

**ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT
FY17 DEPARTMENT/PROGRAM OVERVIEW**

Department: Student Services

Administrator: Marilyn Bisbicos

Organization/Program Description

Please provide a brief overview of your department/program (i.e. services provided etc.)

Student Services consists of the following student support programs and service providers:

- Integrated Preschool and Itinerant Services
- Special Education Staff (Special Education Teachers and Assistants, Educational Team Leaders, Post-Secondary Transition Coordinator)
- Out-of-District Programming
- Related Service Providers: Speech and Language Specialists, School Psychologists and Counselors, BCBA/Behavioral Specialists, Mobility Specialists, Teacher of the Visually Impaired.
- English Learner Education
- Nursing/Medical Services
- 504 Coordination (K-12)
- Administrators & Administrative support staff
- Civil Rights Implementation and Monitoring
- Homeless Services/Coordination

Overview of Budget & Program Priorities for FY17

Please identify briefly budget/program priorities, concerns, etc. for next year

Budget Concerns for FY17 include the following:

Goals:

- 1.) To meet the needs of the increasingly diverse student population in each school
- 2.) To increase school-based support services so all ABRSD students have equal access to participate in the academic and social life of their schools (e.g. Least Restrictive Environment)
- 3.) To expand the continuum of support services from short-term, inclusion interventions to complex to specialized services/placements
- 4.) To better meet the current broad range of student learning styles and needs
- 5.) To develop alternatives to out-of-district placements

Budget Concerns:

- 1.) Increasing in-district program supports in ABRSD schools while meeting increased out-of-district costs for students already placed (e.g. tuition and transportation increases)
- 2.) Expanding ELE staffing and services to meet student needs and state guidelines/requirements
- 3.) Complying with special education mandates and IEP service needs for students

transitioning between levels (i.e. early intervention to PK, elementary to jhs and jhs to hs)

4.) Developing in-district specialized programs for our high needs students

Budget Priorities:

1.) Continuing the multi-year plan for in-district service expansions (.3 SPL, .6 Elem. Special Educator, 2.0 JHS Special Educators, .8 Elem. Psychologist, 2.0 ELE)

Changes In FY17

Please identify any changes in terms of increases or decreases for next year

The following are anticipated increases in the Pupil Services budget:

- Out-of-District tuition costs related to move-ins, reconstruction costs, changes in OOD placements, new students with intensive needs and require placement in OOD, & tuition increases
- Nurse and bus monitors to address health and safety during transport to school
- Increased fees related to ESPED and other memberships
- Mandatory and annual trainings related to regulations and compliance issues
- Increase in contracted evaluations related to mental health and safety concerns
- Increase in home-based assessments
- Increased translation costs
- Increased legal service training and services

Other Revenue Sources

Briefly review other revenue sources that are necessary to support the operations of your department

At this time the Occupational Development Program at ABRHS has two students from neighboring districts that pay annual tuitions contribute to the ODP revolving budget. This budget is able to fund some of the staff and contracted providers. In addition, the Integrated Pre-school charges tuition for regular education students for either a half or full day. This tuition is used toward part of the staffing for the program.

Student Services manages and applies for DESE entitlement grants:

- 240 IDEA \$1,187,481
- 274 SPED PROGRAM IMPROVEMENT \$44,528
- 262 EARLY CHILDHOOD EDUCATION \$31,011
- 180 TITLE 111/ENGLISH LANGUAGE EDUCATION \$35,081
- 298 EARLY CHILDHOOD PROGRAM IMPROVEMENT \$3,000

Staffing Summary (from Appropriated Budget)

Pupil Services

Admin & Support	10.00	\$792,812	10.00	\$805,163	11.48	\$976,511
Special Educators	47.90	\$3,708,369	49.50	\$3,923,263	55.50	\$4,312,383
Special Ed Assistants	123.22	\$3,319,129	123.85	\$3,466,890	119.39	\$3,371,891
ABA Trainers (Assistants)	17.71	\$682,549	17.71	\$702,426	21.19	\$811,080
Bus Monitor	1.43	\$25,627	2.03	\$50,144	2.43	\$78,744
Speech & Language	11.90	\$914,177	11.90	\$949,049	12.50	\$994,345
OT/PT Teachers	6.27	\$453,642	6.27	\$474,324	6.57	\$508,073
ELL Teachers	4.00	\$290,561	5.00	\$356,244	6.60	\$458,179
Counseling/Psychology	31.25	\$2,446,746	31.65	\$2,559,984	32.25	\$2,642,807
Counseling Support	4.13	\$182,092	4.13	\$187,147	3.93	\$175,313
Nurses	<u>10.60</u>	<u>\$764,556</u>	<u>10.60</u>	<u>\$790,563</u>	<u>10.60</u>	<u>\$828,052</u>
	268.41	\$13,580,260	272.64	\$14,265,197	282.44	\$15,157,378

PROPOSALS FOR STAFFING 'FY17

<i>Position</i>	<i>Location</i>	<i>FY16 FTE</i>	<i>Budget \$</i>	<i>Proposed FY17 FTE</i>	<i>Budget \$</i>	<i>Change</i>
ELE Teacher	K-6	5	356,244	2.0 (ELEM)	108,000	+108,000
SPED ED	JHS/ELEM	49.00	3,708,369	2.6 (JHS/ELEM)	140,400	+ 140,400
PSYCHOLOGIST	ELEMENTARY	31.65	2,559,984	32.5 (0.8 Elem)	49,680	+ 49,680
SPEECH/LANG	ELEMENTARY	11.90	949,049	12.2 (.3 ELEM)	24,000	+24,000

Expense Summary (from Appropriated Budget)

<i>Category</i>	<i>Description</i>	<i>FY16 Amount</i>	<i>FY17 Proposed</i>	<i>Change</i>
SPED TUITION	SPED TUITION CASE	1,779,849	1,865,093	-85,244
SPED TUITION	SPED TUITION PRIVATE DAY	3,649,861	3,433,994	+215,867
SPED TUITION	SPED TUITION RESIDENTIAL	1,008,613	1,351,867	+343,254
SPED TUITION	SPED TUITION COLLAB.	1,024,609	954,324	+70,000
SPED TRANSP.	TRANSPORTATION CASE	1,403,647	1,536,934	+133,287
SPED TRANSP.	MEDICAL AIDE/BUS MONITOR	100,000	150,000	-50,000
SPED TUITION	CASE SUMMER	159,615	140,000	+19,615
PRIVATE TRANS	OTHER TRANSPORTATION	25,000	140,000	-115,000

Student Services

FY17

FY17 Staffing Requests

- 2.0 Elementary ELL Teachers
- 2.0 Junior High Special Educators
- .8 School Psychologist
- .6 Elementary Learning Center Teacher
- .3 Speech/Language Pathologist

Current English Language Learner Population by Elementary School as of January 1, 2016

School	# of ELL Students
McCarthy-Towne	39
Conant	50
Douglas	34
Merriam	27
Gates	45
Blanchard	12
TOTAL	207*

*ABRSD Total = 231 students including RJ Grey JHS and ABRHS

Not Approaching DESE Guidelines for Direct ELE Instruction

ELL Proficiency Level	Recommended Direct ELE Instruction	Actual Instructional Time
Levels 1-2 / Entering-Emerging	2.5 hrs / DAY	1.5-3 hrs / WEEK
Level 3 / Developing	1-2 hrs / DAY	1-1.5 hrs / WEEK
Levels 4-5 / Expanding-Bridging	2.5 hrs / WEEK	1-1.5 hrs / WEEK
Level 6 / Reaching	No specific recommendation	1-1.5 hrs/WEEK

Elementary ELE Staffing Does Not Meet Growth

# of ELL Students	207
# of ELE Teachers	3.6/.4 Admin.
Teacher to Student Ratio	1 per 58
Average Ratio at Comparable School (EDCO-Affiliated)	1 per 25-35

ELL Elementary Staffing

Goal: Increase ELL teaching staff so that each teacher is responsible for an average of 25-35 students. Current caseload average is 58.

Proposed:

FY16 – Total FTE 4.0 (3.6

Direct Service, .4

Administration)

Blanchard	0.2/0.4Admin
Conant	1.0
Douglas	0.4
Gates	1.0
McCarthy-Towne	0.5
Merriam	0.5

McCarthy-Towne & Merriam;
Assistant 2.5 days/week
Douglas; Assistant 2 days/week

FY17 – Total FTE 6.0 (5.6

Direct Service, .4

Administration)

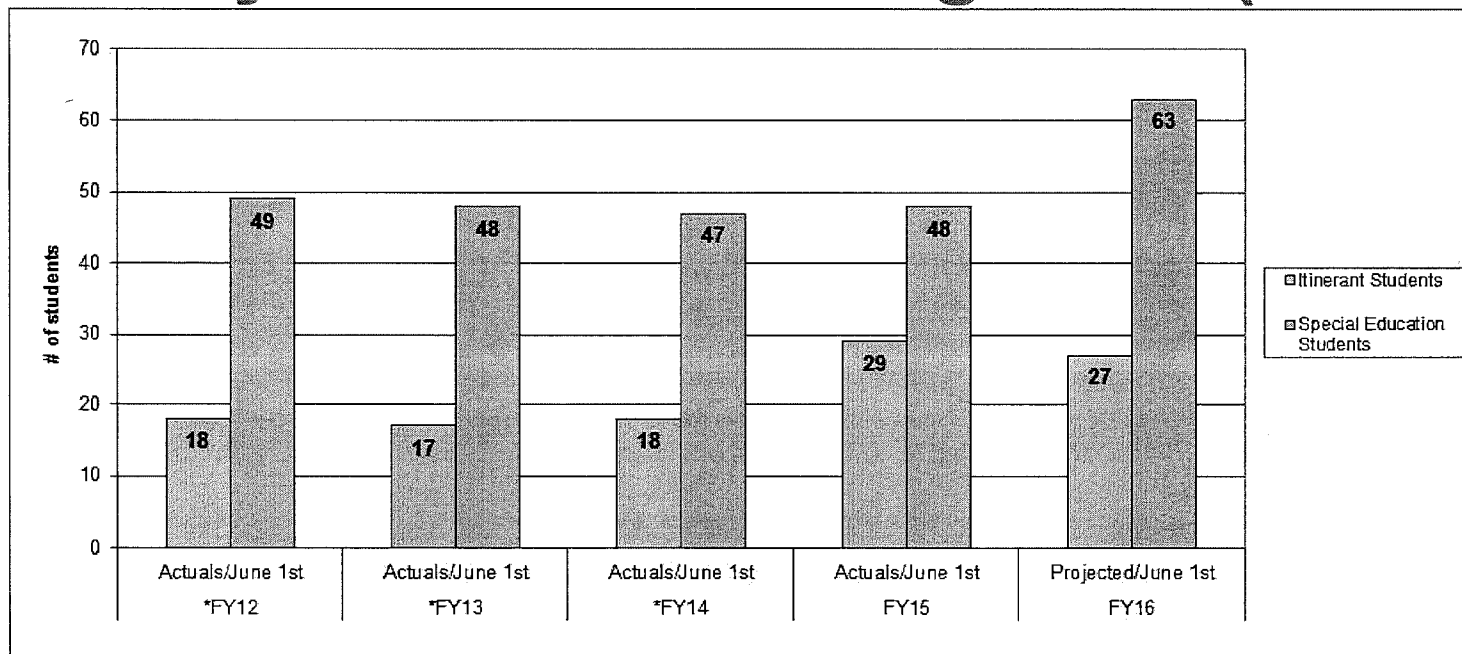
Blanchard	0.6/0.4Admin
Conant	1.0
Douglas	1.0
Gates	1.0
McCarthy-Towne	1.0
Merriam	1.0

Assistant will be assigned to the school(s) with the most need

AB Special Education Student Percentages (PK-22/FY11-FY16)

	FY11	FY12	FY13	FY14	FY15	FY16
Total Students	6065	5964	5943	5878	5750	5727
Total Special Education Students	861	889	931	931	979	968
Total Out-of-District Students	88	84	80	85	95	99
Total % Special Education	14.2%	14.9%	15.7%	16.4%	17.0%	16.9%

Number of Children on IEPs Served by Early Childhood Programs (FY12-FY16)



*FY12-14 does not include Boxborough

Department of Elementary & Secondary Education (DESE) – Direct Special Education Expenditures - % of School Budget (2014-15)

Town	% Budget	% Students
State	20.90%	17%
Belmont	22.20%	9.30%
Westford	17.60%	12.30%
Harvard	26.20%	12.60%
Milton	21.10%	13.30%
Hingham	22.70%	13.60%
Sudbury	23.60%	14.90%
Winchester	22.80%	15.30%
Wilmington	22.40%	16.50%
ABRSD	19.60%	17%
Weston	17.20%	17.10%
Marblehead	18.40%	17.60%
Concord-Carlisle	26.60%	18.20%
Lincoln-Sudbury	23.60%	18.90%
Dedham	26.10%	19.10%

Student Services FY16 Grant Summary

Fund Code	Title	Amount 2015	Amount 2016	Purpose
240	SPED IDEA	\$1,201,508	\$1,187,481	Staff Salaries
274	SPED Program Improvement	\$45,904	\$44,528	Focus is social/emotional wellness: -Professional Learning -Parent Presentations -Curriculum/Training
262	Early Childhood Education	\$31,051	\$31,011	Staff Salaries (Supplemental)
180	Title III/English Language Education	\$31,143	\$35,081	-Summer support -Student & parent education/engagement -Professional Learning for teachers
298	Early Childhood Program Improvement	\$8,000	\$3,000	-Professional Learning -Curriculum/Training

ABRHS Special Education- October 1, 2015

LC1	LC2	LC3	LC4	LC5
30	32	30	30	30
1 Teacher	1 Teacher	1 Teacher	1 Teacher	1 Teacher
2 Assistants	2 Assistants	2 Assistants	2 Assistants	2 Assistants

ODP	SCE	Bridges	REAL	MAP (alternative high school)
16	22	18	25	12
1 Teacher	1 Teacher	1 Teacher	1 Teacher	1 Teacher
4 Assistants	2 Assistants	1 Assistant	2 Assistant	1 Assistants

Junior High FY17 Proposal

Two (2) full-time Special Education teachers

	Salary	Benefits	Salary + Benefits
1.0 Special Education FTE	\$54,000	\$19,000	\$73,000
1.0 Special Education FTE	\$54,000	\$19,000	\$73,000
TOTAL	\$108,000	\$38,000	\$146,000

RJ Grey Junior High School

Current Caseloads - *December 1, 2015*

LC1	LC2	LC3
33	30	30
1 SPED	1 SPED	1 SPED
2 Assistants	2 Assistants	2 Assistants

Resource Rooms/Specialized Programs

LLP	CLASS	Connections
13	11	14
1 SPED 2 Assistants 19-hour Assistant	1 SPED 2 Assistants 19-hour Assistant	1 SPED 3 Assistants

Current Projections for SPED Enrollment at RJ Grey

	7th Grade	8th Grade	Total	% of total school population	% Change of SPED from previous year
2014-2015 *Oct 1	62*	66*	128	14% of 909	
2015-2016 *Oct 1	62*	71*	133	15% of 888	+4%
2016-2017	84	62	146	16% of 916	+11%
2017-2018	80	84	164	17.7% of 929	+12.3%
2018-2019	71	80	151	17% of 888	-8%

Adjusted Projections for Special Education Enrollment at RJ Grey

	7th Grade	8th Grade	Total	% of total school population	% Change of SPED from previous year
2014-2015 *Oct 1	62*	66*	128	14% of 909	
2015-2016 *Oct 1	62*	71*	133	15% of 888	+4%
2016-2017	89	67	156	17% of 916	+10.3%
2017-2018	85	94	179	19.3% of 929	+14.7%
2018-2019					

Projections if class SPED cohort size increased by 5 students annually in 7th and 8th grade

Elementary Learning Center Staffing Plan

Goal: Move each elementary school to 3 learning center teachers (K-2; 3-4; 5-6) with caseloads of 18-22 students. We plan to do this gradually over the next four years.

FY16 - Current Staffing

Blanchard	3.0
Conant	2.0
Douglas	3.0
Gates	3.0
McCarthy-Towne	2.0
Merriam	2.4

FY17

Blanchard	3.0
Conant	2.0
Douglas	3.0
Gates	3.0
McCarthy-Towne	2.0
Merriam	3.0
Add .6 Merriam	

FY18

Blanchard	3.0
Conant	3.0
Douglas	3.0
Gates	3.0
McCarthy-Towne	2.0
Merriam	3.0
Add 1.0 Conant	

FY19

Blanchard	3.0
Conant	3.0
Douglas	3.0
Gates	3.0
McCarthy-Towne	3.0
Merriam	3.0
Add 1.0 McCarthy-Towne	

Elementary Programming Caseload Numbers - 2015-2016 School Year as of October 1

Gates	McCarthy- Towne	Merriam	Conant	Douglas	Blanchard
LC K-3 (27)	LC K-3 (25)	LC K-3 (22)	LC K-3 (28)	LC K-2 (15)	LC K-2 (23)
LC 4-5 (21)	LC 4-6 (22)	LC 4-6 (21)	LC 4-6 (25)	LC 3-4 (23)	LC 2-4 (17)
LC 5-6 (17)		LC 5 (9)		LC 5-6 (29)	LC 5-6 (21)
Gates	McCarthy- Towne	Merriam	Conant	Douglas	Blanchard
RR K-3 (13)	RR K-3 (11)	RR K-3 (11)	RR K-3 (19)		
	RR 4-6 (12)	RR 4-6 (17)	RR 4-6 (13)		

LC = Learning Center

RR = Resource Room

K-12 District Speech-Language Direct Service Numbers

School	Current Staffing	Caseload #	Direct Service Hours/Cycle
Blanchard	1.0 SLP / 1.0 SLPA	41	44.25
Conant	1.2 SLP / .8 SLPA	50	46
Gates	1.0 SLP / 1.0 SLPA	48	38
Douglas	1.0 SLP / 1.0 SLPA	36	40.6
McT	1.0 SLP / 1.2 SLPA	56	58.25
Merriam	1.0 SLP / 1.0 SLPA	39	47
RJ Grey	1.4 SLP	65	80.6
High School	1.2 SLP	45	68.25

FY17 Out-of-District Tuition Ranges

CASE Programs	\$63,440 - \$88,897
Other Collaboratives	\$48,436 - \$81,722
Private Day Placements	\$38,919 - \$113,450
Residential Placements	\$118,422 - \$374,050*

Elementary Psychological Services

School	Current Staffing	Proposed FY17	Proposed FY18
McCarthy Towne	.8 FTE	1.0 FTE (.2 FTE Increase)	1.0 FTE
Merriam	.8 FTE	1.0 FTE (.2 FTE Increase)	1.0 FTE
Blanchard	.6 FTE	1.0 FTE (.4 FTE Increase)	1.0 FTE
Conant	1.0 FTE	1.0 FTE	1.0 FTE
Gates	1.0 FTE	1.0 FTE	1.0 FTE
Douglas	.4 FTE	.4 FTE	1.0 FTE (.6 FTE Increase)
Total	4.6 FTE	5.4 FTE (.8 FTE Increase)	6.0 FTE (.6 FTE Increase)

Proposed K-3 Pathways - Personnel Start-up Costs (FY'17 Budget Request)

\$54,000 > 1.0 FTE Teacher/BCBA (dual certification or strong background in ABA)

\$0 > 4.0 FTE ABA Trainers (reallocated) *

\$16,200 > .3 Sp/L Therapist

\$16,200 > .3 Occupational Therapist

\$16,200 > .3 BCBA

\$102,600 Total staffing for 1st year

+ 1 Benefit package \$19,000

Total = \$121,600

*Actual Staffing Cost without reallocating staff is \$333,600

Pathways - Other Needs

- Space – Blanchard Elementary School
- Furniture Cost \$2,955
- Technology Cost \$5,166
 - Teacher computer
 - Assistant Chromebooks or iPads
- Materials cost \$1,500
- Transportation cost \$4,600 per student annually = \$27,600 (FY'17)

Total Other Cost \$37,221

+ Staffing Cost (from previous slide) \$121,600

Combined Cost = \$158,821 (request to the budget)

Comparison of Pathways Program Costs 4-Year Projection

School Placement	FY17	FY18	FY19	FY20	OOD Tuition/ Staffing Cost 4 year total
OOD-CASE Tuition + Transportation	\$549,666 *(6 students)	\$490,555 *(7 students) CB= \$168,386 Applied	\$468,673 *(7 students) CB=\$208,461 Applied	\$475,000 *(7 students) CB=\$220,832 Applied	\$1,983,933 *(7 students) 5 Year Cost= \$1,750,358 (includes CB \$233,575 FY20)
Pathways Staffing + Transportation	\$361,200	\$384,137	\$403,565	\$424,155	\$1,573,057 Savings=\$177,301

AB Out-of-District Students Trends

	FY12	FY13	FY14	FY15	FY16	FY17 <i>Projections</i>
CASE Programs AB/AB+Boxborough	22/29	23/28	28/34	28	24	23
Other Collaborative AB/AB+Boxborough	16/17	13/14	13/13	17	20	16
Private Day AB/AB+Boxborough	33/36	34/35	32/34	46	49	46
Residential AB/AB+Boxborough	2/2	3/3	4/4	4	6	6
TOTALS AB/AB+Boxborough	73/84	73/80	77/85	95	99	91

Disabilities Requiring Out-of-District Placements (PK-Grade 12) - October 1, 2015

Diagnosis	Number of Students	Notes
Medically Fragile/ Significant Cognitive Delays	26	Most identified in PK
Severe Forms of Autism Spectrum Disorder	39	Most identified in PK
Emotional Disability	31	*Most identified at the high school level
Other (SLD, Sensory)	3	

*For High school students who require Out-of-District placement, extensive interventions have been exhausted in-district (Learning Center to Self-Contained Programming)

AB CASE and Out-of-District Expense Trends

	FY11*	FY12*	FY13*	FY14*	FY15	FY16 (Budgeted)	FY17 (Budgeted)
CASE Enrollment/ OOD	24/78	22/73	23/73	28/77	28/95	24/99	23/91
AB CASE Tuition	\$1,139,866	\$1,268,434	\$1,213,677	\$1,149,873	\$1,989,928	\$1,939,464	\$2,005,093
AB OOD Tuition	\$4,464,902	\$4,100,473	\$4,477,625	\$4,277,625	\$5,619,783	\$5,660,083	\$5,740,185
AB CASE Transportation	\$1,011,238	\$1,275,767	\$1,310,980	\$1,315,471	\$1,340,951	\$1,403,647	\$1,536,934
AB Circuit Breaker Offset	\$1,151,193	\$1,597,373	\$1,524,547	\$1,606,044	\$2,088,607 (73.5% Actual)	\$2,353,596 (68% Projection)	\$2,489,000 (68% Projection)

*FY11-FY14 does not include Boxborough

Circuit Breaker Formula

Definition

- System of reimbursement for extraordinary costs
- Eligibility for Circuit Breaker is for in-district costs and
- Out-of-District **tuitions only** (FY16 threshold, \$42,840) and above
- In-District tuition reimbursement formula is based on state determined costs for services

Circuit Breaker Examples

Below FY17 Circuit Breaker estimates, based upon FY16 costs

Private Day Tuition

School	Tuition	Threshold	Reimbursement @ 68%
Melmark New England	\$107,682.86	\$42,840	\$44,093.14
Beacon High School	\$54,408.46	\$42,840	\$7,907.35
Learning Prep	\$40,876.45	\$42,840	0

Residential Tuition

School	Tuition	Threshold	Reimbursement @ 68%
Walden Street School	\$191,442.23	\$42,840	\$101,049.52
New England Center for Children	\$321,074.08	\$42,840	\$189,199.17

2015-2016 School Year

Acton-Boxborough Regional School District

Special Education Programs and Services

The Acton-Boxborough Regional School District offers a continuum of specialized services from the preschool level to the age of 22. Learning Center programs, specialized programs, and related services are provided to meet the needs of individual learners. While descriptions of programs are provided, adjustments are made as needed to address individual student needs. All programs emphasize skill development and skill remediation along with the development of self-advocacy skills for greater independence and responsibility for learning.

Early Childhood

Early Childhood Services

- Pre-referral observations, consultations and screenings
- Systematic transition from Early Intervention Services starting when children are 2 1/2 years old
- Special Education Evaluations
- Direct service to meet the therapeutic needs of individual children
- Comprehensive Integrated Preschool Program
- In-house program serving students with Autism Spectrum Disorders
- Preparation and assistance with transition to elementary school programs
- Consultation with parents and staff working with children in area preschools and daycares
- Collaboration with others serving young children and their families through the Acton/Boxborough/Littleton/Harvard Early Childhood Advisory Council, First Connections and Minute Man Early Intervention
- Referral and consultation with other agencies providing services to young children with special needs as necessary

Carol Huebner Early Childhood Program

Program Descriptions

The Carol Huebner Early Childhood Program provides services to students who are developing typically and students with delays across the developmental spectrum through use of an integrated therapy model. The Carol Huebner Early Childhood Program currently has classrooms in Acton and Boxborough. Each class is taught by one Lead Teacher (who is also a special educator), supported by assistants. The number of staff in each class depends on the number of students and the learning needs of children. The curriculum is developmentally based, child-directed, and aligned with the MA Early Childhood Learning Guidelines/Curriculum Frameworks.

Integrated Preschool

- * Six half-day sessions/three full-day session/two 3/4 day sessions
- * In-house Preschool ABA Program
- * Currently serving 131 students (60 w/special needs)
- * Consultation/supervision by Board Certified Behavioral Analyst (BCBA)
- * Related Services:
 - Speech/Language Therapy
 - Occupational Therapy
 - Physical Therapy
 - Audiological/Educational Specialist S/L
- * Ongoing support and consultation with families

2015-2016 School Year

Acton-Boxborough Regional School District

General Definitions For Special Education Program and Services

Learning Centers

Learning Center programs at the elementary and secondary levels provide services to students whose primary disability is typically in the areas of learning, communication, and/or executive functioning. The majority of students are fully enrolled in regular education classes but small group instruction is available to address individual needs. Accommodations are provided as needed for students to access the general education curriculum. Some students require support within the general education classroom. All students are assigned a school counselor.

Specialized Programs/Resource Rooms

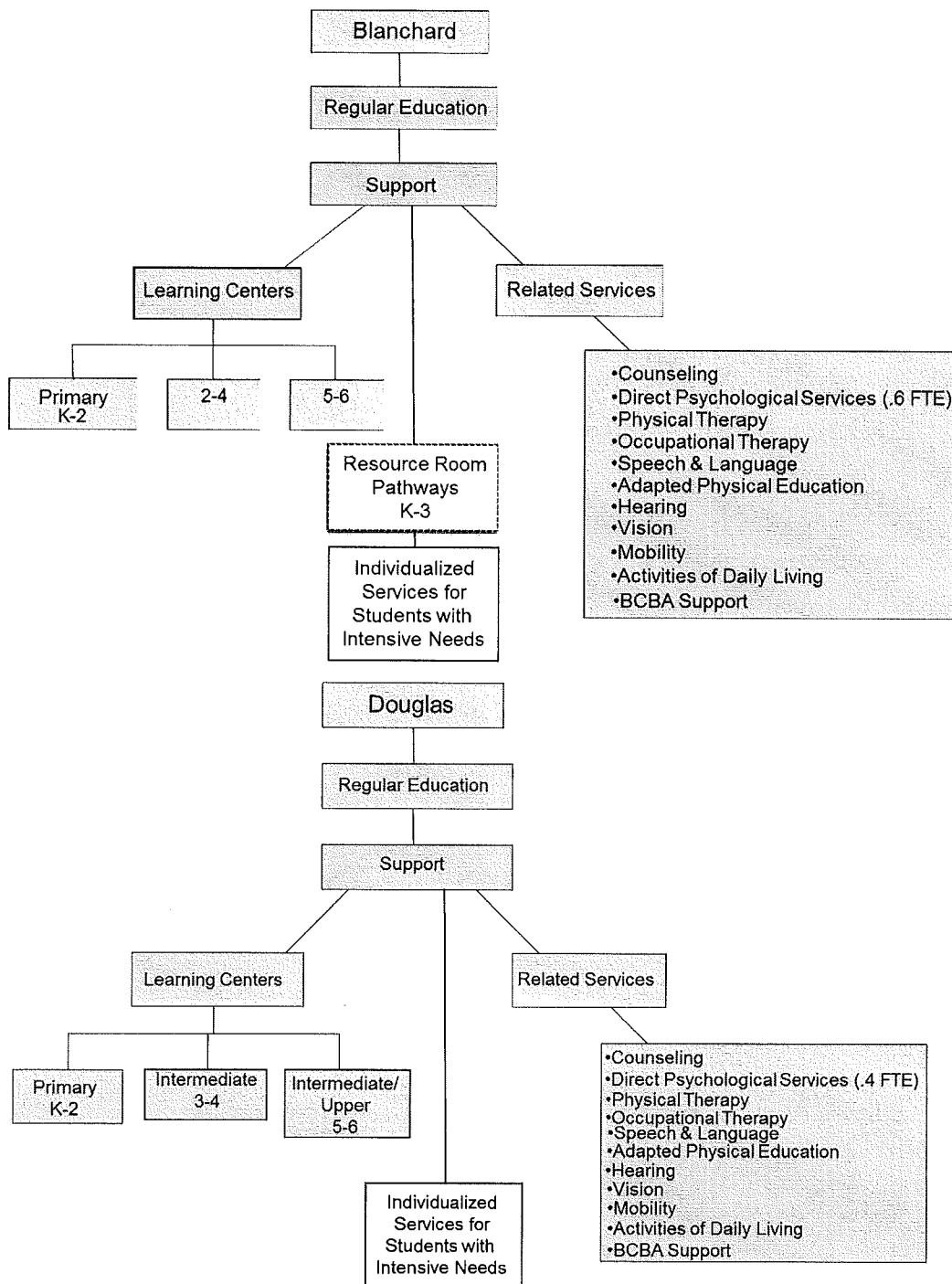
Specialized programs generally have a smaller number of students. Students in specialized programs require additional supports within the general education classroom and/or accommodations or modifications to the classroom curriculum. We value the inclusion model and in all programs the children are included in the general education classroom as appropriate. Currently our resource rooms are not self-contained. Students may be provided with individual and/or small group academic instruction, as needed to address individual needs. All specialized programs within the elementary schools emphasize development of self-advocacy skills, greater independence and responsibility for learning. Students from the primary specialized programs (Grades K-3) who continue to require intensive support can transition to intermediate level specialized programs (Grades 4-6) where they continue to be supported within our public school community with their typical peers.

Related Services

Acton-Boxborough Regional School Districts offers a wide range of identification, educational and therapeutic support services. Related services include:

- Speech and Language services
- Psychological and Counseling Services
- Occupational Therapy
- Physical Therapy
- Mobility Services
- Vision Services
- Deaf and Hard of Hearing Services
- Adapted Physical Education
- ADL, Life Skills, Employability, and Community based services
- BCBA Support

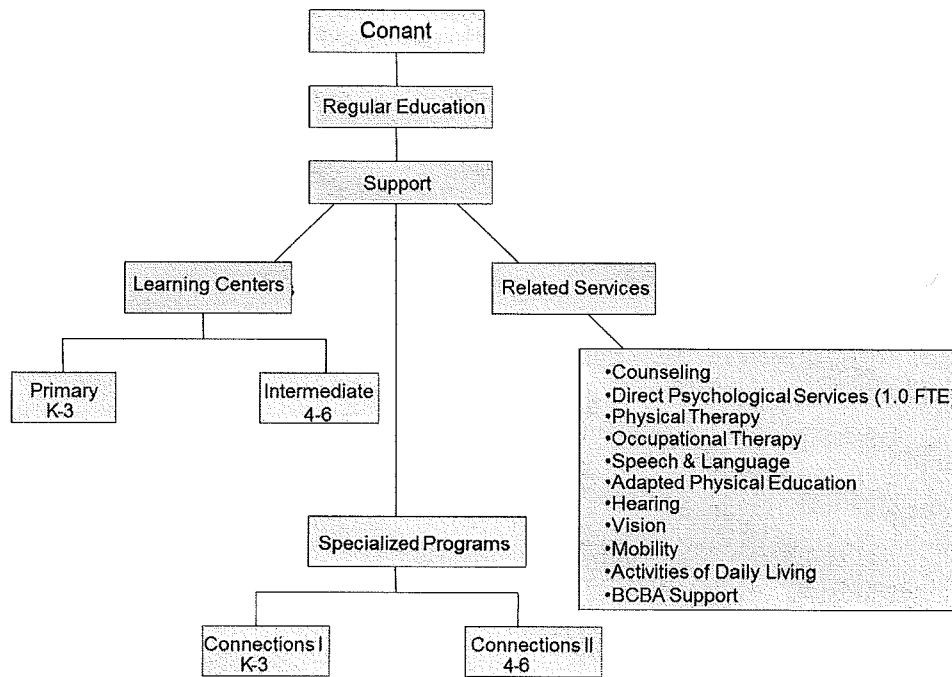
The Blanchard Memorial School



Learning Centers/Individualized Programming

Learning Center programs at the elementary and secondary levels provide services to students whose primary disability is typically in the areas of learning, communication, and/or executive functioning. The majority of students are fully enrolled in general education classes but small group instruction is available to address individual needs. Accommodations are provided as needed for students to access the general education curriculum. Some students require support within the general education classroom.

The Conant School



Resource Room Description

The Connections Program at the Conant provides a continuum of programming for students diagnosed on the Autism Spectrum K-6. "Connections" offers a systematic, structured behavior based teaching approach for students who have successfully transitioned from the District's Integrated Preschool Program.

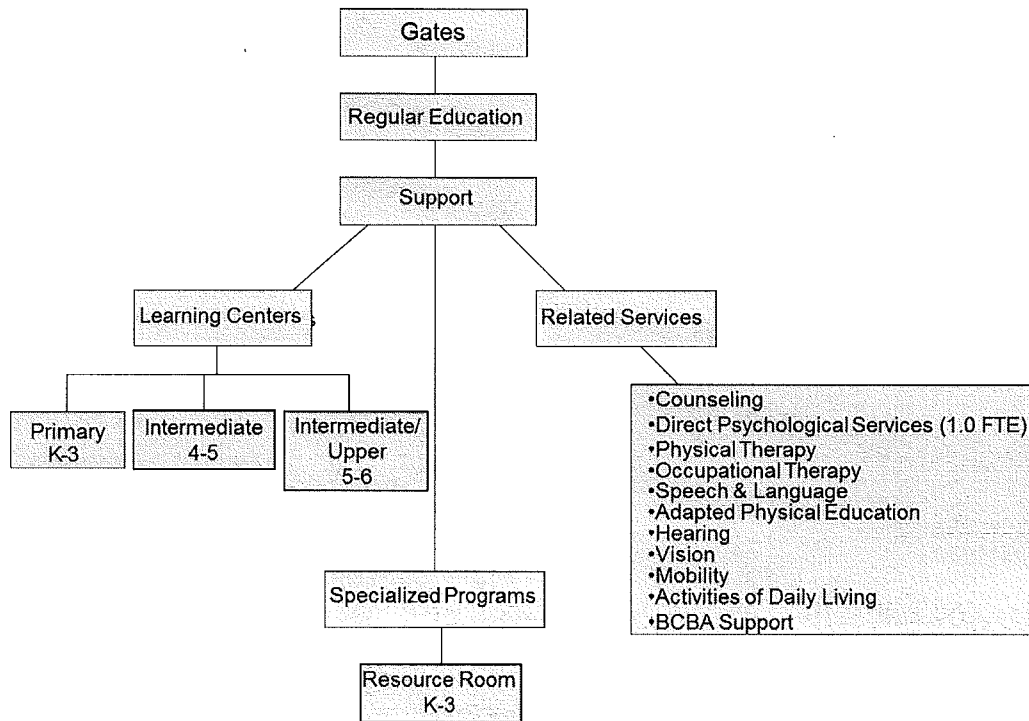
Students may exhibit one or more of the following characteristics:

- Significant difficulties with social/peer interaction
- Significant difficulty in interpreting verbal and nonverbal communication
- Hyper-focused patterns of interest

Specific services provided in the program include but are not limited to:

- Structured behavioral teaching approach
- Small social skills groups to develop social pragmatic skills
- Supported mainstream inclusion opportunities to provide peer modeling
- Program support to parents/staff by a Board Certified Behavior Analyst (BCBA)
- Individual and/or small group instruction to preview, review, reinforce academic skills
- Speech and Language services to develop language and social pragmatic skills

The Gates School



Resource Room Description

The Specialized Program at Gates (K-3) provides intensive therapeutic support and instruction for students with learning and therapeutic issues. This program provides academic, social pragmatics and behavioral support for students both in and out of the general education classroom.

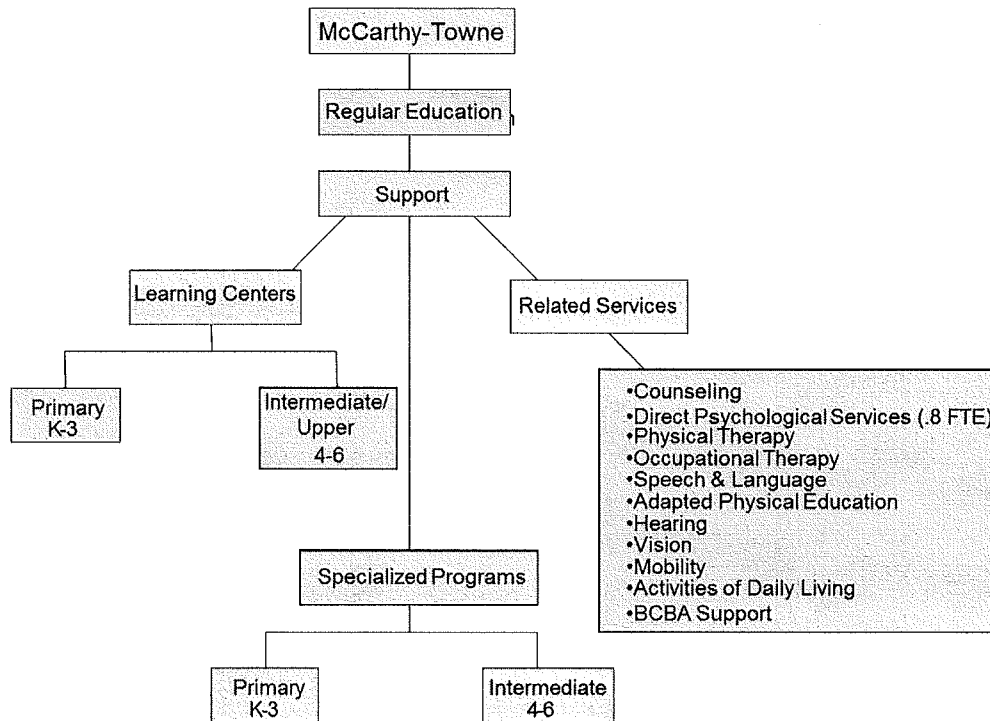
Students may exhibit one or more of the following characteristics:

- Significant difficulties with all aspects of organization and academic production
- Significant anxiety (related to social/emotional diagnoses), distractibility and/or focusing/attentional issues
- Executive functioning and self-regulation deficits
- Sensory integration issues

Specific services provided in the program include but are not limited to:

- Structured behavioral teaching approach
- Small social skills groups to develop social pragmatic skills
- Supported inclusive opportunities to provide peer modeling
- Program support to parent/staff by a Board Certified Behavior Analyst (BCBA)
- Individual and/or small group instruction to preview, review, reinforce academic skills
- Speech and Language services to develop language and social pragmatic skills
- Individual or small group counseling
- Most students require adult support for academic, social and/or emotional/behavioral needs
- Speech and Language services to develop phonemic awareness, social language skills and vocabulary development
- Occupational Therapy services and consultation to special educators and general education teachers to support students with executive functioning and sensory integration issues

The McCarthy-Towne School



Resource Room Description

The McCarthy-Towne School provides a continuum of services for students who require intensive support and instruction for students with learning and therapeutic issues. A continuum of services is provided (K-3 and 4-6). This program provides academic, social pragmatic and behavioral support for students both in and out of the general education setting.

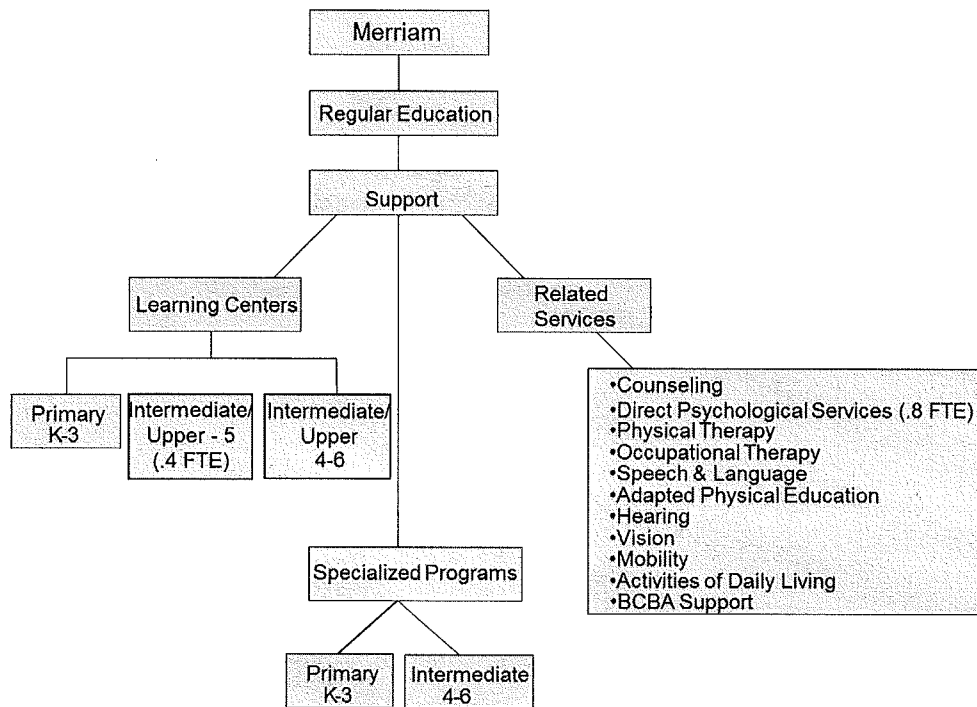
Students may exhibit one or more of the following characteristics:

- Significant difficulties with all aspects of organization and academic production
- Significant anxiety (related to social/emotional diagnoses), distractibility and/or focusing/attentional issues
- Executive functioning and self-regulation deficits
- Sensory integration issues

Specific services provided in the program include but are not limited to:

- Structured behavioral teaching approach
- Individual or small group counseling
- Small group instruction to foster social pragmatics skills
- Individual and small group multi-sensory, research based instruction
- Peer modeling within mainstream experiences
- Skills are reinforced daily and a system of rewards and consequences promote positive behavioral outcomes
- Most students require adult support for academic, social and/or emotional/behavioral needs
- Occupational Therapy services and consultation to special educators and general education teachers to support students with executive functioning and sensory integration issues
- Speech and Language services to develop phonemic awareness, social language skills and vocabulary development
- Program support to parent/staff by a Board Certified Behavior Analyst (BCBA)

The Merriam School



Resource Room Description

The Specialized Primary Program (K-3) and Intermediate Program (4-6) at Merriam provide intensive support and instruction for students with learning and therapeutic issues. These programs provide academic, social pragmatics and behavioral support for students.

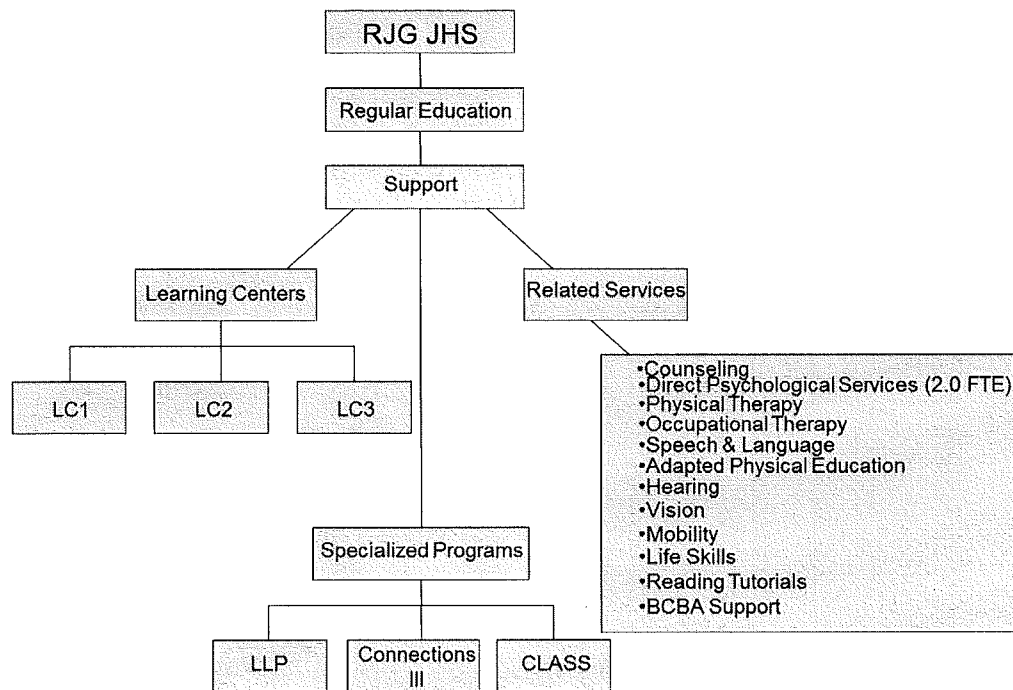
Students may exhibit one or more of the following characteristics:

- Significant difficulties with all aspects of organization and academic production
- Significant anxiety (related to social/emotional diagnoses), distractibility and/or focusing issues
- Executive functioning and self-regulation deficits
- Sensory integration issues

Specific services provided in the program include but are not limited to:

- Structured behavioral teaching approach
- Individual or small group counseling
- Small group instruction to foster social pragmatics skills
- Individual and small group multi-sensory, research based instruction
- Peer modeling within inclusive experiences
- Skills are reinforced daily and a system of rewards and consequences promote positive behavioral outcomes
- Most students require adult support for academic, social and/or emotional/behavioral needs
- Occupational Therapy services and consultation to special educators and general education teachers to support students with executive functioning and sensory integration issues
- Speech and Language services to develop phonemic awareness, social language skills and vocabulary development
- Program support to parent/staff by a Board Certified Behavior Analyst (BCBA)

R. J. Grey Junior High School



Specialized Program Descriptions (Resource Rooms)

At this time there are three specialized programs at the junior high school. All specialized programs are attached to a 7th and 8th grade regular education team.

The Language Learning Program (LLP)

Students in LLP typically have moderate to severe language based learning and/or communication disabilities and may exhibit one or more of the following characteristics:

- Difficulties with oral and written expression
- Difficulties with reading acquisition and/or reading comprehension
- Difficulties with math computation and applications
- Possible anxiety (related to learning issues), distractibility and/or focusing/attentional issues, executive functioning deficits
- Significant difficulties with all aspects of organization and academic production
- May be functioning below grade level in one or more basic academic areas

The Connections Program (Connections)

The Connections Program offers an inclusive education to students who may be identified with one or more of the following disabilities that impacts social functioning:

- Autism
- Social
- Communication Disorders
- Non-Verbal Learning Disability (NVLD)

Students in this program are generally able to access grade level curriculum within the regular education classroom, but may require flexibility in their schedule to allow for periods of less inclusion. Specific services within the program may include:

- Small group academic instruction
- Supported regular education classes
- Executive Functioning support and instruction
- Social pragmatic support and instruction
- Sensory diet accommodations
- Therapeutic and behavioral support
- Consultation by Board Certified Behavioral Analyst (BCBA)
- Psychological supports

The Center for Learning and Student Services (CLASS)

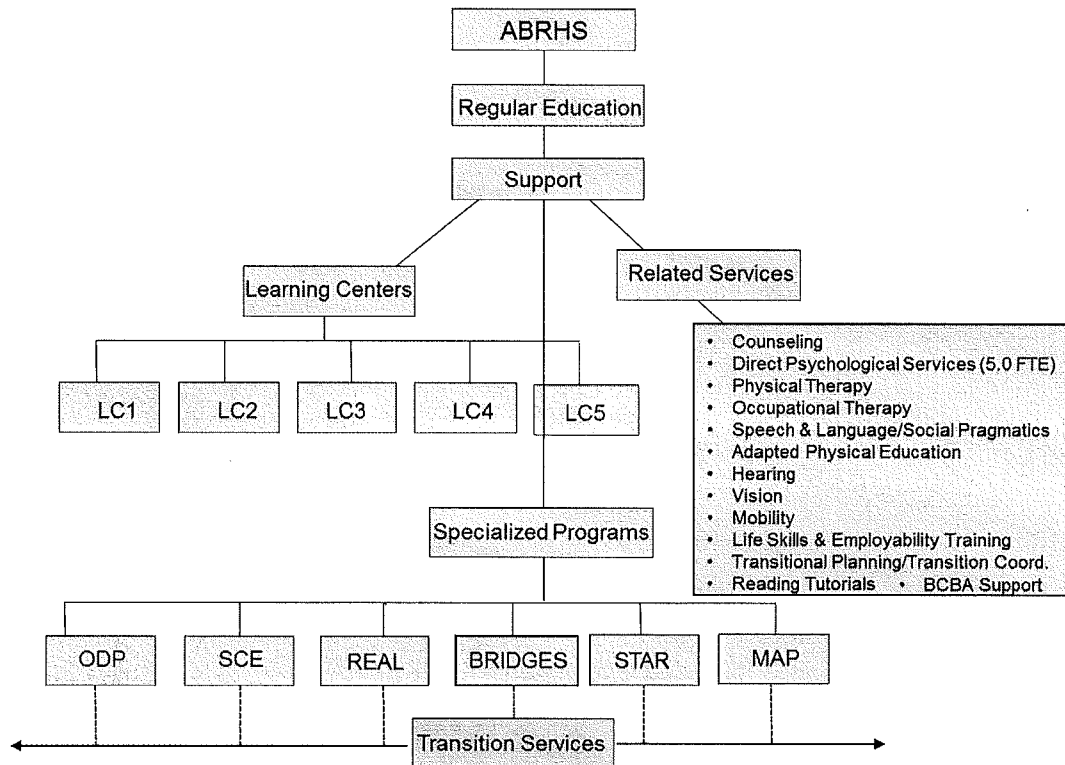
The CLASS program offers a therapeutic model to students who face emotional challenges. Students in CLASS may exhibit one or more of the following characteristics:

- Significant difficulties with all aspects of organization and academic production
- Significant anxiety (related to social/emotional diagnoses), distractibility and/or focusing/attentional issues
- Executive functioning deficits

Specific services provided in the program may include:

- Peer modeling within inclusive experiences
- Small group academic instruction
- Supported regular education classes
- Individual and small group counseling
- Most students participate in outside counseling with an opportunity to coordinate strategies to support the student's emotional growth
- Behavioral programming and reinforcement
- Consultation by Board Certified Behavioral Analyst (BCBA) and/or Behavioral Psychologist
- Psychological supports

Acton-Boxborough Regional High School



Specialized Program Descriptions (Resource Rooms)

All specialized programs within the high school community emphasize the development of self-advocacy skills with greater independence and responsibility for learning. Students are encouraged to pursue a course of study to prepare for post-secondary opportunities. Starting at the age of 14, all students are encouraged to be part of the IEP process and to be actively involved in transitional planning to address post-secondary goals.

The Occupational Development Program (ODP)

The ODP program provides appropriate functional and inclusive education for students with moderate to intensive special needs. Highly individualized instruction is provided and the following interventions and supports:

Aspects of the program and student needs may include the following:

- Inclusive opportunities within the general education program as appropriate
- Small group instruction with remediation of basic skills as appropriate to meet individual needs
- Most students in ODP are working toward a Certificate of Completion and typically attend school until age 22
- Some students participate in small group special education classes outside of the ODP classroom. These courses fulfill graduation credit requirements and provide MCAS preparation.
- Schedules based on employability and academic needs
- Community based learning
- Employability training with opportunities within the school and town community
- Work behaviors are taught, practiced, reinforced, and generalized
- Small group and individual counseling
- Support with transition to post-secondary opportunities and adult agency involvement

Supported Career Education Program (SCE)

SCE is a highly structured program for students who need close monitoring and a high degree of staff/student involvement. For specific students, the program offers small group academic instruction as needed in all four major academic subjects, for high school credit.

Students placed in the SCE program may be diagnosed with Asperger's Syndrome, Pervasive Developmental Disorders, significant Learning Disabilities, and Non-Verbal Learning Disabilities. While students in this program are generally able to access the general curriculum, significant flexibility may be required and students generally exhibit one or more of the following characteristics:

- Difficulty with oral and/or written expression
- Difficulty with reading and/or comprehension
- Difficulty with math computation and applications
- High levels of anxiety, distractibility and/or focusing/attentional issues
- Significant difficulties with all aspects of organization and academic production
- Social Language Weaknesses

Aspects of the program and student needs may include the following:

- Small group credit-based academic classes
- Supported regular education classes
- Employability and life skill training that focuses on independence building
- Social Pragmatic Groups
- Emphasis on transitional programming for post-secondary educational opportunities and vocational training
- Social Language Support
- Life Skills

The REAL Program (Relational/Emotional/Academic Learning)

The REAL program offers a therapeutic model to students who face emotional disabilities. These students are often "at risk" with behavioral, social and/or emotional needs. Typically, students in REAL have experienced difficulty in school. All students are capable of performing grade level academic work and are capable of earning a high school diploma. Students in REAL may exhibit one or more of the following characteristics:

- Significant difficulties with all aspects of academic production
- Executive functioning deficits
- Significant anxiety/depression (related to social/emotional diagnosis)
- Significant focusing/attentional difficulties

Specific services provided within REAL may include:

- Supported classes
- Individual and/or small group counseling with the school psychologist
- Individual and/or small group tutorial during crisis points (STAR)
- Outside counseling and communication between home and school
- Therapeutic support provided throughout the day as needed
- Behavioral programming and reinforcement for academic attendance
- Transitional planning
- Psychological & therapeutic support

The Bridges Program

Building on the Connections III program, we offer a program at the high school, BRIDGES, a continuum for students with social cognitive challenges. These students may be diagnosed with one or more of the following disabilities:

- Autism Spectrum Disorders
- Communication Disorders (Social Language)
- Non-Verbal Learning Disability (NVLD)

The focus of the program equips these students with a set of skills, academically and socially, that will help them to become independent members of their community. Furthermore, these skills will help them to successfully make a transition into the world of work, beyond the high school setting or give them additional opportunities, based upon their individual strengths. Students enrolled in the Bridges program access the general curriculum offered at ABRHS within the mainstream setting with support, as needed. Additionally, students receive individual and small group support while accessing services provided by specialized staff.

There is one teacher/liason to the program and an assistant for support. Additionally, a speech and language specialist, a school psychologist, and a board certified behavior analyst supplement the program.

Implicit and Explicit instructional approaches that are individualized to each student's challenges/strengths are used in the Bridges Program. Students are taught in a small group setting through a fluid and dynamic approach that focuses on both individual and group goals. Students in the Bridges Program participate in credit bearing specialized classes that teach social pragmatics and functional life skills. These classes focus on an understanding and development of:

- Social Awareness
- Expected Behaviors
- Self-Advocacy Skills
- Self-Awareness
- Social Thinking
- Metacognitive Skills (knowledge/awareness, regulation, experiences)
- Transitional Planning and employability skills

Alternative Programs at ABRHS

Alternative programs provide programming to both regular and special education students in a less traditional school model.

STAR Center

- A tutorial service for students struggling with a medical or social/emotional issue requiring stabilization.
- Students are referred by a counselor, special educator, or school administrator.
- Duration of tutoring program may be short-term or year-long depending on the needs of the student.

My Alternative Program (MAP)

The My Alternative Program (MAP) is an alternative education program that works with students in general and special education who experience significant academic, behavioral, and or emotional difficulties despite numerous interventions. These difficulties may include absenteeism, inattention, impulse control, depression,

anxiety, repeated academic failure, or poor decision making skills. These students have the intellectual abilities to achieve, but they struggle to sustain their energies to learning.

MAP provides a safe nurturing individualized student centered environment so students are better able to acquire academic and social skills sets that will help them to access classes in the bigger high school setting.

The program is limited to twenty (20) students. MAP provides a school experience that allows students to refocus their energy on learning. Such an experience includes strong faculty relationships, counseling support, psychological support, academic support, and high interest curriculum that helps students to earn high school credit and prepares them for state mandated assessments. Students benefit from small group instruction in the 4 core classes with direct support. Within this model, we emphasize the individual student, yet we encourage growth within the supportive small group setting. Students are held accountable for their choices and are encouraged to make connections between their behaviors and their consequences while they are empowered to recognize their positive choices. Students meet regularly with staff to work toward their individual goal areas and to discuss readiness to transition to the traditional high school classroom.

Coordinator: Carol Moser-Wight

Transitions Program

- Grade 9 students, referred by JHS staff, who require a continuation of the “team concept” offered at the JHS
- For student on IEPs, a Special Educator is available for academic support and an assistant is part of the classroom design for reinforcement of academic skills, organization, and self-advocacy strategies
- Monitoring of class size