

# OVERVIEW OF SPECIAL EDUCATION



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# Introduction and Overview

Newton Public School (NPS) has a long standing commitment to educating students with educational disabilities within the least restrictive environment (LRE). This commitment has blossomed over many years into something NPS feels is woven into the fabric of our school communities. Including students with educational disabilities is most successful when school and families and caregivers can collaborate. We hope that this overview is helpful for everyone to better understand the role special education can play with the school setting.

Special Education is part of the Student Services office. While the Student Services Department supports any and all students enrolled in NPS, Special Education focus support for students who have an identified educational disability. These disability categories are identified by DESE. Here is the link to the definitions of education disabilities the district must work within: <https://www.doe.mass.edu/sped/definitions.html>

Once a student is evaluated by NPS professional staff and the student is also found to have an educational disability, the school then proposes an Individual Education Program (IEP). This is discussed in a meeting with the family/caregiver. Each school offers a continuum of services and supports designed to provide flexible and individualized programming for students with educational disabilities.

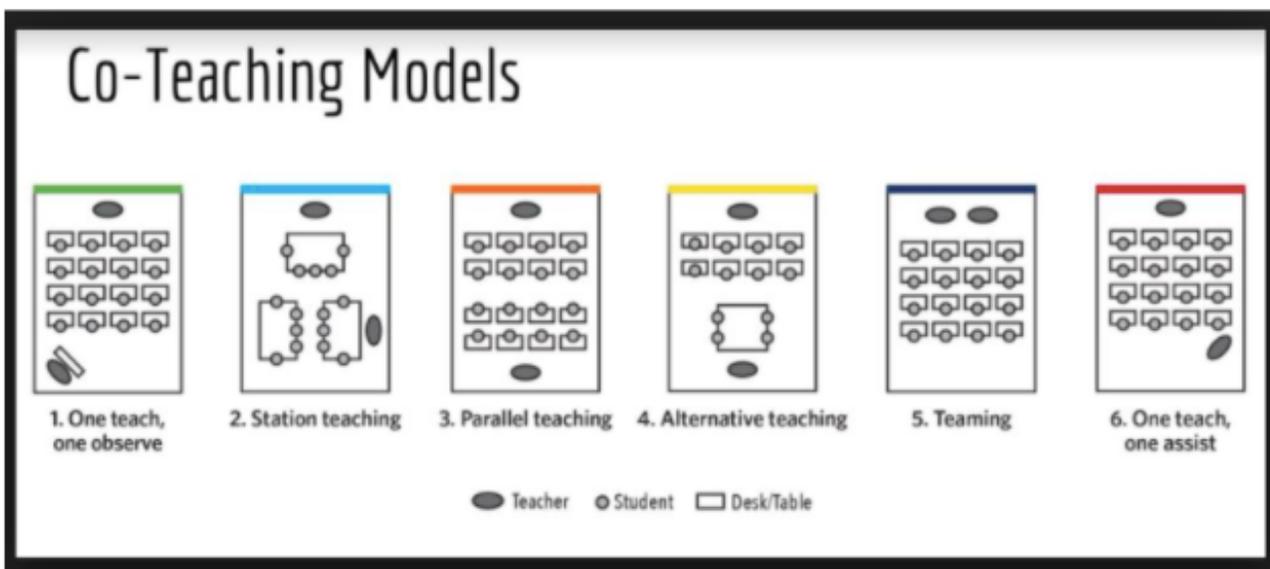
# Philosophy and Approach

An inclusive education helps prepare students with and without disabilities for life and good citizenship.

The goal is for students to make effective progress within an environment that is supportive and welcoming. This is achieved through collaboration among families, administrators, general education teachers, special education teachers, and related service providers. Providing special education services mainly within the general education setting is called Full Inclusion of the IEP.

## Staffing Patterns

Newton Public Schools strives to include students with disabilities into the general education classrooms as much as is possible to afford effective progress. One way in achieving this is through co-teaching. Co-teaching can occur in many forms and may include a combination of general education teachers, special education teachers, teaching assistants, and behavior therapists. This can vary between the preschool, elementary, and secondary levels, and can also vary based on the content being delivered. In the field, co-teaching is generally understood to have six basic models. NPS uses these models fluidly, in some form, in all of the schools.



Visual from:

[https://www.mcisd.net/apps/pages/index.jsp?uREC\\_ID=429780&type=u&pREC\\_ID=1609485](https://www.mcisd.net/apps/pages/index.jsp?uREC_ID=429780&type=u&pREC_ID=1609485)

# Related Services

Related services encompass specialized services from licensed professionals in particular domains. These related services are designed to support skill building necessary for effective access to educational experiences within the life of the school and are provided to students who require this specialized intervention to access their curriculum. Providers effort to provide services within the classroom as much as possible and will pull children out of class only when necessary to provide the needed interventions. A full list of related service domains are listed below.

## Adapted Physical Education (APE)

APE services are for students who need specialized instruction to access the general education physical education curriculum.

## Applied Behavior Analysis (ABA)

ABA services are for students who present educational and behavioral needs that benefit from highly structured instruction and interventions inclusive of systematic individualized instruction (e.g. discrete trial training, natural environment training, comprehensive behavior support plans). Applied Behavior Analysis (ABA) is a scientifically validated method to teach a variety of skills and to address challenging behavior. A Board Certified Behavior Analyst (BCBA) provides services and consultation to students and the student's IEP Team and direct service delivery is provided by a behavior therapist, a special education aide with specialized experience and training who implements ABA methods under the direction of a BCBA.

## Assistive Technology

Assistive technology must be considered in conjunction with the student's IEP and, when recommended, must support IEP goals and objectives. Assistive technology consultation or assessment determines what is educationally needed for a student to make effective progress as part of FAPE. To determine which device and/or strategy will be the best fit for the student the Assistive Technology Specialist follows the SETT Framework, reviewing the student need, their environment and the tasks they are asked to do in their educational setting to choose the appropriate tool for them.

## Counseling Services

Counseling services are for students who have identified social-emotional or mental health needs that interfere with the student's ability to access their education. Services may include individual or group counseling, consultation with teachers, parents and outside providers. Services are provided by social workers, school psychologists, school counselors and counseling interns.

## Music Therapy

Music therapy services are provided to assist students in accessing the curriculum. Individual and group music therapy sessions are provided based on student need. Music therapy services are provided through consultation, one-on-one, small group and in-class formats by a music therapist.

## Physical Therapy (PT)

Physical therapy services are for students whose physical disabilities interfere with their ability to access their educational program and environment, including students with motor and/or functional limitations caused by neurological or orthopedic impairments. Physical therapy services are provided in consultation, one-on-one, small group and in-class formats by physical therapists.

## Occupational Therapy (OT)

Occupational therapy is a related service for students who qualify for special education services. Occupational therapy services promote the development of motor, play, social and adaptive abilities of children who experience a wide range of challenges. The OT evaluation provides information to assist the team in creating an appropriate educational plan to support the student's school participation. Occupational therapy services are provided through consultation, one-on-one, small group and in-class formats by registered occupational therapists (OTR) and/or certified occupational therapy assistants (COTA).

## Services for the Deaf and Hard of Hearing

Deaf and Hard of Hearing services are for students who have a diagnosed hearing loss. Deaf and Hard of Hearing services provide students with equal access to all communication, learning, and social activities in the school setting. Deaf and Hard of Hearing services are provided in consultation, one-on-one, small group and in-class formats by a staff of specialists for the deaf and hard of hearing, teachers of the deaf and hard of hearing, sign language interpreters, captionists, signing aides, and classroom aides, as well as a consulting educational audiologist.

## Services for the Visually Impaired

Vision and Orientation and Mobility services are for students who have diagnosed vision concerns. Vision and Orientation and Mobility services provide students with Braille literacy instruction, use of assistive technology, transportation access, community, vocational and academic access, and skills of daily living. Vision and Orientation and Mobility services are provided in consultation, one-on-one, small group and in-class formats by a teacher of the visually impaired (TVI) and an orientation and mobility provider.

## Speech and Language Therapy

Speech and language services are for students whose education is adversely affected by communication difficulties. Treatment can be provided to eligible students who have language, pragmatic, voice, fluency, articulation or augmentative/alternative communication needs that directly impact their ability to access the curriculum. Services are provided by Speech and Language Pathologists (SLP) and Speech and Language Pathology Assistants (SLP-A)

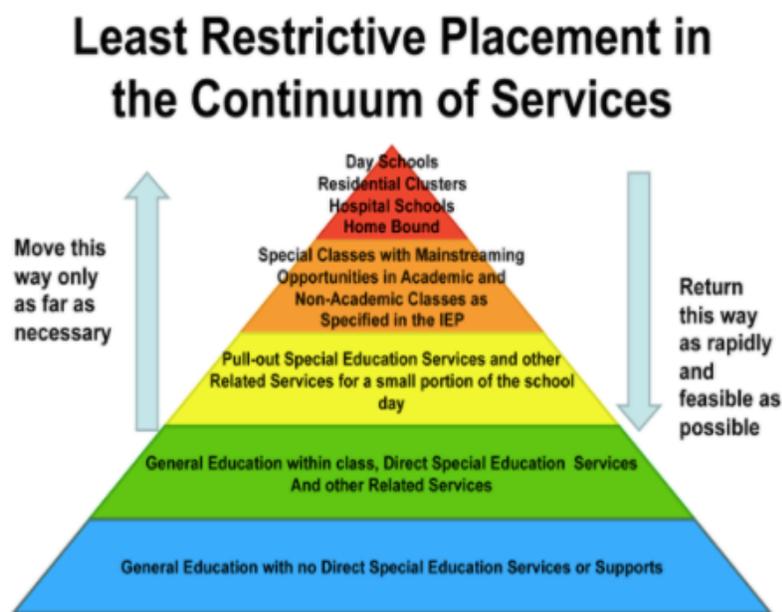
# Continuum of Services

Within the continuum of services, we identify the level of special education services needed and customize based on individual needs.

Among these designators are full inclusion services, partial inclusion services, and substantially separate services. Although NPS supports the Least Restrictive Environment (LRE), services and support can be provided both within and outside the general education classroom. The nature of this support varies and is specific to a student's needs.

While NPS is deeply committed to supporting students within the least restrictive environment, the district also recognizes that a small percentage of students may need more intensive support during part of their school day. Adding more intensive supports or more restrictive supports may cause the students IEP services to be delivered outside of the general education classroom for part of the day (called partial inclusion on the IEP) or sometimes most of the day (called substantially separate on the IEP). This type of service delivery can be supported through the assigned neighborhood school or supported by a citywide program. The location of the services is proposed by the IEP team.

Please review the diagram below to see how inclusive education works within the least restrictive environment.



# Citywide Special Programs

## At-a-Glance

### Preschool and Elementary

#### Preschool

Programs	Grades/Ages	School/Location
Early Childhood Services	Preschool	Newton Early Childhood Program
STRIDE	Preschool	Newton Early Childhood Program

#### Elementary School

Program	Grades/Ages	School/Location
ACHIEVE	2-5	Angier
Bridge	K-5	Peirce
STRIDE	K-5	Bowen, Cabot, Zervas
Spark	K-5	Countryside
Reflections	K-3	Williams

# Citywide Special Programs

## At-a-Glance

### Middle School

#### Middle School

Programs	Grades/Ages	School/Location
Bridge	6-8	Day
Direct Instruction	6-8	Oak Hill
FOCUS	6-8	Brown
Language-based Learning Program	6-8	Oak Hill
Reflections	6-8	Day
SPARK	6-8	Brown
STRIDE	6-8	Brown

# Citywide Special Programs

## At-a-Glance

### High School

#### High School

Programs	Grades/Ages	School/Location
Compass	9-12	North and South
Connections	9-12	North and South
Language-based Learning Program	9-12	South
Pilot	9-12	North
Rise	9-12	South
Southside	9-12	South
Step	9-12	North and South
STRIDE	9-12	North and South

# Citywide Special Programs

## At-a-Glance

### High School and Post Graduate

#### High School - Alternative and Therapeutic

Programs	Grades/Ages	School/Location
Central High School	9-12	Education Center

#### Post-Graduate

Program	Grades/Ages	School/Location
STRIDE	18-22	North and Education Center
Community Connections	18-22	North and Education Center (Annex)

# Citywide Special Programs At-a-Glance

## Acronym Definitions

Acronym	Definition
FOCUS	Flexible, Organized, Centered, Understanding, Social Intelligent
SPARK	Social, Pragmatics, Academics, Respect, Knowledge
STRIDE	Structured Teaching through Research and Intensive Experiences

# Program Descriptions - Preschool

## Newton Early Childhood Program - Preschool (at NECP)

Ages/Grades Served	Ages 2.9 - 5
Student Profile	Children (ages 3, 4 and 5), including those turning 5 during the school year (5 after August 31), who have special education needs and require educational and/or related services.
Program Offerings	<b>Range of Supports:</b> <ul style="list-style-type: none"><li>• 3-hour integrated classes</li><li>• 5-hour integrated classes</li><li>• Full-day substantially separate classes</li><li>• Afternoon programming</li><li>• Therapeutic-based programming</li></ul>
Program Description	NECP offers a wide range of educational support services for preschool children, including integrated preschool classes. The school class size is 15 to 16 students, with 7 to 8 of whom have moderate to intensive special education needs and then approximately 8 students without disabilities. A substantially separate classroom enrolls 8 to 9 students with intensive special needs.
Scope of Program	Curriculum in the Newton Early Childhood Program is child-centered and offers developmentally appropriate activity based learning for preschool children following the Massachusetts Guidelines for Preschool Learning Experiences. 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 continuum of special education services.
Inclusive Practices and Opportunities	The goal of the program is to address student needs by providing a comprehensive range of services and a consistent, structured and supportive environment throughout the preschool day. The integrated nature of programming at NECP provides opportunities for all students to learn together, in a developmentally appropriate and nurturing environment.

# Program Descriptions - Preschool

## STRIDE Preschool (at NECP)

Ages/Grades Served	Ages 2.9 - 5
Student Profile	<p>Students in the STRIDE program typically have significant challenges with:</p> <ul style="list-style-type: none"><li>• verbal and non-verbal communication (may use augmentative/alternative communication (AAC) devices)</li><li>• behavior, including inflexibility and restricted/repetitive behaviors</li><li>• social skills, including very limited social interactions</li><li>• academics; most students are performing below grade level and have difficulty accessing traditional instruction</li></ul> <p>The majority of students have a diagnosis of autism. All students require intensive, highly specialized and individualized instruction and support to access learning.</p>
Program Offerings	<p>A range of evidence-based instructional strategies are employed including discrete trial instruction (DTI), natural environment training (NET), social skills training, and task analysis of complex skills. STRIDE provides opportunities to participate in school setting and are very structured for each student based on the student's areas of strength and need. All activities and programming are designed to provide maximum opportunities for students to generalize their skills, practice social interactions, communication, and recreation skills across settings.</p>
Program Description	<p>STRIDE programming utilizes structured curricula, across all levels, and all instruction is guided by the principles of Applied Behavior Analysis including the ACE® curriculum, allowing staff to assess, teach, and evaluate progress using evidence-based procedures. Lesson plans are customized to address communication, social skills, academics, self-help, health and safety. The STRIDE program is staffed by a multidisciplinary team.</p>

# Program Descriptions - Preschool

## STRIDE Preschool (at NECP) - continued

Ages/Grades Served	Ages 2.9 - 5
Scope of Program	<p>The goal of the program is to increase the student's independence and skill level across domain areas. The STRIDE program supports this skill acquisition by utilizing a staff of multidisciplinary team members that includes certified special education teachers, board certified behavior analysts, adapted physical education teachers, occupational therapists, speech &amp; language pathologists with expertise in augmentative and alternative communication, school psychologists, and trained behavior therapists. There is a low student to staff ratio, and staff are rotated to promote generalization of skills.</p> <p>The STRIDE program's clinical consultation and oversight is provided by a BCBA, and the program is overseen by a special education administrator. Related services are provided as determined by the IEP team and may include:</p> <ul style="list-style-type: none"><li>• speech &amp; language services</li><li>• occupational therapy</li><li>• physical therapy</li><li>• vision services</li><li>• hearing services</li><li>• nursing services</li><li>• orientation &amp; mobility services</li><li>• specialized consultation</li><li>• transportation services</li></ul> <p>STRIDE programming is continuous throughout the year, which is determined on an individual basis.</p>
Inclusive Practices and Opportunities	<p>To the extent determined appropriate by their IEP team, all students participating in STRIDE have the benefit of participating in activities when it is meaningful to them at NECP. The Newton Public Schools has a strong history of and commitment to inclusive education, and maximizing inclusion opportunities is a unique feature of our program.</p>

# Program Descriptions - Elementary

## Achieve (at Angier)

Ages/Grades Served	Grades 2-5
Student Profile	<p>Students who access this program have been identified as having an educational disability which is a primary specific learning disability in basic reading and/ or written expression and may have a diagnosis of dyslexia or other language based learning disabilities that significantly impact their ability to read fluently, decode and encode words and may impact their overall reading comprehension skills. Students could also require instruction around reading, writing, listening and speaking skills.</p>
Program Offerings	<p>The focus of this program is to develop skills in the areas of reading and writing and often math skills as well. Content is provided at the instructional level either within a small group and/or within the co-taught class. There is the opportunity for structured, sequential, multi-sensory, systematic decoding instruction outside the general education classroom. Additionally, there is an embedded system within the co-teaching model which provides specially designed instruction either within the general education class or during pull-out instruction. The structure of Achieve allows for this type of flexibility.</p>
Program Description	<p>Students attending Achieve often have a primary educational disability within the Specific Learning Disability category. The overall goal of the program is to develop literacy and academic skills and strategies while providing supported access to grade level curriculum. Instruction is provided through a multi-sensory approach in order to support students with reading, writing, listening, speaking, as well as executive functioning skills. Students are provided with consistent instruction which is highly structured and focuses on academic skill acquisition. Executive functioning skill development is emphasized throughout the day. In addition to these language-enriched classrooms, students receive specialized reading instruction and assistive technology consultation geared toward individual needs. Specialized reading instruction that focuses on encoding and decoding with ongoing data collection on progress. Rules based reading instruction is targeted to improve decoding, encoding, and reading fluency through explicit, multisensory instruction.</p>

# Program Descriptions - Elementary

## Achieve (at Angier) - continued

Ages/Grades Served	Grades 2-5
Scope of Program	Achieve is designed to provide students with specialized reading instruction in a separate setting while also affording student access to general education content designed by a team of teachers- a certified special education teacher and a certified general education teacher.
Inclusive Practices and Opportunities	The continuum of instructional opportunities allows the team to make the least restrictive decision while still offering a robust program. Each student is assigned a general education classroom where they are able to access academic, specials (ie: art, PE, music, library) and social opportunities in addition to the services determined by the special education team.

# Program Descriptions - Elementary

## Bridge (at Peirce)

Ages/Grades Served	Grades K-5
Student Profile	The Bridge Program serves students with a primary disability that results in challenges related to Health Impairment, or Emotional Impairment, and focusing on developing behavioral skills.
Program Offerings	The Bridge team works collaboratively with the student, family, classroom teacher and specialists, IEP team members, and community based therapeutic providers to determine how to most meaningfully provide consistent supports and interventions across settings. The Bridge Program utilizes the curricula and themes of Zones of Regulation, Mind-Up and Social Thinking in addition to other mindfulness techniques. All students in the Bridge Program receive direct, explicit instruction in emotional regulation and social skills. Students also receive in-the-moment coaching throughout the school day to use and generalize skills and tools. Students receive individual counseling and have opportunities to engage in clinical group work when ready to do so. Students with IEP-related academic needs receive academic support from a Bridge special education teacher and related services from the appropriate providers. Decisions related to student programming, plans, and preparedness for less restrictive environments are data-informed and can be adjusted regularly.

# Program Descriptions - Elementary

## Bridge (at Peirce) - continued

Ages/Grades Served	Grades K-5
Program Description	<p>The Bridge Program at Peirce School is a city-wide therapeutic program for elementary students whose educational disabilities cause challenges related to self-regulation, emotional regulation and social interactions. Students in the Bridge Program require specialized social and emotional instruction and therapeutic support in order to make effective progress. The language and curricula used in the Bridge Program are also integrated into the general education classrooms at the school in order to provide students with a wrap-around therapeutic educational environment. Students receiving support from the Bridge Program participate in targeted social and emotional intervention, skill development and instruction that allows them to more successfully participate in school experiences by embedding supports and coaching throughout their educational programming. The Bridge team works collaboratively with teachers, parents, and students to establish the appropriate level of support to promote generalization and independence. The team works closely with outside providers, therapeutic stakeholders, and families to coordinate wraparound care for students and families. The Bridge Program staffing consists of special educators, a psychologist, a BCBA, related service providers, a social worker and a team of skilled behavior therapists. Bridge staff members participate in specialized training in trauma informed teaching practices, collaborative problem solving, and other interventions important to supporting a therapeutic milieu. Further, The Bridge Program is supported by the school administration and Central Office personnel.</p>
Scope of Program	<p>The Bridge Program aims for long term therapeutic support, so students can benefit from the academic and social opportunities presented within the school. In order to ensure students are provided the opportunity to be educated within the least restrictive setting, students have access to a flexible pullout model where they can access a therapeutic milieu and also their general education classrooms, as needed, at any time throughout their school day. The Bridge Program can provide partial inclusion or substantially separate programming for students experiencing an acute emotional or behavioral crisis. A change in programming and placement to Bridge requires a team discussion and team proposal.</p>
Inclusive Practices and Opportunities	<p>The Bridge Program is designed to provide a therapeutic environment while offering access to an inclusive experience with flexibility to meet individual student needs at any given time. The continuum of instructional opportunities allows the team to make the least restrictive decision while still offering a therapeutic program. Students have access to the special education classroom throughout the school day to use strategies, take breaks, problem solve with therapeutic staff, complete academic work in a quieter space, and/or work on calming/coping strategies.</p>

# Program Descriptions - Elementary

## SPARK at Countryside

Ages/Grades Served	K-5
Student Profile	<p>The SPARK Programming supports students with the primary educational disability of Autism or a Communication disability with deficits in social pragmatics, communication and social interactions. Students present with a variety of challenges including anxiety, social thinking, self awareness and executive functioning, as well as sensory and emotional regulation. In addition, students' learning may not be at grade level, and their needs are best met in a smaller separate classroom, or in a partial inclusion environment.</p>
Program Offerings	<p>The program is supported by a special education teacher in partnership from general education teachers. SPARK also receives comprehensive consultation from a Board Certified Behavior Analyst (BCBA), speech language pathologist, psychologist, other related service providers as determined by the student's Individualized Education Program (IEP). SPARK provides an educational experience for students within both separate and inclusive instructional settings which are individualized for each student. The team works collaboratively with the student, family, general education teacher, specialists, IEP team members, and community based therapeutic providers to determine how to provide meaningful and consistent supports across settings.</p>
Program Description	<p>The SPARK program ensures a supportive and cohesive, school learning environment for students who exhibit difficulties with social thinking, anxiety management, sensory and emotional regulation and academic performance related to their disability. Goals are embedded in meaningful activities for students and centered around increasing skills and independence. These skills are consistently being modeled, monitored, and explicitly taught about flexibility, perspective-taking, and self-advocacy. The SPARK program works collaboratively with all of the team members to build upon the student's strengths in order to enhance academic and social progress.</p>

# Program Descriptions - Elementary

## SPARK at Countryside - continued

Ages/Grades Served	K-5
Scope of Program	<p>All academic content areas can be provided in a substantially separate or partial inclusion setting as needed. Within the SPARK classrooms, students access the curriculum in a small, supportive environment that focuses on the development of social pragmatics, social skills, sensory and emotional regulation and executive functioning skills. The small group setting allows for pacing of instruction to be flexible and meet individual student needs. As students increase their level of independence they can access more inclusion services and opportunities.</p>
Inclusive Practices and Opportunities	<p>The continuum of instructional opportunities allows the TEAM to make the least restrictive decision while still offering a therapeutic program. Each student is connected to a general education teacher and classroom where students are able to access academic, specials, and social opportunities. These opportunities are tailored to the individualized student needs.</p>

# Program Descriptions - Elementary

## Reflections at Williams

Ages/Grades Served	K-5
Student Profile	<p>Reflections is a specialized program designed to address the cognitive, social, communication/language, and physical needs of students. Educational disability categories may include, but are not limited to, intellectual, autism, communication, physical, sensory, and/or health. The learning profiles of the students necessitate extensive content modifications and instructional methodology that integrates functional skills and substantial related services to access general education content.</p>
Program Offerings	<p>A multidisciplinary team of related service providers support students based on a range of individual needs, including consultative and direct services. Related service providers may implement a co-treatment model to meet the unique and complex needs of students in the Reflections classroom. A speech/language pathologist, who specializes in Alternative and Augmentative Communication, provides consultation to the program. Additionally, students in the Reflections program have access to adaptive physical education classes, music therapy, and social skill development groups.</p>
Program Description	<p>The Reflections program is a substantially separate setting where students receive highly specialized instruction in functional academics, daily living skills, safety skills, social skills, communication and language skills, and independent functioning skills. Students engage in evidence-based parallel curricula and spiraled-down grade level content. Instructional methodology integrates multisensory learning, community and safety skills, and extensive content modification, as part of curriculum accessibility.</p>

# Program Descriptions - Elementary

## Reflections at Williams - continued

Ages/Grades Served	K-5
Scope of Program	<p>Reflections program is staffed by a qualified special education teacher who provides specialized instruction using individual, small group and differentiated whole group lessons.</p> <p>The program is supported by teaching assistants who collaborate with the lead teacher in order to provide a combination of instructional, social, and behavioral interventions, while also promoting meaningful inclusion opportunities.</p>
Inclusive Practices and Opportunities	<p>The Reflections program is dedicated to supporting student access to meaningful, inclusive learning opportunities. Students are integrated into the school community and considered valuable members of the Williams Elementary School. Each student is assigned to a grade-level general education classroom and teacher. A multidisciplinary team supports student access to inclusive learning and peer engagement in order to generalize and apply learned functional, academic, and social communication skills.</p>

# Program Descriptions - Elementary

## STRIDE (Bowen, Cabot and Zervas)

Ages/Grades Served	Grades K-5
Student Profile	<p>Students in the STRIDE program typically have significant challenges with:</p> <ul style="list-style-type: none"><li>• verbal and non-verbal communication (may use augmentative/alternative communication (AAC) devices)</li><li>• behavior, including inflexibility and restricted/repetitive behaviors</li><li>• social skills, including very limited social interactions</li><li>• academics; most students are performing below grade level and have difficulty accessing traditional instruction</li></ul> <p>The majority of students have a diagnosis of autism. All students require intensive, highly specialized and individualized instruction and support to access learning.</p>
Program Offerings	<p>A range of evidence-based instructional strategies are employed including discrete trial instruction (DTI), natural environment training (NET), social skills training, and task analysis of complex skills. STRIDE provides opportunities to participate in the general education classroom that are very structured for each student based on the student's areas of strength and need. All activities and programming are designed to provide maximum opportunities for students to generalize their skills, practice social interactions, communication, and recreation skills across settings.</p>
Program Description	<p>STRIDE programming utilizes structured curricula, across all levels, and all instruction is guided by the principles of Applied Behavior Analysis including the ACE® curriculum, allowing staff to assess, teach, and evaluate progress using evidence-based procedures. Lesson plans are customized to address communication, social skills, academics, self-help, health and safety, recreation and physical education, community skills, vocational skills, and transition skills. Specialized academic curriculum is also used as necessary. The STRIDE program is staffed by a multidisciplinary team.</p>

# Program Descriptions - Elementary

## STRIDE (Bowen, Cabot and Zervas) - continued

Ages/Grades Served	Grades K-5
Scope of Program	<p>The goal of the program is to increase the student's independence and skill level across domain areas. The STRIDE program supports this skill acquisition by utilizing a staff of multidisciplinary team members that includes certified special education teachers, board certified behavior analysts, adapted physical education teachers, occupational therapists, speech &amp; language pathologists with expertise in augmentative and alternative communication, school psychologists, and trained behavior therapists. There is a low student to staff ratio, and staff are rotated to promote generalization of skills. The STRIDE program's clinical consultation and oversight is provided by a BCBA, and the program is overseen district-wide by a special education administrator. Related services are provided as determined by the IEP team and may include:</p> <ul style="list-style-type: none"><li>• speech &amp; language services</li><li>• occupational therapy</li><li>• physical therapy</li><li>• vision services</li><li>• hearing services</li><li>• nursing services</li><li>• counseling services</li><li>• ELL supports</li><li>• orientation &amp; mobility services</li><li>• specialized consultation</li><li>• transportation services</li></ul> <p>STRIDE programming is continuous throughout the year, which is determined on an individual basis. All students access robust community- based instruction as part of their programming. Tiered parent training is offered to families.</p>
Inclusive Practices and Opportunities	<p>To the extent determined appropriate by their IEP team, all students participating in STRIDE have the benefit of participating in general education classes and activities when it is meaningful to them. The Newton Public Schools has a strong history of and commitment to inclusive education, and maximizing inclusion opportunities is a unique feature of our program.</p>

# Program Descriptions - Middle

## Bridge (at Day)

Ages/Grades Served	Grades 6-8
Student Profile	<p>The Bridge Program serves students with a primary disability that results in challenges related to social, emotional, and behavioral skills; students likely have primary educational disability classification of Emotional Impairment or Health Impairment. Students also are in need of a therapeutic environment and milieu to access their curriculum.</p>
Program Offerings	<p>All students in the Bridge program have access to specialized social and emotional instruction as well as academic instruction. The social emotional interventions follow evidenced based social and emotional curriculum and includes individual and group counseling sessions, and small group social skills instruction. Small group therapy modules are scheduled as needed, based on the individual needs and goals of each student. These offerings are reviewed and revised regularly. The Bridge Program offers a full range of support for students, from full inclusion to substantially separate content area setting for instruction. In order to ensure students are provided the opportunity to be educated within the least restrictive setting, students have access to a flexible pullout model where they can access a therapeutic milieu from their general education classes, as needed, at any time throughout their school day. Students will also receive academic support to further develop executive functioning needs that are impacted by their emotional disabilities.</p>

# Program Descriptions - Middle

## Bridge (at Day) - continued

Ages/Grades Served	Grades 6-8
Program Description	<p>The Bridge Program at F.A. Day Middle School is a city-wide therapeutic program for students who require specialized social and emotional instruction and therapeutic support in order to make effective progress. The Bridge Program is integrated into every aspect of the F.A. Day Middle School community while also providing students with a therapeutic educational environment. Students receiving support from the Bridge Program participate in targeted social and emotional intervention, skill development, and executive functioning instruction embedded throughout their educational programming. The Bridge team works closely with general education teachers, parents, and students, to deliver flexible staffing supports to create a close ratio of adult support when needed, while also decreasing the intensity of support when appropriate in order to promote generalization of skills and foster independence. The team works closely with outside providers, therapeutic stakeholders, and families to coordinate wraparound care for students and families.</p> <p>The Bridge Program consists of special educators, counselors, and support staff. Bridge is affiliated with a grade-level team at each grade. General education teachers and staff participate in specialized training in trauma informed teaching practices, collaborative problem solving, and other interventions important to supporting therapeutic milieu. Further, The Bridge Program is supported by the school administration and Central Office personnel.</p>
Scope of Program	<p>The Bridge Program serves students with a primary disability that results in challenges related to social, emotional, and behavioral skills; students likely have primary educational disability classification of Emotional Impairment or Health Impairment. Students also are in need of a therapeutic environment and milieu to access their curriculum.</p>
Inclusive Practices and Opportunities	<p>The continuum of instructional opportunities allows the team to make the least restrictive decision while still offering a therapeutic program. Each student is connected to a school based grade team where they are able to access academic, unified arts, and social opportunities. These opportunities are tailored to their individualized needs.</p>

# Program Descriptions - Middle

## Direct Instruction (at Oak Hill)

Ages/Grades Served	Grades 6-8
Student Profile	<p>Students who participate in Direct Instruction may have been identified as having a wide range of educational disabilities. Their educational disability impacts them in a way that they have reduced or slowed progress with the academic curriculum delivered in general education classrooms. These students are often working several years behind grade-level, and need explicit and intensive instruction in order to close the gap. Many of these students also have challenges with social skills. While these students are socially motivated and share their peers' interests, they may need assistance to develop the social pragmatic skills. Many of these students also have challenges with organization, planning, and work production. They need to be taught strategies to further develop their executive functioning.</p>
Program Offerings	<p>Special education teachers with dual-certification in their content areas teach the core academic classes. Support is provided in general education Fine and Applied Arts classes as well as small group academic strategies by an experienced teacher assistant. Direct Instruction curricula are used to provide explicit, systematic, mastery-based instruction in reading, writing, and math, beginning at the student's current level of academic performance and using data-based decisions to determine instructional next steps. Small-group social studies and science teach key points from the grade-level Massachusetts curriculum frameworks, using differentiated materials based upon the Core Knowledge Foundation curricula. Special education teacher(s) oversee the delivery of specialized academic instruction using Direct Instruction curricula. The program receives comprehensive consultation from a Board Certified Behavior Analyst, speech language pathologist, psychologist, and other related service providers. Students may also have additional individualized services in speech and language, social communication, occupational therapy, adapted physical education, music therapy, and counseling.</p>

# Program Descriptions - Middle

## Direct Instruction (at Oak Hill) - continued

<b>Ages/Grades Served</b>	<b>Grades 6-8</b>
<b>Program Description</b>	<p>The DIRECT program focuses on meeting students' multi-sensory needs at their current level of academic, executive, and emotional functioning, and directly teaches the skills necessary to succeed in a general education environment. The primary goals of the Direct Instruction multi-sensory classroom include remediating academic deficits, strengthening understanding of the self as a successful learner, improving self-regulation, and teaching executive functioning and social-pragmatic skills. All students participate in a program-wide incentive system used to teach and reinforce behavioral expectations. Classes are consistently structured with clear routines to reduce anxiety and promote independence. Weekly social skills classes teach perspective-taking and self-regulation skills that are then infused into classroom supports.</p>
<b>Scope of Program</b>	<p>The Direct program offers a range of programming from partial inclusion to substantially separate programming that provides opportunities for students to receive structured, systematic, and explicit instruction in reading, writing, and math that targets their areas of academic deficit. Students also participate in small group instruction for science and social studies, with the intention of generalizing the skills developed through English and math instruction to course-specific content.</p>
<b>Inclusive Practices and Opportunities</b>	<p>The continuum of instructional opportunities allows the team to make the least restrictive decision while still offering a therapeutic program. Each student is connected to a school based grade team where they are able to access academic, unified arts, and social opportunities. These opportunities are tailored to their individualized needs.</p>

# Program Descriptions - Middle

## FOCUS (at Brown)

Ages/Grades Served	Grades 6-8
Student Profile	<p>Students in the FOCUS program have a primary educational disability category of Autism or other similar educational disabilities. Students present with challenges in the areas of social thinking, self-awareness, executive functioning, perspective-taking, and emotional and sensory regulation. Students are able to access their academics within the general education classrooms, but have difficulty negotiating a large school environment independently, as well as understanding and navigating social rules.</p>
Program Offerings	<p>FOCUS is staffed by special education teachers, teaching assistants and behavior therapists. FOCUS special educators are the liaisons to guidance counselors, general education teachers, specialists, and students' families. The special educator teachers also collaborate with outside providers to coordinate a wrap around approach to supporting students. The program benefits from additional consultation resources from speech language pathologists, psychologists and partners with experts in the field. Students in FOCUS are supported by program based support staff in a cohort model.</p>

# Program Descriptions - Middle

## FOCUS (at Brown) - continued

<b>Ages/Grades Served</b>	<b>Grades 6-8</b>
<b>Program Description</b>	<p>The FOCUS Program at Brown Middle School is a community of diverse learners with a wide range of interests, abilities, and skill sets. FOCUS provides support for students who present with Autism or other similar disabilities, who are able to access their academics within the general education classrooms, but have difficulty negotiating a large school environment independently, as well as understanding and navigating social rules. These students present with challenges in the areas of social thinking, self-awareness, executive functioning, perspective-taking, and emotional and sensory regulation. The goal of FOCUS is to ensure a supportive, cohesive, and challenging middle school learning environment for students who exhibit difficulties with perspective taking, 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.</p>
<b>Scope of Program</b>	<p>Students are fully included in general education grade-level academic classes with additional academic, executive functioning and social support provided as needed. Throughout the day, students are supported by staff that are specifically trained in addressing the needs of this population. Services such as speech language therapy, occupational therapy, and school psychologist support are provided on a case-by-case basis. Students participate in the general education curriculum, with accommodations tailored to their learning style and current performance level as determined by the team and described in their IEP. In addition, students participate in Academic Strategies instruction with curriculum around social thinking, self-advocacy and awareness, executive functioning and metacognition.</p>
<b>Inclusive Practices and Opportunities</b>	<p>FOCUS is a full inclusion to partial inclusion program where students are included in general education classes. Students are connected to school based grade teams where they are able to access academic, unified arts, and social opportunities which are tailored to their individualized needs.</p>

# Program Descriptions - Middle

## Language Based Learning Program (at Oak Hill)

Ages/Grades Served	Grades 6-8
Student Profile	<p>Students who access this program have been identified as having a primary specific learning disability in basic reading and/ or written expression and may have a diagnosis of dyslexia or other language based learning disabilities. Some of these students will have deficits in spoken language and comprehension of spoken language. Many of these students will have also been diagnosed as having language based learning disabilities. Language-based learning disability (LBLD) refers to a spectrum of difficulties related to the understanding and use of spoken and written language. Student's who require instruction in this program have language based learning disabilities that significantly impact their ability to read fluently, decode and encode words and may impact their overall reading comprehension skills. They also require instruction around reading, writing, listening and speaking skills.</p>
Program Offerings	<p>The focus of this program is about the development of skills in the areas of reading, speaking, listening and writing and require language based instruction. Content is provided at the instructional level in small group and/ or co-taught classes and includes a structured, sequential, multisensory, systematic approach, and moves toward grade level instruction. The focus of this program is to develop skills in the areas of reading and writing and often math skills as well. Content is provided at the instructional level either within a small group and/or within the co-taught class. There is the opportunity for structured, sequential, multisensory, systematic decoding instruction outside the general education classroom. Additionally, there is an embedded system within the co-teaching model which provides specially designed instruction either within the general education class or during pull-out instruction. The structure of the Language Learning program allows for this type of flexibility. Students are served through a partial inclusion model. Academic support focuses on specifically designed instruction in all skill areas that are tied to IEP goals. In the small group academic support students focus on the development of vocabulary (through pre-teaching and reteaching), so they can access the general education content and specifically designed instruction in executive functioning. There is an embedded system of providing specifically designed instruction in executive functioning within the academic support. Support from the Language Learning program is provided in the general education setting through expansive collaboration between the general education teachers and the LLD special educators.</p>

# Program Descriptions - Middle

## Language Based Learning Program - continued

Ages/Grades Served	Grades 6-8
Program Description	<p>Students attending the language-based learning program have a primary disability of Specific Learning Disability in basic reading skills and/ or written expression. The overall goal of the language-based program is to develop literacy skills and strategies while providing supported access to grade level curriculum. Instructional methodology is through a multi-sensory approach to support students with reading, writing, listening, speaking, as well as executive functioning skills. In all content areas, through a language-based team teaching approach, students are provided with consistent instructional methodology which is highly structured and focuses on oral and visual modalities to support language processing and production. Executive functioning skill development is emphasized throughout all classes and specifically designed instruction for these skills occurs throughout the student's school day. In addition to these language-enriched classes, students receive specialized reading instruction and assistive technology consultation geared toward individual needs. Specialized reading instruction that focuses on encoding and decoding with ongoing data collection on progress. Rules based reading instruction is targeted to improve decoding, encoding, and reading fluency through explicit, multisensory instruction.</p>
Scope of Program	<p>There are two strands within the program, one for students with a need for direct instruction in decoding and encoding strategies and a second strand for students who have a global need for language-based development.</p>
Inclusive Practices and Opportunities	<p>The continuum of instructional opportunities allows the TEAM to make the least restrictive decision while still offering a therapeutic program. Each student is connected to a school based grade team where they are able to access academic, unified arts, and social opportunities. These opportunities are tailored to their individualized needs.</p>

# Program Descriptions - Middle

## Reflections (at Day)

Ages/Grades Served	Grades 6-8
Student Profile	<p>Students in the Reflections program have a complex cognitive and social profile that necessitates extensive content modifications and instructional methodology that integrates functional skills as part of access to curriculum. Educational disability categories may include, but are not limited to, intellectual, autism, communication, physical, sensory, and/or health. Students in the Reflections program may have historically been in an inclusion placement with the need for significant pull-out instruction away from their general education peers for skill building, and can now receive whole group differentiated instruction as part of the classroom community.</p>
Program Offerings	<p>Students receive academic content instruction in the areas of mathematics, English language arts, science, and social studies. Additional blocks are allotted to provide academic support, social pragmatics intervention, social skill intervention, life skills instruction, music therapy, and community trips, plus related services based on individual need.. Students in Reflections receive extensive training on how to appropriately use assistive technology to make both classroom academics and independent living more easily accessible.</p>
Program Description	<p>The Reflections program provides comprehensive and systematic small group instruction outside the general education setting. Students receiving support through the Reflections program require all major content area instruction in a small group, substantially separate setting in order to embed extensive content modifications and instructional methodology that integrates functional skills as part of access to curriculum. All students have opportunities for inclusive experiences both within the Day Middle School community (e.g. fine and applied arts courses) and the neighborhood community (e.g. community outings). Additional individualized inclusion opportunities (e.g. joining a general education class) are also implemented based on the individual needs, skills, and goals of the students.</p>

# Program Descriptions - Middle

## Reflections (at Day) - continued

Ages/Grades Served	Grades 6-8
Scope of Program	<p>The Reflections program is a substantially separate school year placement, and mirrors the scope and sequence of the general education curriculum standards through highly individualized and differentiated instruction. A special education teacher delivers specialized instruction in all content areas. The program is staffed by a combination of special education teaching assistants and behavior therapists who collaborate with the lead teacher in order to embed a combination of instructional, social, and behavioral interventions, while also promoting successful inclusion opportunities. A multidisciplinary team supports students based on a range of individual needs, including consultative and direct services.</p>
Inclusive Practices and Opportunities	<p>Students are provided the opportunity to engage in social interactions throughout the school day. Every effort is made to promote social opportunities with peers from across the school throughout the school day and year, specifically ensuring that Reflections students have access to the full school community, including but not limited to lunch peer groups, after school activities and clubs</p>

# Program Descriptions - Middle

## SPARK (at Brown)

Ages/Grades Served	Grades 6-8
Student Profile	<p>Students in the SPARK program present with a primary educational disability of Autism or a Communication disability with deficits in social pragmatics, communication and social interactions. Students present with a variety of challenges including anxiety, social thinking, self-awareness, and executive functioning, as well as sensory and emotional regulation. In addition, students' learning may not be at grade level, and their needs are best met in a smaller, substantially separate classroom, or co-taught environment.</p>
Program Offerings	<p>Academic instruction is planned between general education and special education teachers with classroom support from teaching assistants and behavior therapists trained to work with students with the SPARK learner profile. Throughout all classes, reinforcement is provided to facilitate each students' ability to develop skills around flexibility, self-awareness, self-regulation, social competency, and anxiety management. As students increase their independence and lower their level of needs, in the Spark program, there are increased opportunities for inclusion to meet the needs of the student while they remain supported by the SPARK Program.</p> <p>Students participate in academic strategies that target specific skills such as executive functioning skills and those skills needed for increased independence to fully engage in the educational experience. In addition, students participate in meaningful inclusion opportunities such as physical education, health and the fine and applied arts rotation. Students receive social thinking, speech language, and counseling support as part of the program. Additional related services are determined by the Team and written into the IEP. Special education teacher(s) oversee the delivery of specialized academic instruction. The program receives comprehensive consultation from a Board Certified Behavior Analyst, speech language pathologist, psychologist, other related service providers, and partners with experts in the field as appropriate. Students in SPARK are supported by program based support staff in a cohort model.</p>

# Program Descriptions - Middle

## SPARK (at Brown) - continued

Ages/Grades Served	Grades 6-8
Program Description	<p>The SPARK Program supports students with a primary educational disability of Autism or a Communication disability with deficits in social communication and social interactions who require partial inclusion or substantially separate support. The SPARK program ensures a supportive and cohesive, middle school learning environment for students who exhibit difficulties with social thinking, anxiety management, and academic performance related to their disability. Embedded in goals for students centered around increased skills and independence are consistent modeling, monitoring, and explicit teaching about flexibility, perspective-taking, 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.</p>
Scope of Program	<p>All academic content areas can be provided in a substantially separate setting as needed. These substantially separate classes support students in accessing the curriculum and their educational setting. Within the sub-separate classroom, students access the curriculum in a small, supportive environment that focuses on the development of social pragmatics, social skills and executive functioning skills. The small group setting allows for pacing of instruction to be flexible and meet individual student needs. As students increase their level of independence they can access partial inclusion services also.</p>
Inclusive Practices and Opportunities	<p>The continuum of instructional opportunities allows the TEAM to make the least restrictive decision while still offering a therapeutic program. Each student is connected to a school based grade team where they are able to access academic, unified arts, and social opportunities. These opportunities are tailored to their individualized needs.</p>

# Program Descriptions - Middle

## STRIDE (at Brown)

Ages/Grades Served	Grades 6-8
Student Profile	Students receiving support through the STRIDE program at the middle school level require intensive behavioral, academic and communication support and receive almost all of their instruction via the methodology of discrete trial instruction.
Program Offerings	A range of evidence-based instructional strategies are employed including discrete trial instruction (DTI), natural environment training (NET), social skills training, and task analysis of complex skills. Each student participates in social pragmatics groups and/or individualized therapies, as written in their IEP. These therapies are provided by a speech language pathologist. Sessions build skills for generalization to school and community settings. In addition, students receive instruction in Activities of Daily Living as well as exposure to Pre-Vocational Training. Community activities are planned and implemented to address student needs in order to be successful in the community. Students participate in community outings individually or in small groups with staff. Each student works on specific, individual goals for each outing. Additionally, students practice age-appropriate leisure and recreation skills. The goal of all programming is to ensure that each student builds a repertoire of academic, social, and life skills that maximize independence, access and integration at school, home and in the community.
Program Description	The program provides an intensive approach to Applied Behavior Analysis (ABA) instruction. The services include a combination of discrete trial sessions, small group activities, incidental teaching strategies and individualized supported inclusion, 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. The goal for students is 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.

# Program Descriptions - Middle

## STRIDE (at Brown) - continued

Ages/Grades Served	Grades 6-8
Scope of Program	<p>All educational needs for instruction can be provided in a substantially separate setting. These substantially separate classes support students in accessing the curriculum and their educational setting. Within the sub-separate classroom, students access the curriculum in a small, supportive environment that focuses on the development of social pragmatics, social skills and executive functioning skills. The small group setting allows for a highly individualized approach to instruction and education.</p>
Inclusive Practices and Opportunities	<p>All STRIDE students have the benefit of participating in regular education classes and activities to the extent determined appropriate by their IEP team. This program has a commitment to inclusive education, and maximizing inclusion opportunities. 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 students are included for these activities is individualized based on class structure, target goals, and student interest. Participation in core curriculum classrooms is determined for each student individually.</p>

# Program Descriptions - High

## Compass (at North and South)

Ages/Grades Served	Grades 9-12
Student Profile	<p>The Compass program services students who have a primary emotional disability and are able to access the general education environment with therapeutic support embedded throughout their educational experience. Compass students are typically academically very capable, but have difficulty socially and emotionally in the larger school environment. Students have access to the full range of courses and services that are available within the school.</p>
Program Offerings	<p>The program addresses a variety of needs by providing the individual student with support and advocacy. Ongoing communication with parents, guardians, and school personnel is an integral part of the program. The Compass Program is a fully inclusive program that allows for students to flexibly leave the general education class setting, when needed, to access therapeutic support and the therapeutic milieu throughout their school day. Students take general education classes and receive support from the program's special education liaison and the school adjustment counselor. The liaison and school adjustment counselor engage in regular communication with general education teachers to provide academic, executive functioning, as well as, social and emotional support so that students can access the general education curriculum. Additionally, the program faculty engage in communication and collaboration with parents and community based mental health providers to encourage a wrap around system of therapeutic support. Students have access to academic support classes within the Compass setting where they receive specifically designed instruction in executive functioning skill development as well as any other academic skill development needed that is impacted by their emotional disability.</p>

# Program Descriptions - High

## Compass (at North and South) - continued

Ages/Grades Served	Grades 9-12
Program Description	<p>The Compass Program at both Newton South and Newton North High School is a therapeutic program for students who require specialized instruction and therapeutic support in order to make effective progress. Students receiving support from the Compass Program receive targeted intervention in their individualized areas of need, as well as, counseling for social and emotional needs. The Compass program serves as a therapeutic setting for students throughout their school day. Each student has a schedule that specifically meets their emotional and academic needs and enhances their educational strengths. Students meet with their liaisons and school adjustment counselor in the program throughout the week. 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, by building skills that are essential for success during and after high school. The interventions follow evidenced based social and emotional curricula and include DBT (Dialectical Behavioral Therapy) skills, collaborative problem-solving, restorative practices and motivational interviewing in both individual and group settings. The special education providers in the Compass program work closely with general education teachers, parents, and students, to deliver flexible support. The team works closely with outside providers and therapeutic stakeholders in order to coordinate wraparound care for students and families. Identifying the strengths of each student and using them to overcome their deficits is integral in the design of the student's individual program.</p>
Scope of Program	<p>The Compass program can provide long term programming in a range of models from full inclusion to partial inclusion. A change in programming and placement to Compass requires a team discussion and team proposal. While Compass is a full to partial inclusion program, it offers students a flexible push out model for students to access a therapeutic setting as needed throughout the school day if needed when the students are engaging in the general education educational setting.</p>
Inclusive Practices and Opportunities	<p>Compass is a full inclusion to partial inclusion program where students are included in general education classes. Students access the general education setting for electives also and are fully included in all aspects of the educational environment.</p>

# Program Descriptions - High

## Connections (at North and South)

Ages/Grades Served	Grades 9-12
Student Profile	Students in the Connections program have a complex cognitive and social profile that necessitates extensive content modifications and instructional methodology that integrates functional skills as part of access to curriculum.
Program Offerings	Inclusion facilitators, special education assistants, 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.
Program Description	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. The Connections program supports students with moderate to severe disabilities with a goal of maximizing the potential and independence of each student. It is based on the belief that all students can learn together in the same schools and classrooms with appropriate supports. An inclusive education helps prepare students with disabilities for an integrated adult life and builds understanding and acceptance within the broader community. The goal of the high school Connections program 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.

# Program Descriptions - High

## Connections (at North and South) - continued

Ages/Grades Served	Grades 9-12
Scope of Program	Individual programming is based on each student's required modifications, accommodations, and need for specialized instruction in lieu of general education classes.
Inclusive Practices and Opportunities	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. The goal is typically to integrate students as much as possible. Special instruction in mathematics, English language arts, and other content areas are provided as needed and determined by a student's special education team.

# Program Descriptions - High

## Language Based Learning Program (at North and South)

Ages/Grades Served	Grades 9-12
Student Profile	<p>Students have been identified as having a primary specific learning disability in basic reading and/ or written expression. Many of these students will have also been diagnosed as having language based learning disabilities. Language-based learning disability (LBLD) refers to a spectrum of difficulties related to the understanding and use of spoken and written language. Student's who require instruction in this program have language based learning disabilities that significantly impact their ability to read fluently, decode and encode words and may impact their overall reading comprehension skills. They also require instruction around reading, writing, listening and speaking skills that have language based instructional methodologies. Some students may also require additional support around receptive and expressive language needs.</p>
Program Offerings	<p>The focus of this program is to develop skills in the areas of reading and written expression. Support in math may also be needed when math content is loaded with language. Content is provided at the instructional level either within a small group and co-taught classes. There is the opportunity for structured, sequential, multisensory, systematic decoding instruction outside the general education classroom. Additionally, there is an embedded system within the co-teaching model which provides specially designed instruction either within the general education class or during pull-out instruction.</p> <p>Students who are in the Language Based Learning program receive ELA and Academic Support through the Language Based Program but may access co-taught classes for other content areas. In the small group academic support students focus on the development of vocabulary (through pre-teaching and reteaching) so they can access the general education content, but also on the development of skills related to their IEP. Students also receive specialized instruction in encoding, decoding as well as speech and language services as needed. There is an embedded system of providing specifically designed instruction in executive functioning within the academic support. Support from the Language Based Learning program is provided in the general education setting through a Teaching Assistant and expansive collaboration is done between the teachers and the Language Based Learning program teacher.</p>

# Program Descriptions - High

## Language Based Learning Program (at North and South) - continued

Ages/Grades Served	Grades 9-12
Program Description	<p>The Language Based Learning Disabilities programs provide intensive instruction to address students' developing language skills. Curriculum is modified and adapted as necessary to include a structured, sequential, multisensory, systematic approach to ensure all learning modalities are engaged. Special education teachers have specialized training in rules based, multi-sensory reading programs, as well as, writing instruction. A speech language pathologist collaborates with the special education teacher to plan and implement appropriate language-based supports throughout all content area classes.</p> <p>The focus in this program is about the development of skills in the areas of reading ,speaking, listening and writing and require language based instruction. The program works with students to teach skills through content and curriculum. Content is provided at the instructional level in small group and/ or co-taught classes, with language based methodology, and moves toward grade level instruction. Academic support focuses on specifically designed instruction in skill areas that are tied to IEP goals and there is a strong focus on the development of the executive functioning skills our language based students require to access their education.</p>
Scope of Program	<p>The Language Based Learning Program can provide long term programming in a range of models from full inclusion to partial inclusion. A change in programming and placement to this program requires a team discussion and team proposal.</p>
Inclusive Practices and Opportunities	<p>The Language Based Learning Program is a full inclusion to partial inclusion program where students are included in general education classes. Students access the general education setting for electives also.</p>

# Program Descriptions - High

## Pilot and Southside (at North and South)

Ages/Grades Served	Grades 9-12
Student Profile	<p>The Pilot and Southside programs service students with primary emotional disabilities who require therapeutic supports in order to make effective progress. Students may also have other disabilities that impact them. Pilot and Southside students have difficulty making effective progress in the larger school environment and benefit from wraparound therapeutic supports. The programs aim to provide as many inclusion opportunities for its students as is appropriate based on their individualized needs.</p>
Program Offerings	<p>The Pilot and Southside programs address a variety of needs by providing the individual student with support and advocacy. Ongoing communication with parents, guardians, and school personnel is an integral part of the program. Within Pilot and Southside students participate in group and individual counseling. Additionally, students have access to team-building activities in order to create a community of trust within the program. Clinicians and special education teachers engage in regular communication with general education teachers to provide academic, executive functioning as well as social and emotional support so that students can access the general education curriculum. Additionally, the program faculty engage in communication and collaboration with parents and community-based mental health providers to encourage a wrap-around system of therapeutic support. Students have access to academic support classes within the Pilot and Southside settings where they receive specially designed instruction in executive functioning skills development as well as any other academic skills development needed that is impacted by their emotional disability.</p>

# Program Descriptions - High

## Pilot and Southside (at North and South) - continued

Ages/Grades Served	Grades 9-12
Program Description	<p>The Southside and Pilot programs provide intensive, proactive therapeutic intervention within a highly structured setting. Southside and Pilot are therapeutic programs for students who require specialized instruction due to the nature of their emotional disability, in order to make effective progress. Students receiving support from the Southside and Pilot Programs are supported in a therapeutic setting and receive targeted intervention and skill building opportunities in the areas of their social and emotional skills. The interventions follow evidenced based social and emotional curricula and include DBT (Dialectical Behavioral Therapy) skills, collaborative problem-solving, restorative practices and motivational interviewing in both individual and group settings. The Pilot and Southside Programs offer a full range of support for students who require full inclusion to substantially separate content area settings for instruction. Academic classes provided within the Southside and Pilot settings are small group classes that are highly structured and embed support for executive functioning. The programs aim to provide as many inclusion opportunities for its students as is appropriate based on their individualized needs. For that reason, students are encouraged to enroll in general education classes and electives to the extent that they can be successful in those courses and support is provided to access those classes as needed. Students may also receive academic support to further address executive functioning needs that are impacted by their emotional disabilities. Family involvement plays an important role in this success; as such, parents and guardians will be involved as much as possible.</p>
Scope of Program	<p>The Pilot and Southside Programs allow students to be able to take classes within the programs with flexibility to take classes within the general education class setting. Pilot and Southside offers a full range of services for students who require a continuum from full inclusion to substantially separate settings. When students access a majority of their classes in the general education environment, they still have access to therapeutic support and the therapeutic milieu throughout their school day as needed.</p>
Inclusive Practices and Opportunities	<p>While some students access the majority of classes through the Pilot or Southside program, the program aims to provide inclusion opportunities for its students as is appropriate based on their individualized needs. Educators in these programs promote social opportunities with peers from across the school throughout the school day and year, specifically ensuring that students in these programs have access to the full school community.</p>

# Program Descriptions - High

## Rise (at South)

Ages/Grades Served	Grades 9-12
Student Profile	<p>Students in the Rise program may present with Autism or similar disabilities with a variety of challenges, including anxiety, social skills, self-awareness, and executive functioning as well as sensory and emotional regulation. Academically, students are able to access the general education curriculum content but may require a varied pace of instruction and also need a focus on social skill and social pragmatic development.</p>
Program Offerings	<p>The goals of the Rise Program are to provide academic support and develop skills needed for post-secondary education and/or work. The Rise program provides students with compensatory strategies that will assist students in becoming independent learners. Students receive Academic Study support with the RISE special education teacher. Additionally, student performance is monitored closely by maintaining effective communication with teachers, specialists, and families.</p>
Program Description	<p>This Rise program is designed to offer students support with self-awareness and regulation, social competency and stress and anxiety management. Additional skills that are addressed through blocks of scheduled Academic Study include self-advocacy, organizational strategies, transition skills, preview and review and study skills. Student performance is monitored closely by maintaining effective communication with teachers, specialists, and families.</p>
Scope of Program	<p>Rise students participate in smaller group academic classes, co-taught classes and general education classes. Students have access to the full range of courses and services that are available within the school.</p>
Inclusive Practices and Opportunities	<p>Rise students have a full range of academic and elective class offerings depending upon their level of need. Students who are taught academic content in substantially separate classes are able to access the general education setting for electives and social opportunities.</p>

# Program Descriptions - High

## Step (at North and South)

Ages/Grades Served	Grades 9-12
Student Profile	<p>Students in the Step program may present with Autism or similar disabilities with a variety of challenges, including anxiety, social skills, self-awareness, and executive functioning as well as sensory and emotional regulation. The Step program provides support for students who are typically academically very capable, but have difficulty negotiating a large school and understanding social rules. Additionally, students in the program may have high levels of anxiety in the classroom and during unstructured times of their day. Students have access to the full range of courses and services that are available within the school.</p>
Program Offerings	<p>The Step Program is staffed by an inclusion facilitator and program aides. The Step teachers are the liaison to guidance counselors, general education teachers, house deans and students' families. The STEP Program supports student learning in selected general education classes. All content courses are taken in a general education setting with support as determined by the team. Students receive Academic Study support with the STEP special education teachers</p>
Program Description	<p>The Step program is designed to offer students support with self-awareness and regulation, social competency and stress and anxiety management. Additional skills that are addressed include self-advocacy, organizational strategies and study skills. Student performance is monitored closely by maintaining effective communication with teachers, specialists, and families. Students are scheduled into blocks of Academic Study to support the goals and objectives in their IEP. The Academic Support teacher acts as liaison to general education teachers and assists students in becoming aware of strengths and weaknesses in their learning styles. The goals of the program are that students will have support to access the curriculum, develop skills to access their education, as well as those needed for post-secondary education. Additionally, there is a focus on helping improve students' self-advocacy skills. The program also works on developing compensatory strategies that will assist students in becoming independent learners.</p>

# Program Descriptions - High

## Step (at North and South) - continued

<b>Ages/Grades Served</b>	<b>Grades 9-12</b>
<b>Scope of Program</b>	The Step program can provide long term programming in a range of models from full inclusion to partial inclusion. A change in programming and placement to Step requires a team discussion and team proposal.
<b>Inclusive Practices and Opportunities</b>	Step is a full inclusion to partial inclusion program where students are included in general education classes. Students access the general education setting for electives also.

# Program Descriptions - High

## STRIDE (at North and South)

Ages/Grades Served	Grades 9-12
Student Profile	Students receiving support through the STRIDE program at the high school level require intensive behavioral, academic and communication support and receive almost all of their instruction via the methodology of discrete trial instruction.
Program Offerings	A range of evidence-based instructional strategies are employed including discrete trial instruction (DTI), natural environment training (NET), social skills training, and task analysis of complex skills. Each student participates in social pragmatics groups and/or individualized therapies, as written in their IEP. These therapies are provided by a speech language pathologist. Sessions build skills for generalization to school and community settings. In addition, students receive instruction in Activities of Daily Living as well as exposure to Pre-Vocational Training. Community activities are planned and implemented to address student needs in order to be successful in the community. Students participate in community outings individually or in small groups with staff. Each student works on specific, individual goals for each outing. Additionally, students practice age-appropriate leisure and recreation skills. The goal of all programming is to ensure that each student builds a repertoire of academic, social, and life skills that maximize independence, access and integration at school, home and in the community.
Program Description	The program provides an intensive approach to Applied Behavior Analysis (ABA) instruction. The services include a combination of discrete trial sessions, small group activities, incidental teaching strategies and individualized supported inclusion, 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. The goal for students is 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.

# Program Descriptions - High

## STRIDE (at North and South) - continued

Ages/Grades Served	Grades 9-12
Scope of Program	<p>All educational needs for instruction can be provided in a substantially separate setting. These substantially separate classes support students in accessing the curriculum and their educational setting. Within the sub-separate classroom, students access the curriculum in a small, supportive environment that focuses on the development of social pragmatics, social skills and executive functioning skills. The small group setting allows for a highly individualized approach to instruction and education.</p> <p>As students move into the program for 18-21 year olds, the scope of the program may remain consistent but focuses more on the development of increased independence in relation to transitional related skills.</p>
Inclusive Practices and Opportunities	<p>All STRIDE students have the benefit of participating in regular education classes and activities to the extent determined appropriate by their IEP team. This program has a commitment to inclusive education, and maximizing inclusion opportunities. 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 students are included for these activities is individualized based on class structure, target goals, and student interest. Participation in core curriculum classrooms is determined for each student individually.</p>

# Program Descriptions - High

## Central High School (at Education Center)

Ages/Grades Served	Grades 9-12
Student Profile	<p>The Central High School Program serves students with a primary disability that results in challenges related to social, emotional, and behavioral skills; students likely have primary educational disability classification of Emotional. Students may have other co-occurring disabilities but the Emotional disability is their primary disability and they require a substantially separate therapeutic environment to access their education.</p>
Program Offerings	<p>Academic classes are delivered in small group classes that are highly structured and follow the foundations of the Massachusetts Curriculum Frameworks for all subject areas. Classes are taught by certified special education teachers who are also licensed in the content areas they teach. The specialized instruction embeds support for executive functioning throughout each class and teaches skills that can be generalized in all settings. Consistent with our experience and history in this program, family involvement plays an important role in their students' success; as such, the Central team collaborates with parents and guardians on a regular basis.</p>
Program Description	<p>The Central High School program is a separate, public day school that provides intensive, therapeutic intervention within a highly structured, small group setting. The program is designed for students who require specialized instruction in both academic and social/emotional domains in order to make effective progress. Students receive targeted intervention and skill building opportunities in the areas of their social and emotional skills embedded throughout the school day. The interventions follow evidenced based social and emotional curricula and include DBT (Dialectical Behavioral Therapy) skills, collaborative problem-solving, restorative practices and motivational interviewing in both individual and group settings.</p>

# Program Descriptions - High

## Central High School (at Education Center) - continued

<b>Ages/Grades Served</b>	<b>Grades 9-12</b>
<b>Scope of Program</b>	<p>The Central High School Program is poised to provide short term and long term programming for students. Short term programming is accessed through an Extended Evaluation where specific evaluation questions about educational needs are posed. Relatedly, various assessments can be conducted as part of this extended evaluation. Extended evaluation recommendations will be made as a result of the data collected during the extended evaluation period.</p>
<b>Inclusive Practices and Opportunities</b>	<p>While some students access all of their courses through the Central High School program, the program aims to provide inclusion opportunities for its students as is appropriate based on their individualized needs by collaborating with the student's home high school.</p>

# Program Descriptions - Post Graduate

## Community Connections (at North and Education Center)

Ages/Grades Served	Ages 18-21
Student Profile	<p>Students who are supported in Community Connections often have intensive disabilities that present with complex cognitive profiles and at times, complex social profiles. These may include, but are not limited to, autism spectrum disorder, communication, intellectual, physical, sensory, and/or health disabilities. Students in Community Connections require intensive, substantially separate program interventions that include extensive modifications and instructional methodology to develop transition related skills.</p>
Program Offerings	<p>Learning opportunities are developed to build skills related to personal finances, personal management, personal hygiene/self-care, household management, social skills, community involvement, health/safety practices, lifelong learning, and career development. The program combines classroom-based activities with community experiences to enhance student learning. The program is individualized to address each student's goals and objectives in order to best prepare them for transition to adult life.</p> <p>Special education teachers, social workers, teacher aides, behavior therapists, and specialists staff the program. A special educator experienced in working with students with intensive transition needs, plans appropriate interventions, coordinates services for students, models best practices in teaching students with intensive needs, and serves as a resource for students, faculty, and parents. The program is supported by a DESE endorsed transition specialist/facilitator and a DESE endorsed transition specialist/coordinator.</p>

# Program Descriptions - Post Graduate

## Community Connections (at North and Education Center) - continued

Ages/Grades Served	Grades 9-12
<p>Program Description</p>	<p>Students who have completed the majority of their high school requirements (ex. may need to complete 1 to 2 required courses), and/or require substantial postgraduate support through program interventions in a number of transition related domains</p> <p>Community Connections is a community based program designed to support students with significant disabilities, who are between the ages of 18-21, and are transitioning from school to adult life. This citywide program is currently based out of Newton North High School and uses community based locations as well as space at the Education Center to support learning opportunities. It is based on the belief that students can learn together in the same schools, classrooms, and in the community with appropriate support.</p> <p>The goal of the Community Connections program is to maximize the potential and independence of each student, while promoting meaningful integration into the community. The program is for students who have completed four years of high school and may or may not be eligible to receive a high school diploma. Community Connections uses a person-centered approach to determine the transition related activities that are coordinated to build a student’s weekly schedule. Schedules are developed to strengthen students’ functional life skills. The Community Connections program supports students and families to develop relationships with adult service providers as well as other community based resources. Comprehensive transition opportunities occur across a range of community settings; these experiences are focused on independent living, employment, social/leisure/recreation, and lifelong learning.</p>
<p>Scope of Program</p>	<p>The Community Connections Program can provide long term or shorter term programming with a focus on the development of transition related skills.</p>
<p>Inclusive Practices and Opportunities</p>	<p>For postgraduate students, the community is their classroom. The program integrates students into the local Newton community for a range of learning opportunities and inclusive opportunities.</p>

# Program Descriptions - Post Graduate

## STRIDE (at North and South)

Ages/Grades Served	Ages 18-21
Student Profile	Students receiving support through the STRIDE program at the high school level require intensive behavioral, academic and communication support and receive almost all of their instruction via the methodology of discrete trial instruction.
Program Offerings	A range of evidence-based instructional strategies are employed including discrete trial instruction (DTI), natural environment training (NET), social skills training, and task analysis of complex skills. Each student participates in social pragmatics groups and/or individualized therapies, as written in their IEP. These therapies are provided by a speech language pathologist. Sessions build skills for generalization to school and community settings. In addition, students receive instruction in Activities of Daily Living as well as exposure to Pre-Vocational Training. Community activities are planned and implemented to address student needs in order to be successful in the community. Students participate in community outings individually or in small groups with staff. Each student works on specific, individual goals for each outing. Additionally, students practice age-appropriate leisure and recreation skills. The goal of all programming is to ensure that each student builds a repertoire of academic, social, and life skills that maximize independence, access and integration at school, home and in the community.
Program Description	The program provides an intensive approach to Applied Behavior Analysis (ABA) instruction. The services include a combination of discrete trial sessions, small group activities, incidental teaching strategies and individualized supported inclusion, 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. The goal for students is 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.

# Program Descriptions - Post Graduate

## STRIDE (at North and South) - continued

Ages/Grades Served	Grades 9-12
Scope of Program	<p>All educational needs for instruction can be provided in a substantially separate setting. These substantially separate classes support students in accessing the curriculum and their educational setting. Within the sub-separate classroom, students access the curriculum in a small, supportive environment that focuses on the development of social pragmatics, social skills and executive functioning skills. The small group setting allows for a highly individualized approach to instruction and education. As students move into the program for 18-21 year olds, the scope of the program may remain consistent but focuses more on the development of increased independence in relation to transitional related skills.</p>
Inclusive Practices and Opportunities	<p>All STRIDE students have the benefit of participating in regular education classes and activities to the extent determined appropriate by their IEP team. This program has a commitment to inclusive education, and maximizing inclusion opportunities. Inclusion is a unique feature of our program and a priority for our students. 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 students are included for these activities is individualized based on class structure, target goals, and student interest. Participation in core curriculum classrooms is determined for each student individually.</p>