

# Dudley-Charlton Regional School District

## Special Education Department

### Guide to Special Education Programs



*The purpose of this guide is to provide a general overview of programs and specialized services that are available at the pre-school, elementary, middle and high school levels. All placements in special education programs are determined by individual student needs and full IEP Teams. This guide is an overview only of programs found throughout the District.*

# Table of Contents

<b>TOPIC</b>	<b>PAGE</b>
<b>Specialized Services</b>	<b>4</b>
Academic Support	4
Adaptive PE	4
Adjustment Counseling	4
Applied Behavioral Analysis	4
Alternative Assessments	5
Assistive Technology	5
Deaf/Hard of Hearing and Vision	5
Emotional/Behavioral Support	5
Extended School Year	6
Occupational Therapy	6
Physical Therapy	6
Reading Instruction	6
Social Pragmatics	6
Speech Therapy	7
Specialized Transportation	7
<b>Specialized Programs</b>	<b>8</b>
Early Childhood Integrated Pre-School Program	8
Pre-K Intensive Learning Center (ILC)	10
Intensive Learning Centers (ILCs)	12
Learning Centers	14
Co-Taught Classrooms	15
Alternative Learning Centers	16
STRIVES (18-22) Program	17
<b>Continuum of Services (By Location)</b>	<b>18</b>
Mason Road School	18
Charlton Elementary School	19
Dudley Elementary School	20
Heritage School	21

Dudley Middle School	22
Charlton Middle School	23
Shepherd Hill Regional High School	24

# Specialized Services

*Dudley-Charlton Regional School District offers a variety of specialized services to eligible students. The services listed below are offered in all grade levels, unless otherwise noted. Some of these services are offered through consultation with the classroom teacher, as opposed to direct service to the student.*

## Service Description

### Academic Support

Academic support services are generally available at all grade levels and provided by a special educator. Services are most often in a pull-out setting, but in some instances, within the general education classroom with a focus on aiding with classroom assignments, organizational skills, comprehension of material and remedial instruction.

### Adaptive Physical Education

Adaptive Physical Education is provided to students who would otherwise be unable to participate in the general physical education program because of physical, cognitive or behavioral challenges. In those cases, Adaptive Physical Education is provided within a small group setting, by our general education physical education teachers under the guidance of a physical therapist.

### Adjustment Counseling

Counseling in small groups or one-to-one is provided to students to practice communication, problem solving and other social skills. This service is provided by the school psychologist, school guidance counselor or school adjustment counselor.

### Applied Behavior Analysis

Applied Behavior Analysis (ABA) is a very structured and systematic teaching approach which breaks down learning into small discrete units, which are taught in small steps. Data is collected to monitor individual progress. This methodology may be provided within the general education classroom or within a small group pull out model. Services are provided by a special education teacher or an instructional assistant trained in ABA with oversight by the special education teacher, and district- wide Board Certified Behavioral Analyst (BCBA.)

### **Alternative Assessments**

Alternative Assessments are often a portfolio which may consist of work samples, instructional data, videotapes, and other supporting materials based on the student's performance in the subject(s) being assessed. When the nature and complexity of a student's disability present unique and significant barriers to standardized testing, the student's IEP Team may designate that the student take a MCAS- Alternate Assessment.

### **Assistive Technology**

Assistive Technology is technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible. Assistive Technology can include mobility devices such as walkers and wheelchairs, as well as hardware, software, augmentative communication and peripherals that assist people with disabilities in accessing computers or other information technologies.

### **Deaf/Hard of Hearing and Vision Services**

Deaf/ Hard of Hearing and Vision Therapy services are provided for the purpose of inclusionary access for students with hearing or sight loss and may include classroom consultation, teacher meetings, student observation, teacher in-service, as well as, other services deemed necessary and determined by the Team.

### **Emotional/Behavioral Support**

Emotional/Behavioral support is available through School Adjustment counseling, Board Certified Behavioral Analysis and/or a Functional Behavioral Assessment, which is a process used to determine the cause (or "function") of a behavior before developing an intervention. Consultation is provided in most cases by the building-based school psychologist, school adjustment counselor or special education teacher (in conjunction with oversight by the school psychologist or district-wide BCBA).

## **Extended School Year Services**

Summer services are provided as part of the IEP when the Team has determined that the student is at risk for substantial regression of learned skills, meaning that it takes longer for the student to recoup those skills at the start of the school year than a typical student. Services are determined by the Team and provide a review of learned skills and typically are for 5 weeks.

## **Occupational Therapy**

Occupational Therapy services identify and address students with reduced postural control; visual perception; visual motor skills; fine motor skills and sensory processing disorder. Disabilities in these areas can lead to difficulties with classroom functioning; physical endurance; printing; drawing; and fine motor manipulation impacting the students' ability to complete daily classroom tasks. Services are provided by a certified occupational therapist (OT), or a certified occupational therapist assistant (COTA) that is supervised by the OT.

## **Physical Therapy**

Physical Therapy (PT) services in the education environment generally address a child's posture, muscle strength, mobility and organization of movement. PT interventions are designed to enable the student to travel throughout the school environment and school grounds safely; participate in classroom activities effectively with peers. Services are provided by a certified physical therapist (PT), or a certified physical therapist assistant (PTA) that is supervised by the PT.

## **Reading Instruction**

Specialized reading instruction is available through the use of research-based programs such as Orton-Gillingham, Wilson Reading, Linda Mood-Bell and other research-based specialized methodologies.

## **Social Pragmatics**

Social Pragmatics is designed for students with difficulties using language to communicate and socialize. Interventions, provided by the Speech/Language therapist, or school psychologist teach the skills needed to strengthen social interactions. The district uses Michelle Garcia Winner's Social Thinking strategies, among other tools.

## **Speech Therapy**

School-based speech-language therapy includes evaluation and treatment of speech, auditory processing, language, and communication disorders that affect educational progress. Speech-language therapy also involves consultation and education of teachers and families about these disorders and their management by a certified Speech Language Pathologist (SLP) or Speech Language Pathologist Assistant (SLPA) with supervision by the SLP.

## **Specialized Transportation**

Transportation services are provided by a contracted service provider. Transportation is offered to students who require a more controlled setting than the regular bus due to disabilities in behavior or the ability to self-advocate. In addition, it provides access for students who live in Dudley, and require an intensive learning environment in grades 2-8.

# Specialized Programs

*Dudley-Charlton Regional School District offers a variety of specialized programs to eligible students. Some programs are only available at certain schools, but are still able to serve District students from both Dudley and Charlton.*

## ***Early Childhood Integrated Pre-School Program***

**Locations: Mason Road School & Charlton Elementary School**

**Ages: 3 -4 (and turning 5 during the school year)**

### **Student Needs:**

The Integrated Preschool is an early childhood program for children living in Dudley and Charlton that are between the ages of 3 and 5 years old. Children must be 3 years old to enroll through special education services. Children who receive Early Intervention Services with an Individualized Family Service Plan (IFSP) are referred to the program at two years nine months. The classrooms are integrated to meet the needs of children with and without disabilities in the same setting. The Integrated Preschool functions as an integral part of the educational programs offered by the Dudley-Charlton Regional Schools. The Integrated Preschool program provides a high-quality educational experience for children using multi-sensory, play based approach to curriculum programming. Children in this program have the opportunity to develop relationships and to interact positively with both peers and adults through supported play and learning activities. The development of confidence and self-esteem are promoted through a variety of multi-sensory experiences and peer relationships. Children make discoveries and acquire new skills and interests in an environment that encourages creativity and love of learning.

### **Entry Criteria and Process:**

Students are referred to the program from a variety of sources, including but not limited to Early Intervention, parents, teachers, administrators, service providers, medical professionals, and social service agencies. Team evaluations administered by school district personnel, in addition to outside agency evaluations, are considered to determine student need and eligibility. Each student has to present with a significant deficit compared to typically developing peers that requires special education services in order to be considered eligible for preschool as part of IEP services. Depending on the severity and number of areas of need, a student may not qualify for preschool as a special education service and the Team may propose appointment-based services in speech, occupational therapy and/or physical therapy. Placement decisions are made through the Team Meeting process. Special education services outlined in the student's IEP are provided at no cost to the parent.



**Program Goal:**

The goal of the program is to provide developmentally appropriate learning opportunities that are individualized to meet the needs of each child. The curriculum is designed to provide enriching opportunities for children to learn through play and age-appropriate structured learning activities. Children explore their school environment through a balance of individual and group activities. Social and communication skills are fostered through structured language-based activities and symbolic play focus. Team evaluations, administered by school district personnel, in addition to outside evaluations are considered to determine student need and eligibility. All decisions are made through the IEP Team meeting process.

**Program Description:**

The Integrated Pre-school program is designed to promote a child's social, emotional, physical and cognitive development. The Integrated Program provides an environment in which children in need of special education services are learning with and from their non-disabled peers in an inclusive setting. The curriculum is based upon the Curriculum Frameworks outlined by the Massachusetts Department of Elementary and Secondary Education. The program is staffed by a teacher with Early Childhood: Students with and without disabilities PreK-2 certification and an instructional assistant. The maximum number of students in a class is 15 with no more than 7 special education students. The Integrated Pre-school offers schedule options based upon IEP Team recommendations and the nature and severity of the student's needs:

- Two ½ Day Morning or Afternoon Classes
- Four ½ Day Morning or Afternoon Classes

**Specialized Services Available:**

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Deaf/Hard of Hearing and Vision Services
- Emotional/Behavioral Support
- Augmentative Communication
- Assistive Technology

## ***PreK Intensive Learning Center (ILC)***

**Locations: Mason Road School & Charlton Elementary School**

**Ages: 3-5**

### **Student Needs:**

The PreK ILC Program is an Intensive Learning Center designed for preschool students with significant and intensive disabilities with communication, social-behavioral, academic and functional skills disabilities including, but not limited to Pervasive Developmental Disorder, Autism Spectrum Disorder, Downs Syndrome, Pervasive Developmental Disorder-not otherwise specified, and Nonverbal Learning Disability. Students with significant and intensive intellectual or developmental delays with impairments in communication, language or neurological abilities may also be included in this program.

### **Entry Criteria and Process:**

Students are referred by Early Intervention, parents, medical professionals, social service agencies, and/or members of Dudley-Charlton Regional Public Schools. Team evaluations administered by school district personnel, in addition to outside agency evaluations, are considered to determine student need and eligibility. Placement decisions are made through the IEP Team Meeting process.

### **Program Goal:**

The mission for the students in the PreK ILC program is to achieve their highest learning potential and level of independence given appropriate supports. The small, highly structured environment enables students to make individual progress, access a modified curriculum and generalize their specific therapeutic goals. Priority goal areas for many PreK ILC students include communication, functional academics and activities of daily living.

### **Program Description:**

The PreK ILC program is a District-wide program designed to meet the individual needs of children with significant and intensive disabilities. Students are taught using a range of specially designed instructional techniques and a structured multisensory and systematic design with constant spiraling and review of materials. Instruction is broken down into manageable parts and modified to meet the individual needs of students. The curriculum's primary focus is on pre-academics, communication, self-care, adaptive behavior, and fine and gross motor skill development. As students acquire appropriate skills, they are included into the Integrated Program with supports. The program maintains a high staff to student ratio based upon the specific needs of each student. The district behavior specialist/BCBA provides consultation to the special education teachers in the program.

The PreK ILC Program offers schedule options based upon IEP Team recommendations and the nature and severity of the student's needs:

- Two ½ Day Morning or Afternoon Classes
- Four ½ Day Morning or Afternoon Classes
- Two Full Day Classes (if data shows that the student is making little to no progress with four ½ day sessions)
- Four Full Day Classes (if data shows that the student is making little to no progress with four ½ day sessions)

## ***Intensive Learning Centers (ILCs)***

**Location: Charlton Elementary School, Heritage School, Charlton Middle School ,  
Shepherd Hill Regional High School**

**Grades: K-12**

### **Student Needs:**

The Intensive Learning Center is designed for students in both Dudley and Charlton with significant and intensive disabilities with communication, social-behavioral, academic and functional skills disabilities including, but not limited to Pervasive Developmental Disorder, Autism Spectrum Disorder, Downs Syndrome, Pervasive Developmental Disorder-not otherwise specified, and Nonverbal Learning Disability. Students with significant and intensive intellectual or developmental delays with impairments in communication, language or neurological abilities may also be included in this program.

### **Entry Criteria and Process:**

Students may be referred to the program from a variety of sources, including but not limited to parents, teachers, administrators, service providers, guidance/adjustment counselors, school psychologists medical professionals and outside service agencies. Special Education evaluations that are administered by school district personnel and assessments from private agencies may be considered when determining eligibility for the program. Placement decisions are made through the IEP Team process.

### **Program Goal:**

The primary goals of the program are to maximize the cognitive, academic, activities of daily living skills, social and emotional growth of each student, to develop receptive and expressive language skills and to provide inclusive opportunities with non-disabled peers in the least restrictive environment.

### **Program Description:**

The ILC Program is a District wide program is designed to provide services in a small group sub-separate classroom environment where students are primarily taught in small groups or receive direct instruction in a 1:1 format. Much of the program is based on the principals of applied behavior analysis (ABA) instruction. A variety of techniques are used to improve reciprocal socialization language and communication, sensory dysfunction, stereotypy, ritualistic behaviors and uneven acquisition or generalization of skills. These techniques include the use of discrete trial training, incidental trials, social curriculum training and positive behavior support plans. The amount of discrete trial training varies depending upon the individual needs of each student. Parent training and support are a strong component of the program to sustain the generalization of skills and social behavior across all settings. Inclusion opportunities are promoted and encouraged as each student is capable of accessing the academic and social benefits of the general education environment.

**Staffing:**

This program is staffed by a DESE certified special needs educator. There are a number of paraprofessionals assigned to each classroom, who are trained in ABA methodologies. A District-wide Behavior Specialist/Board Certified Behavioral Analyst also supports the program. The specific number of staff depends on the needs of students and the number of students requiring services.

# *Learning Centers*

**Location: All Dudley-Charlton Schools**

**Grades: K-12**

## **Disabilities Addressed/Student Profile:**

The Resource Support Centers service students who present with an array of learning disabilities and learning challenges, primarily in the areas of ELA, Reading and Math. Students are fully included in Social Studies and Science and other extracurricular classes with their peers. Students generally receive assistance in the Resource Center to help reinforce academic instruction (reading, written language, math skills), clarification of instruction, assistance with homework, and help with organization. Students' cognitive abilities generally fall within the low to average range but may exhibit skill levels that are not commensurate with these grade levels.

## **Entry Criteria and Process:**

Students may be referred to the program from a variety of sources, including but not limited to parents, teachers, administrators, service providers, guidance/adjustment counselors, school psychologists, medical professionals, and outside service agencies. Special education evaluations that are administered by school district personnel and assessments from private agencies may be considered when determining eligibility for Resource Center services. Placement decisions are made through the IEP Team process.

Typically, student who are two years or more below grade level, who require a pace of learning that is significantly modified from the general education classroom are recommended for this model.

## **Program Goal:**

The goal of the program is to provide the academic support needed for students to be successful with independent learning skills and the ability to compensate for their learning differences. The ultimate goal is to ensure that each student is making effective progress at their grade level and are consistently demonstrating growth in their standards base curriculum as demonstrated on District-wide data benchmarks, and their standardized MCAS results.

## **Program Description:**

The Resource Program offers students assistance with executive functioning organization, study skills, remediation of reading, written language and/or math skills and test taking strategies. The program reviews and re-teaches academic lessons using a multi-sensory approach to learning and strategies that are complimentary to students' individual learning styles. Services may be delivered individually or in a small group setting. Resource Center teachers may also accompany students to their general education classrooms.

## **Staffing:**

The program is currently staffed by DESE certified special educators and paraprofessional staff. The staffing of the program depends upon the needs of students and the number of students requiring services.

## ***Co-taught Classrooms***

**Location: All Dudley-Charlton Schools**

**Grades: 1-12**

### **Disabilities Addressed/Student Profile:**

The Co-taught classrooms service students who present with an array of learning disabilities and learning challenges such as weaknesses in ELA or Math, or who are diagnosed with ADHD. Students' cognitive abilities generally fall within the average range but may exhibit specific skill levels that are not commensurate with these grade levels. Students are fully included in all subject areas with peers.

### **Entry Criteria and Process:**

Students may be referred to the program from a variety of sources, including but not limited to parents, teachers, administrators, service providers, guidance/adjustment counselors, school psychologists, medical professionals, and outside service agencies. Special education evaluations that are administered by school district personnel and assessments from private agencies may be considered when determining eligibility for Resource Center services. Placement decisions are made through the IEP Team process.

### **Program Goal:**

The goal of the program is to provide inclusive academic support needed for students to be successful with independent learning skills and the ability to compensate for their learning differences. The ultimate goal is to ensure that each student is making effective progress at their grade level and are consistently demonstrating growth in their standards base curriculum as demonstrated on District-wide data benchmarks, and their standardized MCAS results.

### **Program Description:**

The Co-teaching program provides students offers students assistance with executive functioning organization, study skills, remediation of reading, written language and/or math skills and test taking strategies within the general education classroom, that is supported by a general education teacher and a special education teacher. The program reviews and re-teaches academic lessons using a multi-sensory approach to learning and strategies that are complimentary to students' individual learning styles.

### **Staffing:**

The program is currently staffed by a DESE certified general education teacher (grade level and/or content specific) and a DESE certified special educator. Typically, students who require additional paraprofessional, or behavioral support are not placed in a co-taught classroom.

## ***Alternative Learning Centers (ALCs)***

**Location: Dudley Middle Schools, Shepherd Hill Regional High School**

**Grades: 5 -12**

### **Disabilities Addressed/ Student Profile:**

The ALC is designed for students in both Dudley and Charlton, with significant emotional, social and/or behavioral disabilities, that need small group support and intensive therapeutic supports throughout the day.

### **Entry Criteria and Process:**

Students may be referred from a variety of sources, including but not limited to parents, teachers, administrators, service providers, guidance/adjustment counselors, school psychologists, medical professionals and outside agencies. Team evaluations administered by school district personnel, in addition to outside agency evaluations, are considered to determine student need and eligibility. Placement decisions are made through the IEP Team meeting process.

### **Program Goals:**

The goal of the ALC program is to provide challenging instruction, along with therapeutic support that will provide a student tools for cope with social, emotional or behavioral struggles they may face on a daily basis. The general goals of the ALC program include emphasizing the importance of attendance, attitude, and commitment, as well as learning how to seek help from others. Teachers work with students to facilitate their ability to improve their self- esteem, self- management and communication skills.

### **Program Description:**

The ALC program is designed to provide students with the support and intervention needed to address their social, emotional or behavioral self-regulation difficulties in order to access the academic material that is needed. The program incorporates a structured behavioral component administered through a level system to reinforce compliance with the soft skills students need to be successful in school and beyond. Small class size and a low student-teacher ratio allows for hands-on training and the forming of the close bonds between staff and student necessary for achievement.



## ***Transitions Program***

**Location: Shepherd Hill Regional High School**

**Ages: (Typically 18-22)**

### **Disabilities Addressed/ Student Profile:**

STRIVES is designed for students with significant learning disabilities with an interest in receiving occupational skills and training, and/or college transitional services.

### **Entry Criteria and Process:**

Students in this program must have received their high school certificate of attendance (or diploma) and still require instruction in the areas of 1) Vocational Training 2) Activities of Daily Living or 3) Transition.

Referrals are typically made by the IEP Team during the student's 4<sup>th</sup> year of high school, but could be a recommendation from a parent or social service program that is considered through the referral process.

### **Program Goals:**

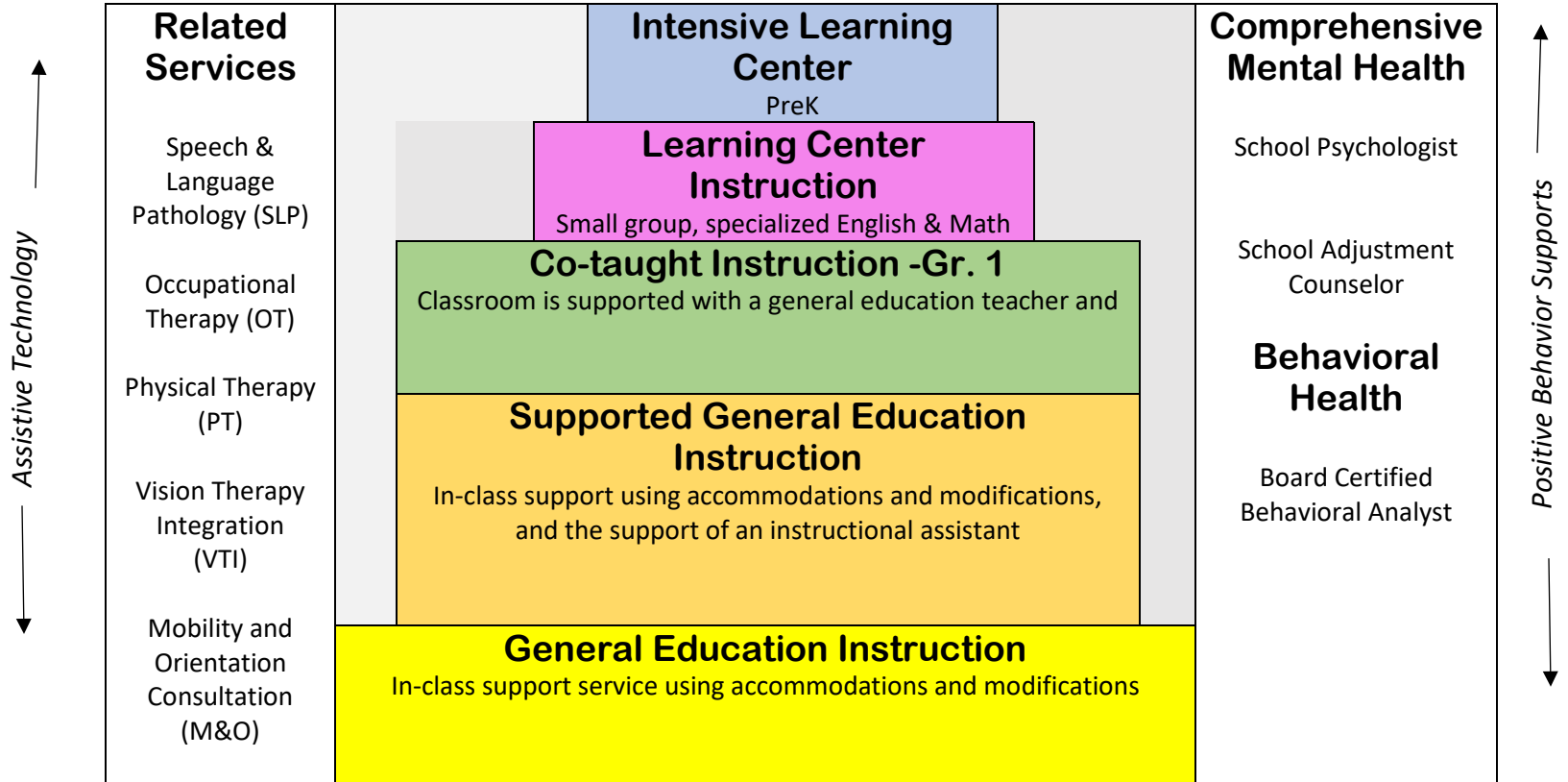
The goal of the Transitions program is to provide challenging instruction with a strong emphasis on career transition skills and hands-on job training at unpaid internships and community service learning sites and/or transition to college life. The general goals of the Transition program include emphasizing the importance of attendance, attitude, appearance and commitment in both the educational and work settings. Students are also given the opportunity to learn about potential careers by performing the daily duties associated with that career using current technology. Teachers work with students to facilitate their evaluation of career options based on interests and skills while enhancing their self- esteem, self- management and communication skills.

### **Program Description:**

The Transitions Program is designed to provide students with experiences and training that will assist them as they make prepare to enter life after high school. The program incorporates a structured behavioral component administered through a level system to reinforce compliance with the soft skills students need to be successful in school and beyond. Small class size and a low student-teacher ratio allows for hands-on training and the forming of the close bonds between staff and student necessary for achievement.

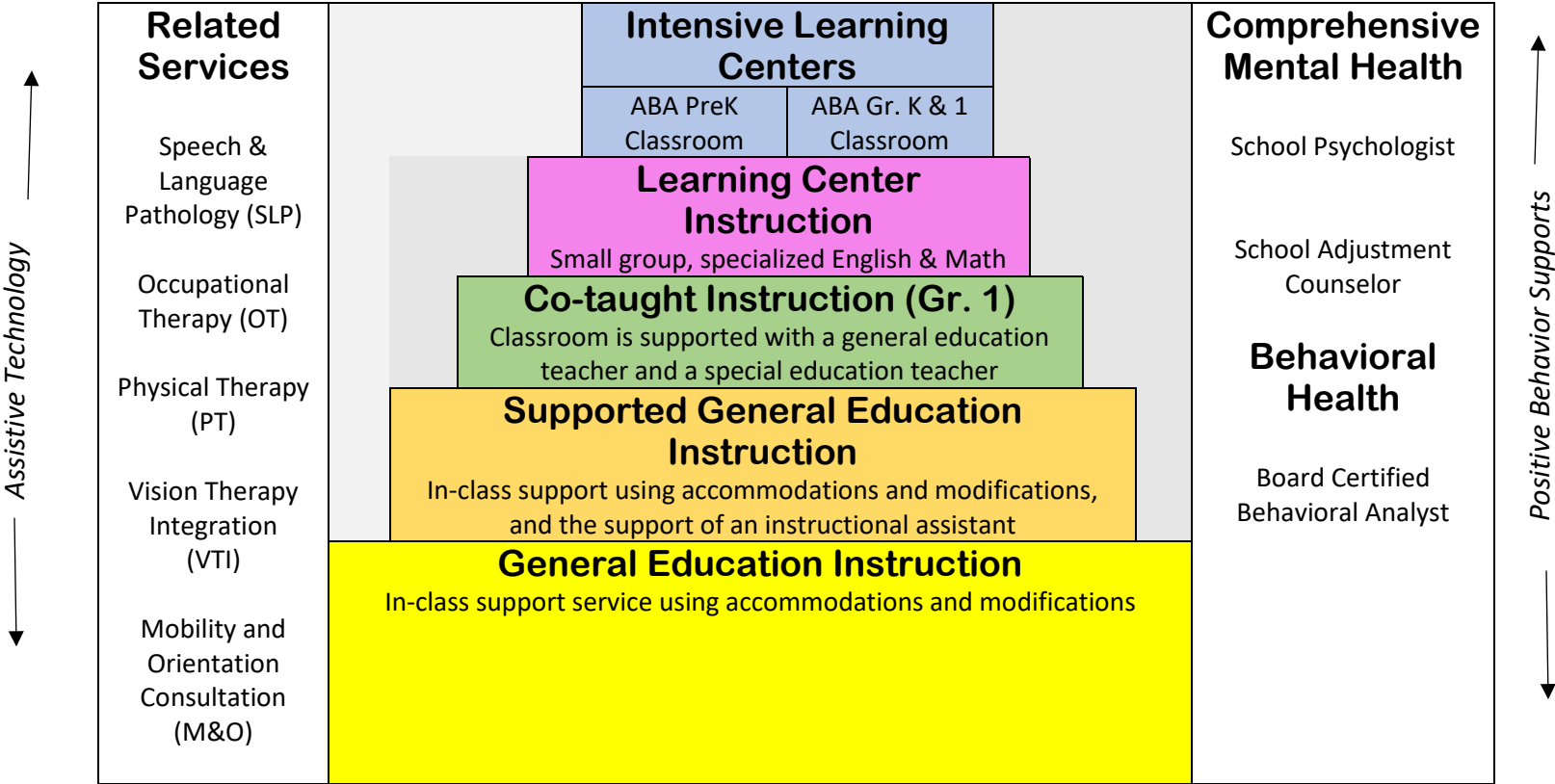
# Continuum of Services Dudley-Charlton Regional School District

*-Mason Road School-  
Grades PreK-1*



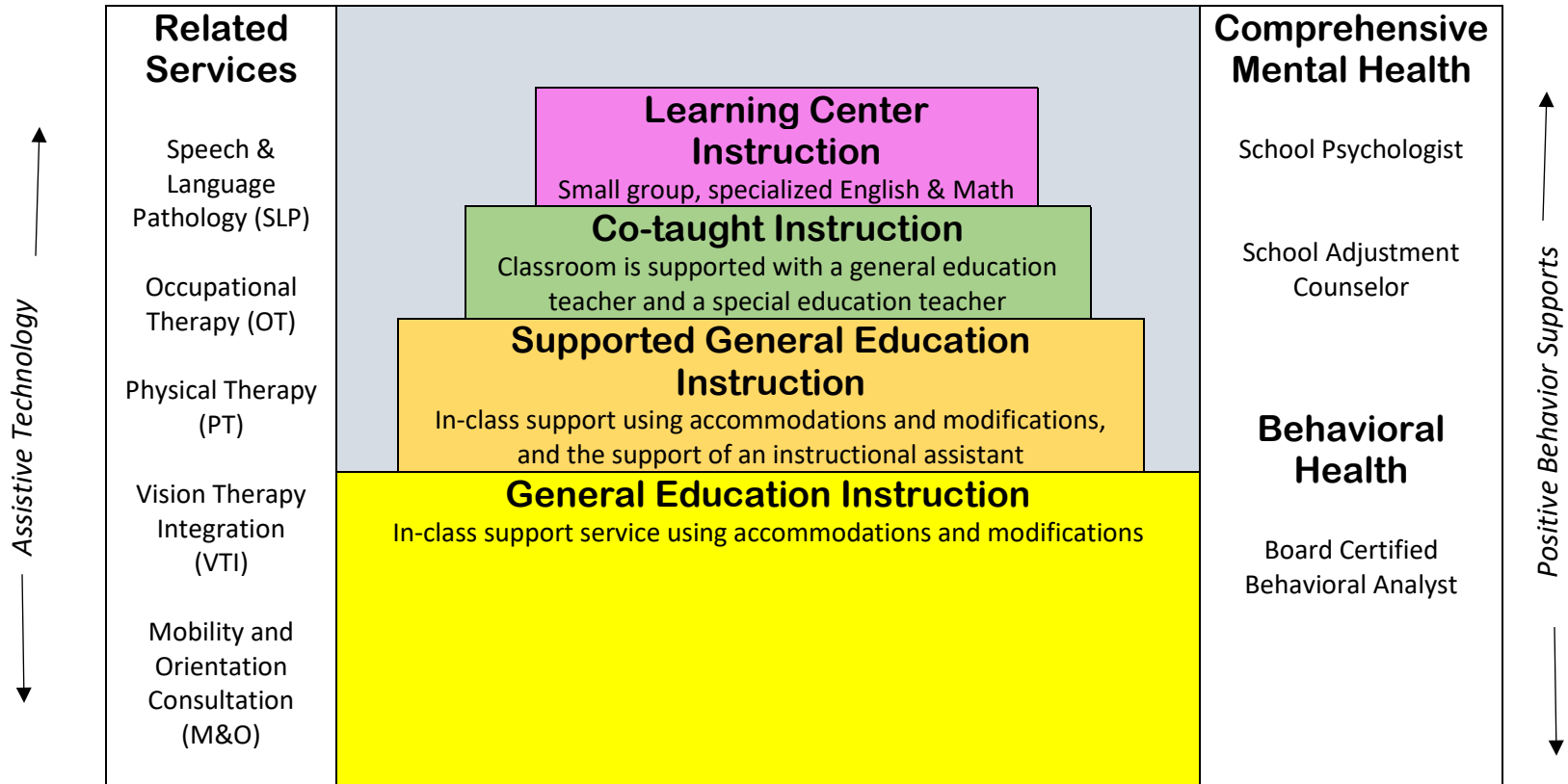
# Guide to Student Services Dudley-Charlton Regional School District

*-Charlton Elementary School-  
Grades PreK-1*



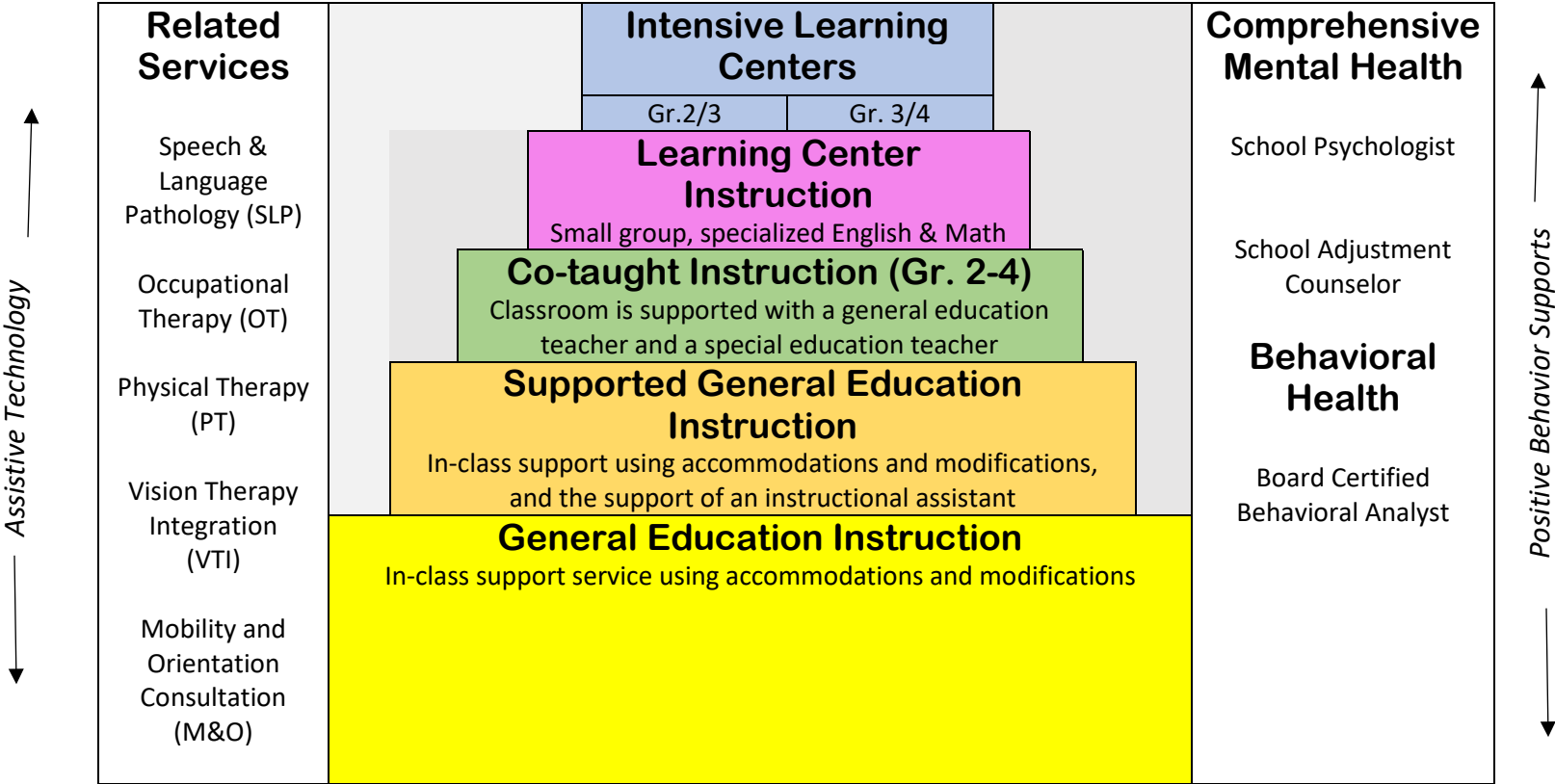
# Guide to Student Services Dudley-Charlton Regional School District

*-Dudley Elementary School -  
Grades 2-4*



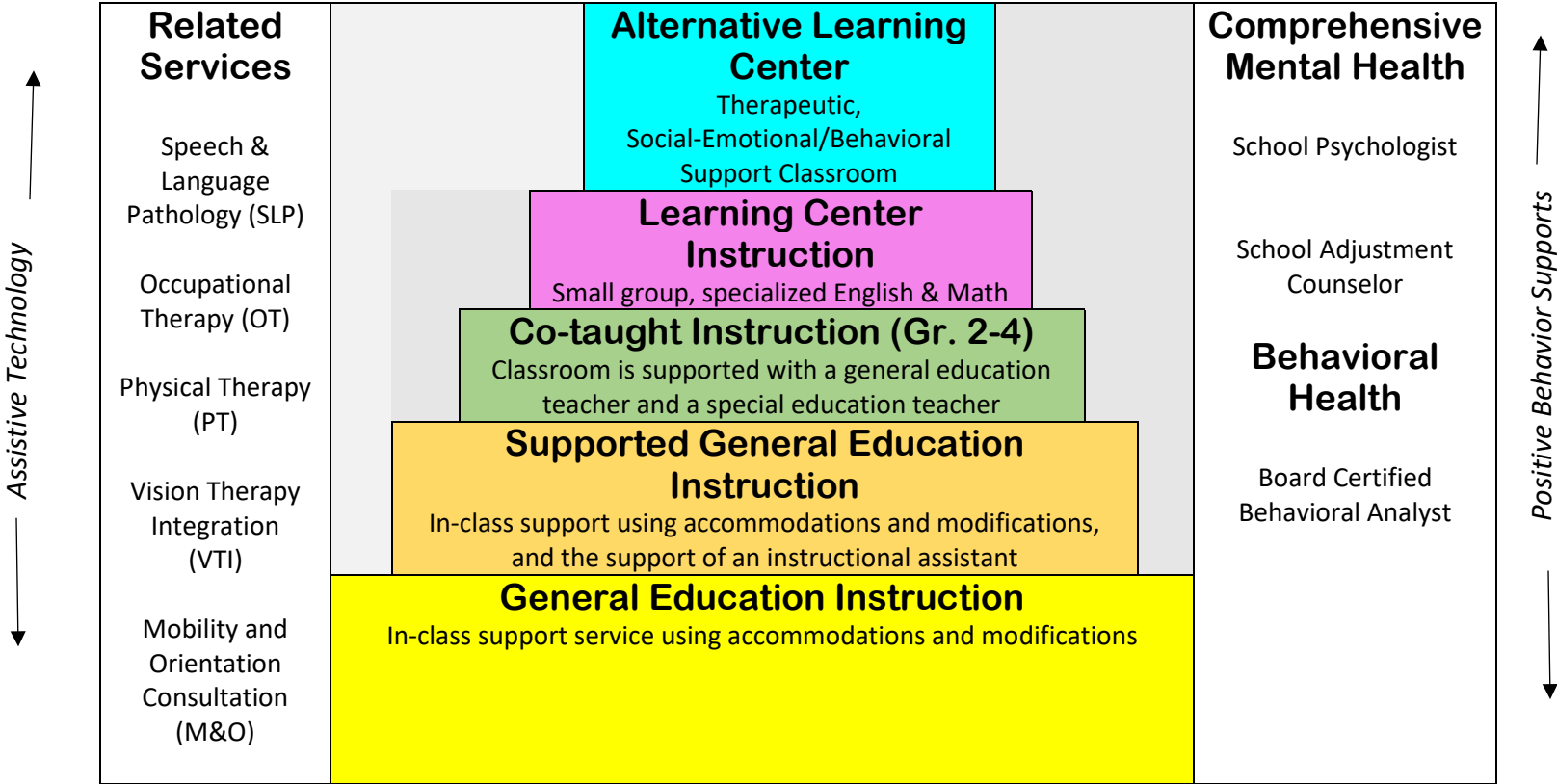
# Guide to Student Services Dudley-Charlton Regional School District

*-Heritage School -  
Grades 2-4*



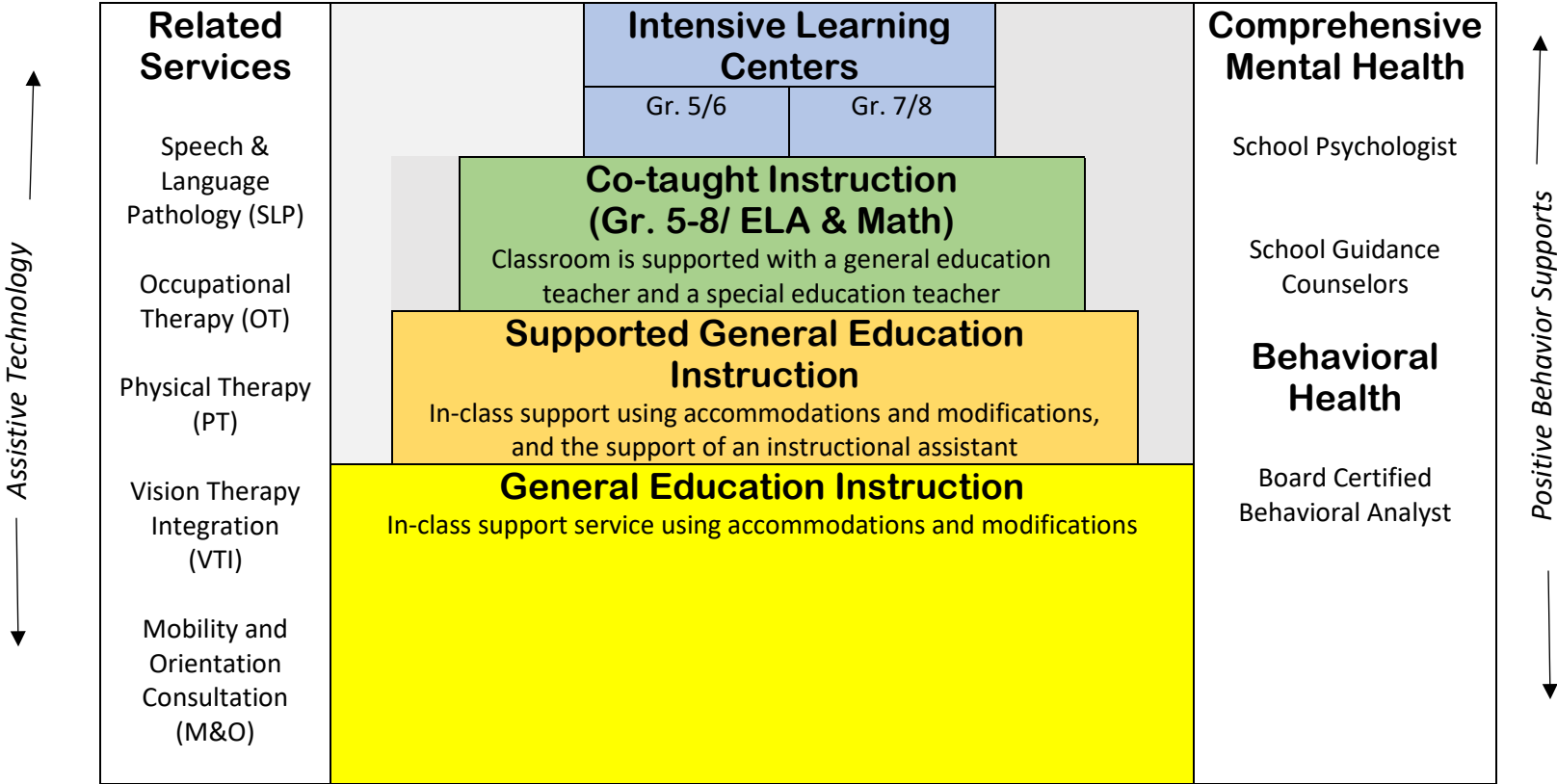
# Guide to Student Services Dudley-Charlton Regional School District

*-Dudley Middle School -  
Grades 5-8*



# Guide to Student Services Dudley-Charlton Regional School District

*-Charlton Middle School -  
Grades 5-8*



# Guide to Student Services Dudley-Charlton Regional School District

*-Shepherd Hill Regional High School -  
Grades 9-12 and 18-22 years*

