

Walpole Public Schools

Daniel Feeney Preschool Integrated Program

Overview

Walpole Public Schools offers an Integrated Preschool Program which is a district-wide program. The program is designed for children who have been identified with special needs that impact their ability to access a typical preschool curriculum. The program provides supports around cognition, speech/language, fine and gross motor, self-care and social development as identified through an evaluation process. As students are deemed eligible for special education, individualized education programs are developed that could include supports such as speech/language therapy, physical or occupational therapy or placement in a preschool classroom. This classroom placement is designed to provide opportunities for all students to be included with their peers for all or a portion of their day and who will receive support ranging from intensive support for those students whose educational needs are best serviced individually or in a small group environment to students who are able to learn in a large group through peer modeling. Students placed in a preschool classroom will be in a classroom with one certified special education teacher and either Educational Support Professionals or mobility assistants. All students will receive services as specified on their Individualized Education Plan.

Target Population:

- Children aged 3-5 years old who have been identified with a disability and require specialized instruction.

Program Goal:

- To identify and support students aged 3-5 who are experiencing a delay in one or more areas of development
- To provide a developmentally appropriate program utilizing peer modeling
- To develop readiness for formal learning
- To foster positive self-concept
- To develop social skills
- To encourage children to think, reason, question, and experiment
- To encourage language development and communication skills
- To enhance physical development and skills
- To encourage and demonstrate sound health, safety, and nutrition

Program Components:

- Half day or extended day classroom program
- Related service provision
- Extended support as deemed necessary by the IEP team
- Transition support to kindergarten
- Parent training/workshops.

Staffing:

- Certified Special Needs/Early Childhood teacher
- Educational Support Personnel, as determined by Team
- Access to related service providers as identified by the IEP team

11/2016

Walpole Public Schools Elementary School Special Education

District Learning Program

Overview

Walpole Public Schools offers a district wide program at the elementary level for students with moderate to significant disabilities across a variety of domains (i.e. cognition, academic, language, social, fine/gross motor). Intensive support is provided in the general education setting by a combination of providers (i.e. special education teachers, speech/language pathologists, educational support personnel). More individualized instruction is also provided by special education teachers in core content areas in a small group setting outside of the general education classroom.

Target Population

- Grades K-5
- Students who require specialized instruction and have a documented moderate to significant disability with impact in the areas of cognition, academic, language development, social skills, fine/gross motor skills.
- Students whose needs in the areas listed above are beyond the scope of service delivery within their neighborhood school.

Program Goals

- To provide access to learning, utilizing the Massachusetts state standards with curriculum modifications depending on student needs.
- To provide flexibility of schedule that allows students opportunities for inclusive classroom experiences with typically developing peers, along with access to small group instruction in core content areas with skill level peers, including skill level peers who may be in other grade levels.

Program Components

- Full 10 month program with an extended year component upon team recommendation.
- Modified or replacement curriculum as determined by the IEP team.
- Regular group consult between special education teachers and related service providers.

Staffing

- The entire program is overseen by a district team chairperson in conjunction with the building principal.
- A special education teacher facilitates the daily operation of the program. Specific tasks include, but are not limited to: consult with program special education teachers; review and updating replacement curriculum as needed; professional development of educational support personnel; testing as part of three year re-evaluations.
- Special education teachers carry student caseloads spanning one to two grade levels.

6/2019

Walpole Public Schools

School Special Education

Varied Instructional Program

Overview

Walpole Public Schools offers a Varied Instructional Program (VIP), which is a district-wide program. This program provides intensive support for those students whose educational needs are best serviced individually or in a small group environment. Students placed in this program will have regular grade level homeroom, attend specials, lunch, recess and all grade level activities with this homeroom (when appropriate). They will have support of cluster Education Support Personnel to assist with inclusion during these times of the day. Academic learning will primarily take place in an individual or small group within the Varied Instructional Classroom. All students will receive services as specified on their Individualized Education Plan.

Target Population:

- Students who have not made effective progress in a more inclusive program.
- Students who have a MA Category of Disability that prevents them from making progress in academic, behavior, communication, fine motor, gross motor, social skills and daily living skills within a large group environment.
- Students require intensive, direct instruction in small or individual groupings
- Students require Applied Behavioral Analysis methodology

Program Goal:

- To develop and use varied individualized and specialized instruction to maximize success.
- To provide a specialized program that focuses on academics, communication, behavior, functional life skills and activities of daily living based on the student's needs.
- To provide access to learning, utilizing developmentally based replacement curriculum and the principles of applied behavior analysis.

Program Components:

- Full day substantially separate 10-month program with an extended year component available upon Team recommendation.
- Low student to staff ratio
- Alternative district/state assessment
- Opportunities for inclusion based upon student readiness.
- Review and re-evaluation meetings chaired by program coordinator.
- Augmentative Alternative Communication
- Inter-disciplinary team approach with BCBA, speech/language, AT consultant, OT, and PT

Staffing:

- Special Education Teacher with strong training in Applied Behavior Analysis
- Educational Support Personnel
- Regular education teacher for grade level homeroom
- Access to related service provider as determined by IEP team.

Walpole Public Schools Partnership Program

Partnership Program

Overview

The Partnership Program is an therapeutic program that provides academic, behavioral, and therapeutic support for elementary aged students in the Walpole Public Schools. This district-wide program assists students who are experiencing social, emotional, and behavioral challenges that impact their ability to access the general education curriculum without additional support. Specialized instruction is provided for individual students as needed throughout their school day in accordance with the student's IEP. The program also provides ongoing case management and counseling provided by the program social worker.

Target Population

- Students have disabilities that impact their emotional, social, and behavioral functioning
- Students in the Partnership Program have established MA Category of Disability which impacts their social/emotional or behavioral development

Program Goal

- To provide students with academic, therapeutic, and behavioral supports to assist them in managing their complex and varied needs to enable them to participate in regular education classes and achieve at their highest level of functioning.
- To provide integration support as determined by IEP team.
- To provide direct therapeutic services as determined by the IEP team.
- To provide assistance in locating appropriate therapeutic services with the community to help meet the needs of the students and their families.
- To provide ongoing consultation to the classroom teacher regarding student progress and student's social/emotional/behavioral needs.

Program Components

- Partnership Homeroom as determined by IEP team
- Interdisciplinary team approach which may include social worker, special education teacher, related service providers and BCBA.
- Students receive clinical services by a licensed social worker as determined by the IEP in the Partnership classroom
- Program social worker and special education teacher provide ongoing consultation to the classroom teacher regarding student progress and student's social/emotional/behavioral needs.
- Social skills groups, as needed, during the school day.
- Students are placed in content classes according to their instructional level and can receive instruction within general education or sub separate classroom
- Students are able to access the therapeutic support of the program throughout their day.

Walpole Public Schools Partnership Program

Staffing

- Special Education Teacher with a strong behavioral background
- Program is located at each educational level (Elm St. Elementary; Johnson Middle; Walpole High School)
- Licensed Social Worker
- Educational Support Personnel as determined by IEP team
- Related services provided as determined by IEP team
- Regular education teacher for grade level homeroom and content classes
- Consultation and behavioral support from District BCBA

11/2016

Walpole Public Schools

Middle School Special Education

Cooperative Learning Center

Overview

Walpole Public Schools offer a district-wide program for students with moderate to significant disabilities across various domains (i.e., language, academic, fine motor, gross motor, social, and cognitive) and all settings. Intensive educational support is provided outside of and within the regular education setting.

Target Population

- Grades 6-8
- Students who require specialized instruction and have a documented significant disability under the MA Category of Disability which impacts their development in the areas of cognition, academic, behavior, communication, fine motor, gross motor, and social skills.

Program Goal

- To provide the specialized instruction students require to address substantial academic deficits.
- To provide access to learning, utilizing the Massachusetts State Standards with curriculum modifications depending on students' needs.
- To provide learning opportunities in the regular education setting as designated by the student's IEP.

Program Components

- Full day 10-month program with extended year component, upon Team recommendation
- Review and re-evaluation meetings chaired by Team Chair and/or Program Coordinator.
- Substantially separate and inclusive ELA, Math, Science and Social Studies classes designated by the student's IEP.
- Students are taught with a curriculum modified to the essentials of the content that is aligned to the Massachusetts Curriculum frameworks.
- Low student to staff ratio.
- Reverse inclusion for students requiring structured social opportunities with peers.
- Inter-disciplinary team approach with BCBA, speech/language, AT consultant, OT, and PT.
- Students participate in MCAS with accommodations or MCAS Alt

Staffing

- Full time Special Education Teacher
- Educational Support Personnel as determined by IEP Team
- Regular education teacher for grade level homeroom and content classes (when appropriate)
- Access to related service providers as determined by IEP team.

Walpole Public Schools
Career and Education Program
Walpole High School

Career and Education Program

Overview

The Career and Education Program is designed for students with moderate to severe disabilities. The goal of the program is to provide an environment where students can develop skills necessary to become meaningful participants in both the school community and the community at large. Students in this program have the access to learning up to their twenty-second birthday, in accordance with the state law. Ultimately, the goal is for each student to develop the skills needed to function as independent members of society.

Target Population

- High school and post secondary level students
- Students who have a MA Category of Disability that prevents them from making progress in academic, behavior, communication, fine motor, gross motor, social skills and daily living skills within a large group environment.

Program Goal

- To teach basic functional academics, communication, personal, social, and adaptive living skills to students.
- For students to participate in vocational/ work experiences, within the school and community, to develop the skills essential to be a contributing community member.
- Exposure and access to community experiences varying depending on needs and interests of students.

Program Components

- Full day substantially separate 10-month program with an extended year component available upon Team recommendation.
- Low student to staff ratio
- Alternative district/state assessment
- Opportunities for inclusion based upon student readiness.
- Review and re-evaluation meetings chaired by program coordinator.
- Augmentative Alternative Communication as designated by student's IEP.
- Inter-disciplinary team approach with BCBA, speech/language, AT consultant, OT, and PT

Staffing

- Full Time Special Education Teacher(s)
- Educational Support Personnel
- Access to related service providers as determined by IEP team.

High School Essential Program

Overview

The Essentials Program is designed for students who require small group instruction where instructional information is delivered in a methodical and deliberate pace to allow students' additional processing time and learning opportunities. The Essential Program's core academic classes are aligned with academic courses offered at Walpole High School and are designed for students who exhibit emerging skills and are making progress towards meeting grade level skill acquisition. Essentials courses focus on the fundamentals of the content and are designed to enhance basic skills and knowledge necessary for success within the discipline. Essentials Courses include English, Math, History and Science.

Target Population

- High school level students
- Students who require specialized instruction and have a documented significant disability under the MA Category of Disability which impacts their development in the areas of cognition, academic, behavior, communication, fine motor, gross motor, and social skills.

Program Goal

- To provide the specialized instruction students require to address substantial academic deficits (reading, math, writing) so students can close the gaps in the learning and function closer to age expectations
- To provide access to learning, utilizing the Massachusetts State Standards with curriculum modifications depending on students' needs

Program Components

- Full day 10-month program with extended year component, upon Team recommendation
- Low Student to High Teacher Ratio
- Substantially separate ELA & Math, History and Science courses to provide specialized instruction in reading, math and writing, individualized instruction, slower pace, and/or small class placement
- Students are taught with a curriculum modified to the essentials of the content that is aligned to the Massachusetts Curriculum frameworks
- Students participate in MCAS with accommodations

Staffing

- Special Education Teachers
- Educational Support Personnel
- Access to related service providers as determined by IEP team