
| ▪ Specialized Curriculum      | ▪ Community/Pre-Vocational Training |
| ▪ Transition Planning         |                                     |

# **High School Programs Alternative and Therapeutic Programs**

## High School Programs – Alternative and Therapeutic

**Program:** Compass  
**School:** Newton South High School  
**Grades:** 9 – 12

**Student Needs:** The students in the Compass program share a common denominator of emotional vulnerability. Social-emotional concerns can impede their ability to succeed academically.

**Overview of Program:** Identifying the strengths of each student and using them to overcome their deficits is integral in the design of the students' individual program. Each student has a schedule that specifically meets their emotional and academic needs and enhances their strengths. Students meet with their liaisons in the program three or four times per week and the counselor one time per week or on an as needed basis.

**Goals or Mission:** The goal of the program is to help the student manage academic, social and emotional stress. It seeks to enable the student to become fully integrated in a public high school setting, build positive communication skills and peer relationship, as well as self-esteem through success. The program also prepares students for their transition after high school.

### Description

- ☑ **Staffing:** Students receive support through a special education liaison and the program's counselor.
- ☑ **Curriculum:** The Compass Program services students with a variety of disabilities. The students take general education classes and receive support through a special education liaison and the program's adjustment counselor. The liaison and counselor engage in regular communication with parents, outside therapists, general education teachers, guidance counselors, department heads and housemaster to apprise them of the student's progress and status.
- ☑ **Special programming:** Students in the Compass program are also able to take a specially designed wellness course that is offered to juniors and seniors in a smaller environment that is more conducive to meet their emotional needs.
- ☑ **Related services students may receive:**
  - Speech and Language Therapy
  - Psychology and Social Work
  - Specialized Curriculum
  - Community/Vocational Training
  - Transition Planning

## High School Programs – Alternative and/or Therapeutic

**Program:** Southside  
**School:** Newton South High School  
**Grades:** 9 – 12

**Student Needs:** Southside students have behavioral, emotional, social, and/or academic challenges that have prevented them from succeeding in a mainstream academic environment. Many students have a long-standing history of difficulties in school and may have experienced difficulties in other special education programs within the Newton Public Schools or, in some cases, may be transitioning back from out-of-district placements. Students who attend Southside have struggled with a number of issues that affect their daily learning and need a small, highly structured and supported school environment to succeed.

**Overview of Program:** The Southside program is designed to address all of the areas of need described above. All members of the Southside Program are part of a community grounded by four “cornerstones”: **respect** (for yourself, others, and your environment), **responsibility** (for your actions), **self-control** (of your behavior), and **repair** (the ability to fix things when needed). It is our belief that these cornerstones and a sense of belonging to a caring smaller learning community will help each student build healthy relationships, communicate effectively and develop respect for differences in other people in order to be successful in school. Family involvement plays an important role in this success; as such, parents and guardians will be involved as much as possible.

**Goals or Mission:** To provide students with the support to build the positive relationships, communication skills, sense of responsibility and community that will foster their success in school.

### Description

- ☑ **Staffing:** Students have Southside staff for some core subjects, as well as counseling support. In addition, the program works closely with the students’ families, guidance counselors and housemasters and community agencies to ensure successful school experiences for all students.
- ☑ **Curriculum:** Academic classes in the program are small and highly structured. Classes offered include English, History, Science, Health & Wellness, as well as electives such as creative arts, psychology, and photography. Mathematics courses are taken outside of the program, but Southside students receive support from Southside staff as needed within these classes. While some students do take all of their courses through the program, students are encouraged to enroll in mainstream classes and electives to the extent that they can be successful in those courses.
- ☑ **Special programming:** The Southside Program offers a therapeutic component that complements the students’ regular core academic classes. This component includes community meeting, community service activities, structured community activities, health education and group counseling. Individual counseling is provided to students as needed to assist them in meeting their behavioral, social and emotional needs. Crisis intervention is initiated on-site and referred out when indicated. Southside also utilizes a behavior management system that includes a point and level system. This system emphasizes positive behavioral reinforcement and support.
- ☑ **Related services** students may receive:
  - Speech and Language Therapy
  - Physical Therapy
  - Psychology and Social Work
  - Vision Services
  - Specialized Curriculum
  - Transition Planning
  - Occupational Therapy
  - Adaptive Physical Education
  - Orientation and Mobility Training
  - Deaf/Hard of Hearing Services
  - Community/Vocational Training

## High School Programs – Alternative and/or Therapeutic

**Program:** Turnaround  
**School:** Newton South High School  
**Grades:** 10, 11, 12

**Student Needs:** Students who require a smaller learning community to address emotional, behavioral, or academic needs.

**Overview of Program:** Turnaround is an alternative program located in Newton South High School. It offers academic classes, provides close monitoring in mainstream classes and a therapeutic component.

**Goals or Mission:** To support students' academic and social needs in order to meet graduation requirements as well as post graduation transitions

### Description

- ☑ **Staffing:** Students have a Turnaround homeroom and remain assigned to their original housemaster and guidance counselor. The program staffing includes one full-time teacher who co-ordinates the program and teaches two sections of English, one full-time clinical co-coordinator, a full-time teaching assistant, and one half-time history teacher.
- ☑ **Curriculum:** The program extends for one to two academic years. Classes offered are English, history, and academic support. Students may be supported in general education courses with close monitoring and communication. Students can participate in all extra curricula activities such as sports, music, and theater.
- ☑ **Special programming:** Components include wellness, community meeting, counseling groups and academic support. Clinical support is available for students as needed.  
**Transitional Component:** Although Turnaround offers programming for one to two years, students participate in general education classes on an individual basis as determined by their educational team. As part of preparing students for graduation, Turnaround staff work with guidance counselors and parents to help establish goals for post-graduation.
- ☑ **Related services students may receive:**
  - Speech and Language Therapy
  - Psychology and Social Work
  - Community/Vocational Training
  - Deaf/Hard of Hearing Services
  - Occupational Therapy
  - Transition Planning
  - Physical Therapy
  - Specialized Curriculum
  - Vision Services
  - Orientation and Mobility Training
  - Adaptive Physical Education

## High School Programs – Alternative and Therapeutic

**Program:** Links  
**School:** Newton North High School  
**Grades:** Primarily 11 and 12

**Student Needs:** The Links Program supports students with chronic attendance problems who are at risk of not graduating within four years. Many students receive special education services to address emotional disabilities. The majority of Links students are juniors and seniors.

**Overview of Program:** The program provides students with smaller classes, flexibility in how they earn credits and a variety of counseling supports. Students participate in a behavior system that is designed to promote consistent attendance. Students are referred to the program through the diagnostic team. Once the appropriate services are determined, an IEP is created to document the specific manner in which LINKS will provide support.

**Goals or Mission:** Links aims to provide every student with equal access to an excellent education. The program's mission is to enable students to graduate from high school with the skills and knowledge necessary for post-secondary education and 21<sup>st</sup> century careers.

### **Description:**

**Staffing:** The program's full-time staff includes a school adjustment counselor, a special education teacher, and three teaching assistants. In addition, a vocational counselor and a prevention/intervention counselor facilitate groups. Teachers from the math, history and science departments teach those respective classes.

**Curriculum:** Links courses are aligned with the Massachusetts Curriculum Frameworks as well as the NNHS department curriculum. Links courses are comparable to a mainstream Curriculum II course. The classes are typically smaller (8-12 students) than Curriculum II sections, and they include accommodations and modifications that teachers create to address students' needs. Links follows the same schedule as NNHS so that students have access to the general education curriculum.

**Special programming:**

- Links classes (substantially-separate) in English, History, Math, Biology and Physical Education.
- Modular curriculum: Students work independently, often under the supervision of Links staff, and earn credit based on the work they produce.
- A school adjustment counselor meets individually with students, makes home visits when necessary, and intervenes in crisis situations.
- A Vocational Counselor provides vocational support, coordinates work-study opportunities, and assists with transition planning.
- A Crisis Prevention and Intervention Counselor, who has expertise in substance abuse counseling, facilitates clinical support group.

**Related services** students may receive:

- |                               |                                     |
|-------------------------------|-------------------------------------|
| ▪ Speech and Language Therapy | ▪ Occupational Therapy              |
| ▪ Physical Therapy            | ▪ Adaptive Physical Education       |
| ▪ Psychology and Social Work  | ▪ Orientation and Mobility Training |
| ▪ Vision Services             | ▪ Deaf/Hard of Hearing Services     |
| ▪ Specialized Curriculum      | ▪ Community/Vocational Training     |
| ▪ Transition Planning         |                                     |

## High School Programs – Alternative and Therapeutic

**Program:** Pilot  
**School:** Newton North High School  
**Grades:** 9 – 12

**Student Needs:** The Pilot program is designed for high risk students with significant social/emotional and/or behavioral needs who have not been able to achieve educational progress.

**Overview:** The Pilot Program at Newton North High School is a unique alternative education program. In this program, teachers, students and parents work cooperatively to provide students with a comprehensive and effective educational experience. The program provides intensive, proactive therapeutic intervention within a highly structured academic setting.

### **Description:**

- Staffing:**
- Curriculum:** The Pilot Program offers small structured classes in English, mathematics, science, social studies, MCAS prep and physical education. Students are encouraged to participate in general education courses while in the program. This allows students to broaden their academic course of studies while benefiting from the structure and support of the Pilot Program.
- Special programming:** In addition to their academic classes, students receive individual and group counseling services to address their social, behavioral and emotional needs. Emphasis is placed on community-building and appropriate socialization through formal recognition of positive behaviors.
- Related services** students may receive include:
  - Speech and Language Therapy
  - Physical Therapy
  - Specialized Curriculum
  - Psychology and Social Work
  - Deaf/Hard of Hearing Services
  - Transition Planning
  - Occupational Therapy
  - Adaptive Physical Education
  - Community/Pre-Vocational Training
  - Vision Services
  - Orientation & Mobility Training

## High School Programs - Alternative and Therapeutic

**Program:** Newton Central High School  
**School:** Education Center  
**Grades:** 9 – 12

**Student Needs:** Newton Central High School strives to meet the educational and therapeutic needs of a wide range of students. It is a citywide high school serving students in grades 9 through 12.

**Overview:** Central High is designed to meet the needs of a wide range of students and allow students to make effective educational progress while receiving intensive supports. The staff works with students to help them to identify what they want to accomplish and how to make good choices to reach their goals. Central High School is founded on the belief that all students want to experience success, they want to have feelings of self-worth, and they want to learn. Staff works with students to take responsibility for their behaviors/choices, and to make positive changes in their behaviors/choices.

**Goals or Mission:** The staff at Central High School strives to create a school where students' individual strengths and needs are supported in a way that leads to academic and emotional growth and more successful decision-making. The resources and support in the Newton community foster an atmosphere conducive to acceptance, diversity, and a belief that all students can learn. These ideals are core beliefs of Newton Public Schools and we see them as an integral part of Central High School. The school strives to create and maintain a safe and supportive environment for all of our students.

### Description:

- ☑ **Staffing:** Central High School has full-time teachers with dual-certification, full-time teaching assistants, a full-time adjustment counselor/director, and a program administrator. In addition, the prevention/intervention counselor from Newton North High School and a vocational counselor facilitate therapeutic groups.
- ☑ **Curriculum:** Academic instruction is based on the Massachusetts Curriculum Frameworks for all subjects. Teachers utilize differentiated instruction techniques, and small, structured, classes are provided. MCAS support is provided. Skills of daily living are included within the provided health and wellness curriculum.
- ☑ **Special programming:** Students receive support from the adjustment counselor through individual meetings and groups that focus on topics such as decision-making skills, age-appropriate social skills, coping skills, and healthy relationships. The adjustment counselor/director maintains regular contact with parents/guardians and other service providers involved with the students.
- ☑ **Related services** students may receive:
  - Speech and Language Therapy
  - Physical Therapy
  - Psychology and Social Work
  - Vision Services
  - Specialized Curriculum
  - Transition Planning
  - Occupational Therapy
  - Adaptive Physical Education
  - Orientation and Mobility Training
  - Deaf/Hard of Hearing Services
  - Community/Vocational Training

# Related Services

### **Adapted Physical Education**

**Schools:** All schools

**Grades:** All

**Student Needs:** Documented needs for motor skill development in the following four areas:

- Locomotor skills, which refer to those skills that take a person from one place to another, such as walking, running, jumping, galloping, hopping and skipping.
- Object Movement skills, which refer to one's ability to move an object such as a ball or beanbag in activities utilizing throwing, catching, and kicking skills.
- Body Management skills, which refer to skills necessary to move one's body in space and include body-space awareness as well as balance and agility task.
- Bilateral Coordination skills, which refer to one's ability to perform simultaneous arm and leg movements, same side arm and leg movements (right arm and right leg) and opposite side arm and leg movement (right arm and left leg).

**Overview of Service Delivery:** The goal of these service offerings is to provide students with less than functional motor skills, the educational support they need to be at a developmental level in which all parts of locomotor, object movement, body management and bilateral motor skills have been acquired. The full range of services is provided by Physical Education, Health & Wellness instructors with an emphasis on the importance of physical activity for fun and a lifetime of health and wellness. Specific services include the following:

1. Evaluation of motor skills.
2. Direct services to students either individually or in a group setting.
3. Annual goal setting based on progress assessments.
4. Consultation with parents, teachers, and staff as required.

### **Applied Behavior Analysis (ABA) Services**

**Schools:** All schools

**Grades:** All

**Student Needs:** Students with Autism Spectrum Disorders, Emotional Behavioral Disorders, Intellectual Disabilities or students with a need for a Functional Behavioral Assessment.

**Overview of Service Delivery:** Applied Behavior Analysis is a scientifically validated method to teach a variety of skills and to address challenging behavior. A Board Certified Behavior Analyst (BCBA) provides consultation to a student's IEP team that may include:

1. Conducting Functional Behavioral Assessment
2. Developing Behavior Support Plans
3. Developing individualized curricula to teach social, academic, or life skills
4. Assessing the child in the home and recommending parent training or home services
5. Developing systems for frequent, direct performance monitoring

Direct service delivery is provided by a Behavior Therapist, who is a special education aide with specialized experience and training, implements ABA methods under the direction of a BCBA.

### **Services for the Deaf and Hard of Hearing**

**Schools:** All schools  
**Grades:** All

**Student Needs:** Students with documented hearing loss, and those who use sign language. N.B. For students with normal hearing acuity using amplification devices, consult to teachers is available but there is no direct service.

**Overview of Service Delivery:** The goal of these service offerings is to provide deaf and hard of hearing students with equal access to all communication, learning, and social activities in the school setting. The full range of services is provided by a staff of Specialists for the Deaf and Hard of Hearing, Teachers of the Deaf, Sign Language Interpreters, Signing Aides, Classroom Aides as well as a Consulting Educational Audiologist. Individualized support for all areas of the curriculum (including the “social or hidden” curriculum”) is offered, as specified by a student’s IEP. Classroom or program placement may be adjusted to optimize a student’s instruction, socialization, and/or auditory access. Consultation, in-service training and classroom specific demonstration lessons for mainstream teachers supplement direct service in order to provide students with accessible instruction. Special programming in Instruction in Sign Language, Lip reading, Deaf Studies, and Advocacy are also available as specified in a student’s IEP.

### **Services for the Visually Impaired**

**Schools:** All schools  
**Grades:** All

**Student Needs:** Students who are blind or visually impaired and/or have requirements for specialized instruction in orientation and mobility.

**Overview of Service Delivery:** Vision and Orientation and Mobility services are provided in consultation, one on one, small group and in-class and community formats. Services include:

- Provision of services that allow for students to develop skills in Braille literacy, use of assistive technology, transportation access, community, vocational and academic access, and skills of daily living;
- Collaboration with multi-disciplinary Team members for program development and ongoing assessment;
- Evaluation of performance, identification of deficit and strength areas, and development of individualized goals for each student; and
- Ongoing progress monitoring.

Direct service delivery is provided by a licensed Teacher of the Visually Impaired (TVI).

### **Psychology and Social Work Services**

**Schools:** All schools  
**Grades:** All

**Student Needs:** All students should be provided with appropriate support and services in order to make effective progress in school, not only educationally but also socially and emotionally. The essential mission of psychologists and social workers is to help students make this progress as well as to work with parents, school staff, and outside providers in helping students maintain strong mental health status. Psychological and social work services are available to students based on identified needs. Such needs may include disorders related to mental health, such as depression, anxiety, or other social/emotional disabilities. Services may also be provided to students who have learning difficulties or behavior related concerns.

**Overview of Service Delivery:** Direct services are based on the individual needs of students. These may include programs using cognitive behavioral therapy, anger management, or other psychotherapeutic techniques. Primary interventions may also include evidence-based programs such as Second Step as well as specific anti-bullying programs. Specific services may include the following:

1. Diagnostic assessment regarding learning and social/emotional needs.

2. Direct service to students either individually or in a group setting.
3. Consultation with parents, teachers, and staff, as well as with outside providers.

### **Physical Therapy Services**

**Schools:** All schools  
**Grades:** All

**Student Needs:** Physical therapy services are designed to support students, whose physical conditions interfere with their educational program, including students with motor and/or functional limitations caused by neurological or orthopedic impairments.

**Overview of Service Delivery:** Licensed physical therapists:

- Work with students on how to do exercises and use their bodies properly to gain strength, mobility, and to prevent recurring injury;
- Conduct assessments of mobility skills, daily activities, positioning, posture, muscle strength, and sensorimotor performance; and
- Provide consult to teachers and parents to determine physical therapy goals that will allow the student to benefit from individualized instructional programming.

### **Occupational Therapy Services**

**Schools:** All schools  
**Grades:** All

**Student Needs:** Students with developmental disorders, sensory regulation or sensory processing deficits, fine motor developmental delays or deficits.

**Overview of Service Delivery:** Occupational Therapy services are provided in consultation, one on one, small group and in-class formats. Occupational therapists:

- Provide services that allow for students to develop skills to learn, play and care for themselves;
- Collaborate with multi-disciplinary Team members for program development and ongoing assessment;
- Evaluate performance, identify deficit and strength areas, and develop individualized goals for each student; and
- Conduct ongoing progress monitoring.

Direct service delivery is provided by a licensed Occupational Therapist (OT) and/or Certified Occupational Therapy Assistant (COTA).

### **Speech and Language Therapy Services**

**Schools:** All schools  
**Grades:** All

**Student Needs:** Speech and or Language difficulties can occur at any age. A clearly defined pre-referral and referral process is in place in all Newton Public Schools and any student with delayed, disordered or atypical speech and/or language skills as determined by this IEP eligibility process can be provided with services. Although speech and language difficulties may occur in relative isolation from any other special education considerations, they are often associated with intellectual disabilities, autism spectrum disorder, physical disabilities, sensory impairments, hearing impairment, severe emotional/behavior problems, learning disabilities or other learning difficulties. Providing services to students using English as a second language is not to be considered the responsibility of the speech and language pathologist, although these students may have specific communication disorders that warrant intervention.

**Overview of Service Delivery:** Speech and Language services provided by Speech and Language Pathologists (SLP) are designed to support students whose education is adversely affected by oral communication difficulties. In addition, treatment can be provided to eligible students who stutter, who have voice problems, articulation problems, and with foreign or

regional accents who want to learn another speech style. Hearing Impaired students are also serviced by SLPs and Teachers of the Hearing Impaired. Services include: prevention, identification, evaluation, treatment, and rehabilitation of communication disorders; and consultation, and collaboration with other educators regarding the students' needs in the classroom and other school environments.

In developing individual speech and language pathology services for students, attention is given to relate communication objectives to the student's total educational program. Services for communicatively impaired students are based on documented objectives and incorporated into each student's Individualized Education Program. Therapy service delivery models include:

- Individual or small group pull-out therapy
- Individual or small group articulation therapy - may be provided once monthly with an active home component.
- Whole class lessons – co-taught models in the regular education classroom.
- Classroom based therapy - inclusion support.
- Consultation - continuous consultation and collaboration with classroom teachers and specialists.

# **Additional Information**

## Contact Information Student Services 2010-11

<b>Name/Position</b>	<b>School/Location</b>	<b>Secretary/Contact</b>	<b>Name/Position</b>	<b>School/Location</b>	<b>Secretary/Contact</b>
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# Student Services 2010 -2011

