

Westwood Public Schools Student Services Program Guide



2022 - 2023



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This guide provides an overview of programs and related services that are available at the preschool, elementary, middle, and high school levels. District-wide programs are located in the specific school listed, but are open to eligible students across the town.

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Westwood Integrated Preschool

**Name and Location:**

Westwood Integrated Preschool Program
@ Westwood High School

Student Needs:

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

Overview:

The Westwood Integrated Preschool is an early childhood program for children living in Westwood that are between the ages of 3 and 5 years old. Children must be 3 years old to enroll. Children who receive Early Intervention Services with an Individualized Family Service Plan (IFSP) are referred to the program at two years nine months. The classrooms are integrated to meet the needs of children with and without disabilities in the same setting. The Integrated Preschool functions as an integral part of the educational programs offered by the Westwood Public Schools. The Integrated Preschool program provides a high quality educational experience for children using multi-sensory, play based approach to curriculum programming. Children in this program have the opportunity to develop relationships and to interact positively with both peers and adults through supported play and learning activities. The development of confidence and self-esteem are promoted through a variety of multi-sensory experiences and peer relationships. Children make discoveries and acquire new skills and interests in an environment that encourages creativity and love of learning. Students requiring intensive ABA services may be referred to the WABA Classroom serving students PK to grade 2. Students referred to the program have a diagnosis of Autism Spectrum Disorder (ASD) but may also be diagnosed with co-existing neurological or health disabilities

Mission:

The mission of the Integrated Preschool is to provide a supportive and nurturing environment where children can learn and create through problem solving and shared responsibility. We celebrate each learner's unique contribution to the school community.

Curriculum:

The Integrated Preschool Program follows the Preschool Curriculum Frameworks from the Massachusetts Department of Education (DESE) and the Guidelines for Preschool Learning Experiences from the Early Education and Care (EEC). The curriculum addresses the Preschool Common Core Standards in English Language Arts and Mathematics and is aligned with the Westwood Public Schools kindergarten curriculum.

Staffing:

Each classroom is staffed with a special education teacher (MADESE certified in early childhood) and instructional assistants as needed. An Applied Behavior Analysis (ABA) Tutor provides services both in and out of the classrooms, as needed. A Board Certified Behavior Analyst (BCBA) consults to the program weekly.

Related Services:

Speech and Language Therapy, Physical Therapy, Occupational Therapy, Counseling, Vision Services, Orientation and Mobility Training, Augmentative Assistive Communication consult, Assistive Technology consult, Adapted Physical Education, Music Therapy are available as determined by student's Individual Education Plans (IEP).

Westwood Elementary Schools



Name and Location:

Learning Center

All Elementary Schools Grades K-5

Student Needs:

Students receiving supports through the Learning Center model have mild to moderate learning needs including but not limited to: specific learning disabilities, developmental delays and/or health impairments.

Overview:

Learning Center staff utilize a variety of strategies to support K-5 students. They may support students in the general education classroom and/or through a consultation model. Learning Center teachers provide specialized instruction in a wide range of areas. These may include reading, language arts, mathematics, academic support in curriculum areas (science and social studies) as well as study and organizational skills. Learning Center teachers collaborate closely with classroom teachers and related service providers to develop comprehensive, integrated services for children.

Mission:

The mission of the program is to directly teach foundation skills as well as provide learning strategies to help students compensate for area(s) of disability while working towards grade level standards. Additional components of this teaching model includes assisting students' in understanding their own strengths and weaknesses as learners and developing key self advocacy skills in their learning environment.

Curriculum:

Students who receive support through the Learning Center access the grade level general education curriculum through direct skill based instruction, accommodations and some modifications. Learning Center teachers may use specially designed instructional materials.

Staffing:

There is a special education teacher (MADESE certified) fulfilling this role at each of the 5 elementary schools with instructional assistant support as needed.

Related Services:

Speech and Language Therapy, Physical Therapy, Occupational Therapy, Counseling, Vision Services, Orientation and Mobility Training, Augmentative Assistive Communication consult, Assistive Technology consult, Adapted Physical Education, Music Therapy are available as determined by student's Individual Education Plans (IEP).



Name and Location:

Resource Room

All Elementary Schools Grades K-5

Student Needs:

Students receiving supports through the Resource Room model at the elementary level have moderate learning needs including but not limited to specific learning disabilities, developmental delays, health impairments, sensory impairment, autism spectrum disorders, and neurological disabilities.

Overview:

Resource Room staff support students in separate special education settings using replacement specialized curriculum. This may target reading, language arts, including writing, mathematics and academic support. Students may be supported through direct, small group specialized instruction, and/or through consultation model to general education teachers. The students may also be supported within the general education setting to generalize skills. Resource Room teachers collaborate closely with classroom teachers, therapists and other specialists to develop comprehensive, integrated services for children.

Mission:

The mission of the program is to teach foundation skills in order to make effective progress in key educational areas. Students are working toward grade level benchmarks through modified curriculum. Additional components of this teaching model includes assisting students in understanding their own strengths and weaknesses as learners and developing key self-advocacy skills in their learning environment.

Curriculum:

Students who receive support through the Resource Room benefit from the use of specialized replacement curriculum and specially designed instruction.

Staffing:

Special education teacher (MADESE certified) and instructional assistant support as needed.

Related Services:

Speech and Language Therapy, Physical Therapy, Occupational Therapy, Counseling, Vision Services, Orientation and Mobility Training, Augmentative Assistive Communication consult, Assistive Technology consult, Adapted Physical Education, Music Therapy are available as determined by student's Individual Education Plans (IEP).



Name and Location:

Language Based Learning Disability Program
Sheehan Elementary School

Student Needs:

Students, grades 2-5, receiving supports through the language based class are primarily identified with Specific Learning Disabilities and/or Communication disorders. Given direct specialized instruction and with strategies and/or modifications embedded throughout the day, students are working towards meeting grade level benchmarks.

Program Overview:

Students recommended for this program may require a percentage of their time within a substantially separate language based program in order to make effective progress. This highly structured, language based program provides intensive specially designed instruction that is individualized based on student needs during ELA and Math. At the same time, students access the general education grade level content through preview/review of concepts, modified material and additional adult support. Providing each child with many opportunities for success academically, socially and emotionally are essential components to this developmental program. In order to ensure this success, children are grouped academically according to their strengths and areas of need as well as their grade level.

Mission:

The mission of the program is to address students' multiple needs by providing a comprehensive range of services and a consistent, structured, and nurturing environment throughout the school day. Children become immersed in language utilizing specialized methodologies across all curriculum areas including reading, math, science and social studies. Developing decoding skills, expanding vocabulary and increasing comprehension skills are priorities as students gain academic success. Students may be mainstreamed into a variety of general education environments.

Curriculum:

Specific specialized methodologies utilizing sequential, multi-sensory instruction are used to teach children to decode and comprehend language. The curriculum also utilizes specialized math and writing curriculums to augment or support the general education curriculum. Students are working towards meeting grade level benchmarks given direct specialized instruction and with strategies and/or modifications embedded throughout the day. Additionally, assistive technology is infused within all areas of the curriculum.

Staffing:

Special Education Teacher (MADESE certified) and instructional assistant support as needed.

Related Services:

Speech and Language Therapy, Physical Therapy, Occupational Therapy, Counseling, Vision Services, Orientation and Mobility Training, Augmentative Assistive Communication consult, Assistive Technology consult, Adapted Physical Education, Music Therapy are available as determined by student's Individual Education Plans (IEP).



Name and Location:

Focus Program

Deerfield Elementary School

Student Needs:

Students in the Focus program require intensive, direct, specialized instruction for the majority of the school day. This may include academic periods, adaptive daily living skills (ADLs) and non-academic periods. The Focus Program is fully accessible for students who require environmental accommodations, modifications and/or medical monitoring.

Overview:

Students in the Focus program require highly individualized, consistent, intensive special education and related services. The methodology and/or supports may include: Applied Behavior Analysis (ABA), direct teaching, small group functional academics, communication skills, daily living skills, orientation and mobility, functional vision use and highly specialized assistive technology. Integrated approaches are utilized to assure medical, orthopedic and augmentative communication techniques are cohesively adjusted for optimal student learning. Inclusive opportunities, through reverse inclusion and purposeful participation within general education environments allow students to be a part of the school community. Community based instructional opportunities may be available for generalization of skills such as socialization, community awareness and exposure, functional mobility and safety skills.

Mission:

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

Curriculum:

Students are instructed in the Massachusetts Frameworks and Common Core standards through access and entry level skills. All students have highly individualized educational programs and all of the curriculum content is specialized and/or modified. Assessments are highly individualized and many students participate in the MCAS Alternative portfolio for statewide testing.

Staffing:

Special education teacher (MADESE certified) and a combination of instructional assistants and ABA tutors as needed. A Board Certified Behavior Analyst (BCBA) consults with the program.

Related Services:

Speech and Language Therapy, Physical Therapy, Occupational Therapy, Counseling, Vision Services, Orientation and Mobility Training, Augmentative Assistive Communication consult, Assistive Technology consult, Adapted Physical Education, Music Therapy are available as determined by student's Individual Education Plans (IEP).

**Name and Location:**

PEER Program (**P**romoting **E**ducation & **E**ffective **R**elationships)
Downey Elementary School

Student Needs:

The PEER program is a comprehensive educational program for students with moderate autism spectrum disorders (ASD).

Overview:

The program is crafted to meet the various needs of students with autism spectrum disorders (ASD) including academic, behavioral, language, sensory motor and social pragmatic needs. The program is flexibly scheduled on a student specific basis, to allow for small group specialized instruction and inclusion opportunities. The PEER program is based on the principles of Applied Behavior analysis (ABA), which mandates ongoing collection and review of student progress and modifications to teaching procedures that match the needs of the individual learner. The program framework is individualized for each child's specific needs. However, most students receive direct instruction in the following areas: literacy (strong focus on reading comprehension), written language, mathematics, communication and social skills with n-going assistive technology, behavior and anxiety management. Students are linked to a grade level general education class and included, with appropriate support, in snack, lunch, recess, specials and content activities.

Mission:

Students within the PEER program are important members of the school community. The goal of the program is for students to increase their independent skills in all areas including academics, communication, social skills, self-care, and behavior management. These skills are reinforced in a substantially separate setting as well as the general education settings to promote the generalization of skills.

Curriculum:

Literacy and mathematics curriculum is research based and specialized for students with autism spectrum disorders. Grade level content is modified for essential themes and individualized based on the student's educational plan. When necessary, students have discrete trial programs to target specific skill acquisition. Behavior management, self-regulation, communication and social skills are infused throughout the school day.

Staffing:

Special education teacher (with MADESE certification and significant experience and training in ASD), instructional assistants and/or ABA tutors. A Board Certified Behavior Analyst (BCBA) consults to the program weekly. Staff are trained in the principles of Applied Behavioral Analysis (ABA) and social thinking skills, topics to include but not limited to the implementation of reinforcement programs, incidental teaching, discrete trial teaching, task analysis, the management of challenging behavior as well as social thinking.

Related Services:

Speech and Language Therapy, Physical Therapy, Occupational Therapy, Counseling, Vision Services, Orientation and Mobility Training, Augmentative Assistive Communication consult, Assistive Technology consult, Adapted Physical Education, Music Therapy are available as determined by student's Individual Education Plans (IEP).

**Name and Location:**

STAR Program (Strategic, Therapeutic, Academic, Response) – Upper and Lower Sheehan Elementary School

Student Needs:

Students in the STAR program may demonstrate needs associated with significant emotional, behavioral and academic challenges that may prohibit them from accessing classroom curriculum. Students may demonstrate needs for intensive special education services and clinical and/or therapeutic support. Most students in the STAR program require their special education services to be delivered in a highly individualized manner and/or within a small group and outside of the general education setting. All students have an individual behavior support plan (BSP) to address challenging behaviors and lagging skills. The BSP is integrated throughout their day using a positive behavior support philosophy.

Overview

The purpose of program is to address the emotional, behavioral and learning needs of students and teach skills to cope with personal challenges in order to attain emotional health, social skills and behavioral control. The core of this program includes a daily “community” meeting, which is led by the school psychologist and/or special educator, and designed to teach and reinforce social and emotional strategies. Significant emphasis is placed on identifying and utilizing coping strategies in order to access learning. Students are connected to a grade level general education class and included, with appropriate support, in snack, lunch, recess, specials and content activities.

Mission:

The mission of the program is to help students maximize their school functioning and gain strategies to manage or ameliorate their significant emotional needs.

Curriculum:

Students work towards grade level benchmarks given accommodations and modifications as needed. Specialized content, instruction, and performance criteria are provided on an individualized basis. Daily community building activities and social skills instruction is provided for all students in program. Weekly counseling is available.

Staffing:

A special education teacher (with MADESE certification) and who has specialized training in behavior management and social skills curriculum, instructional assistants and a school psychologist. A Board Certified Behavior Analyst (BCBA) consults to the program.

Related Services:

Speech and Language Therapy, Physical Therapy, Occupational Therapy, Counseling, Vision Services, Orientation and Mobility Training, Augmentative Assistive Communication consult, Assistive Technology consult, Adapted Physical Education, Music Therapy are available as determined by student’s Individual Education Plans (IEP).



Name and Location: Westwood ABA
Program – Upper and Lower
Downey Elementary School

Student Needs:

Students receiving supports through the Westwood ABA program at all levels (K12) require intensive behavioral and communication supports and receive almost all of their instruction through the methodology of discrete trial instruction. Students referred to the program have a diagnosis of Autism Spectrum Disorder (ASD) but may also be diagnosed with co-existing neurological or health disabilities

Overview:

Two classrooms support students in grades PK to 2nd and 3rd to 5th in an inclusion based intensive approach to Applied Behavior Analysis (ABA) instruction. The services include a combination of supported inclusion, discrete trial sessions, small group activities and incidental teaching strategies. The program is based on the principles of Applied Behavior Analysis (ABA) and Positive Behavior Supports with a focus on the use of individualized Behavior Support Plans (BSP) incorporating strategies including functional communication training and positive reinforcement systems.

Mission:

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

Curriculum:

Curriculum is designed to meet the individual needs of the students using the principles of Applied Behavior Analysis (ABA), which mandates ongoing collection and review of student progress and modifications to teaching procedures that best match needs of the individual learner. Participation in core curriculum classrooms is determined for each student individually and often focuses on one academic area at a time with a gradual increase across the school year. Typically, students will be included into the school community for social opportunities such as lunch and electives in order to provide opportunities for students to practice social interactions, communication programs, and recreation skills in more natural situations. The amount of time included for each these activities is individualized based on class structure, target goals, and student interest.

Staffing:

Special education teacher (with MADESE certification in special education and extensive ABA experience and training) and ABA tutors and instructional assistants as needed. The ABA tutors are trained to work with multiple students in order to accommodate a rotation system that helps students generalize their skills. A Board Certified Behavior Analyst consults to this program weekly.

Related Services:

Speech and Language Therapy, Physical Therapy, Occupational Therapy, Counseling, Vision Services, Orientation and Mobility Training, Augmentative Assistive Communication consult, Assistive Technology consult, Adapted Physical Education, Music Therapy are available as determined by student's Individual Education Plans.

Thurston Middle School

**Name and Location:**

Learning Center

Thurston Middle School Grades 6, 7, 8

Student Needs:

Students receiving supports through the Learning Center at the middle school level, have mild to moderate learning needs including but not limited to: specific learning disabilities, developmental delays and/or health impairments. Students may need a low to moderate amount of accommodations and modifications to curriculum, instruction and assessments to make effective grade level progress. Reading fluency, decoding skills, comprehension, written expression, math concepts and/or organization may be areas of need.

Overview:

Students receive specialized instruction either in a small group in the Learning Center and/or in their content area classes. Students in the Learning Center receive small group support for compensatory strategy acquisition, review and preview of concepts, integration of information, organization and planning, and comprehension of written material, as specified by their IEPs.

Mission:

The mission of the program is to teach learning strategies to students to help them compensate for their area(s) of disability and also to acquire individual skills. Additional components of this teaching model includes assisting students in understanding their own strengths and weaknesses as learners and developing key self-advocacy skills in their learning environment.

Curriculum:

Students who receive support through the Learning Center at Thurston Middle School access grade level general education curriculum via accommodations and specialized instruction as outlined in their individual IEPs.

Staffing:

Special education teacher (MADESE certified) and a combination of instructional assistants.

Related Services:

Speech and Language Therapy, Physical Therapy, Occupational Therapy, Counseling, Vision Services, Orientation and Mobility Training, Augmentative Assistive Communication consult, Assistive Technology consult, Adapted Physical Education, Music Therapy are available as determined by student's Individual Education Plans (IEP).

**Name and Location:**

Resource Rooms: Specialized Small Group Instruction
Thurston Middle School Grades 6, 7, 8

Student Needs:

These small group classes serve students who have multiple learning needs that require small group specialized instruction and many levels of accommodations or modifications in order to access the general education curriculum. Students are able to work with some independence, and do not need one to one support. They exhibit characteristics that may include, but are not limited to: difficulty with strategy acquisition, generalization of concepts and integration of information, attention, organization and planning, decoding and/or comprehension of written material and written expression.

Overview:

These specialized small group classes offer a low staff to student ratio. This may include the support of an instructional assistant. General education curriculum is delivered through a slower pace and may include supplemental or modified materials. Individual IEP goals and objectives are addressed and measured in these small group classes.

Mission:

The mission of the program is to enable students with complex learning needs to successfully access the general education curriculum. Although this is a self-contained class, the goal is to develop skills and strategies so students eventually participate in the general education classroom and continue to make effective progress.

Curriculum:

Students are working on grade level general education curriculum through specialized instruction and performance criteria. Supplemental content may be used to enhance certain units. A small learning environment and low staff to student ratio make it possible for students to make effective progress in the general education standards as well as meet their individual educational needs.

Staffing:

Special Education Teacher (MADESE certified) and instructional assistants as needed.

Related Services:

Speech and Language Therapy, Physical Therapy, Occupational Therapy, Counseling, Vision Services, Orientation and Mobility Training, Augmentative Assistive Communication consult, Assistive Technology consult, Adapted Physical Education, Music Therapy are available as determined by student's Individual Education Plans (IEP).



Name and Location:

Specialized Reading Services
Thurston Middle School Grades 6, 7, 8

Student Needs:

Students receiving supports through the specialized reading services have reading or language disabilities and require direct, intensive instruction in the areas of decoding, reading comprehension, reading fluency and written expression.

Overview:

Specialized reading services are delivered according to the student's individual education plan. Direct and intensive instruction on these foundational skills is provided using highly specialized materials and pacing.

Mission:

The mission is to provide students with remediation in phonemic awareness, decoding, encoding, vocabulary development, reading comprehension, fluency and writing. Staff are trained and certified in a variety of research based reading, fluency and writing programs and implement highly individualized programming so that students learn strategies and techniques to become independent readers and achieve success in their general education classrooms.

Curriculum:

Students who receive support through the reading class require the use of specialized, sequential, multi-sensory materials and curriculums.

Staffing:

Special education teacher/Reading Specialist (MADESE certified)

Related Services:

Speech and Language Therapy, Physical Therapy, Occupational Therapy, Counseling, Vision Services, Orientation and Mobility Training, Augmentative Assistive Communication consult, Assistive Technology consult, Adapted Physical Education, Music Therapy are available as determined by student's Individual Education Plans.

**Name and Location:**

(TLC) Therapeutic Learning Center Program
Thurston Middle School Grades 6, 7, 8

Student Needs:

The Middle School Therapeutic Program serves students with emotional disabilities, who need behavioral, emotional, and academic support throughout the school day.

Overview:

This program is a 3 tiered model designed to address the needs of students identified as having an Emotional disability. The philosophy of the program is based on an interdisciplinary problem solving approach. It is a setting that identifies lagging skills, builds intervention plans to address social emotional needs, and prepares students with ample experience collaborating with others to solve problems. Students receive close monitoring, crisis intervention, and coordination with outside mental health providers as they access general education content, clinical services (1:1 or small group) and practice coping skills.

Mission:

The mission of the program is to help students maximize their school functioning in light of their social emotional needs. This program provides individual clinical and academic support, in class support in general education classes, small group support, and pullout Learning Center (LC) services to those utilizing small group instruction (Resource Room) classes. Additionally, staff provide ongoing monitoring of social emotional status.

Curriculum:

Students participate in general education classes, but typically require modifications to the academic workload, as well as ongoing emotional or behavioral support.

Staffing:

Special education teacher (MADESE certified, with specialized training in assisting students with therapeutic needs) and instructional assistants as needed. A Board Certified Behavior Analyst (BCBA) consults as needed. Licensed school Adjustment Counselor consults to the program as needed.

Related Services:

Speech and Language Therapy, Physical Therapy, Occupational Therapy, Counseling, Vision Services, Orientation and Mobility Training, Augmentative Assistive Communication consult, Assistive Technology consult, Adapted Physical Education, Music Therapy are available as determined by student's Individual Education Plans (IEP).

**Name and Location:**

(SLC) Social Learning Center Program
Thurston Middle School Grades 6, 7, 8

Student Needs:

Students with a variety of diagnoses, which may include, High Functioning Autism Spectrum Disorders (HFASD), Social (Pragmatic) Communication Disorder, or Nonverbal Learning Disability (NVLD). The common needs of students, who receive services in the SLC program, are related to challenges with social pragmatic language and social understanding. Most students are able to access grade-level curriculum with a low to moderate amount of accommodations and modifications to curriculum, instruction and assessments.

Overview:

Students in the program may access a specialized Learning Center class for academic support according to the individual student's schedule. Students receive specialized instruction either in a small group in the Learning Center and/or in their content area classes. The SLC additionally targets specific skills needed to become a successful learner, such as: using graphic organizers, staying organized, studying and planning for upcoming tests, and learning time management to decrease anxiety and increase independence from adult supports over time.

As part of the program, students receive direct, specially-designed instruction and support in social/emotional regulation, social pragmatic language, social thinking curricula and speech/language services.

Mission:

The goal of the SLC program is to increase student's independent skills in all areas including: academics, recreation, social, communication, emotional regulation and behavior management while maximizing learning and access to the Massachusetts Department of Elementary and Secondary Education general education content in the least restrictive environment.

Curriculum:

Students access general education curriculum via accommodations and specialized instruction as outlined in their individual IEPs. Instruction is focused on review and preview of content, compensatory strategy acquisition, and organization of materials.

Positive behavior management, independent skill development in the arena of self-monitoring and self-regulation, communication, and social language skills are infused throughout the day through the specialized learning center class & supported classes.

Staffing:

The program is staffed by a special education teacher (with MADESE certification and training in ASD and social thinking curriculum) and several instructional assistants. A school-based speech and language pathologist and licensed Adjustment Counselor also collaborate to provide services and consultation within the program. All staff are trained in social pragmatics and social thinking interventions. In addition, a Board Certified Behavior Analyst (BCBA) and social pragmatics consultant regularly consult to the program.

Related Services:

Speech and Language Therapy, Physical Therapy, Occupational Therapy, Counseling, Vision Services, Orientation and Mobility Training, Augmentative Assistive Communication consult, Assistive Technology consult, Adapted Physical Education, Music Therapy are available as determined by student's Individual Education Plans (IEP).

**Name and Location:**

(CLC) Communication Learning Center Program
Thurston Middle School

Student Needs:

Students with a variety of diagnoses, which may include Autism, Communication Disorder and/or Intellectual disability, and who may present with a variety of challenges including anxiety. Learners in CLC may not be at grade level and their needs are best met in a substantially separate setting.

Overview:

Students receive small group specialized instruction in English/language arts, mathematics, executive functioning and Learning Center in a substantially separate setting. Participation in content (social studies/science) classes is decided based on student's individual education plans. Students work towards a modified general education curriculum at a pace that is appropriate with their needs, in a small, supportive environment. Learning center class targets specific skills needed as a successful learner, such as using graphic organizers, staying organized, studying for tests, and learning time management. In addition, students participate in meaningful inclusion opportunities such as electives and other school sponsored activities.

Mission:

The mission of the CLC program is to increase independence skills in all areas including academics, recreation, social, communication, self-care, and motor and behavior management while maximizing learning of Massachusetts Department of Elementary and Secondary content in the least restrictive environment.

Curriculum:

Literacy and mathematics curriculum is research based and specialized for students with autism spectrum disorders. Grade level content, which can include science and social studies, is modified and may be provided in a self-contained class. Modifications are made for essential themes and are individualized based on the student's educational plan. When necessary, students have discrete trial programs to target specific skill acquisition. Behavior management, regulation, communication and social skills are infused throughout every activity. Students may receive social thinking and speech/language services as part of the program.

Staffing:

A special education teacher (with MADESE certification and significant experience and training in ASD and social thinking curriculum), instructional assistants and ABA tutors as needed. A Board Certified Behavior Analyst (BCBA) consults to the program weekly. Staff are trained in social pragmatics and the principles of Applied Behavioral Analysis (ABA). Topics could include but are not limited to the implementation of reinforcement programs, incidental teaching, discrete trial teaching, task analysis and the management of challenging behaviors.

Related Services:

Speech and Language Therapy, Physical Therapy, Occupational Therapy, Counseling, Vision Services, Orientation and Mobility Training, Augmentative Assistive Communication consult, Assistive Technology consult, Adapted Physical Education, Music Therapy are available as determined by student's Individual Education Plans (IEP).

**Name and Location:**

(DLC) Developmental Learning Center Program
Thurston Middle School

Student Needs:

Students in the Developmental Learning Center program have moderate to significant learning needs and require complex support and individualized programs. Students require substantially separate academic classes and may participate in some content area and/or electives. All students require a modified curriculum and moderate to high level of support to access all aspects of the middle school community. Students served by the program frequently have diagnoses of Autism Spectrum Disorders, Intellectual Impairment, and/or related neurological or health disabilities. Programming can be individualized to include significant 1:1 discrete trial instruction utilizing the principals of Applied Behavior Analysis (ABA) and delivered by staff (BCBA/teacher/ABA tutors) with significant training and experience teaching students with Autism and related disabilities.

Overview:

This is a highly individualized program offering a wide range of support options. Students receive small group academics in a substantially separate setting. Additionally, students access general education classes with support and the use of a modified curriculum and individually designed programs. Teacher/student ratios are very low in order to provide small group and/or individualized instruction.

Mission:

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

Curriculum:

Students access the Massachusetts Frameworks and Common Core standards through access and entry skills. Students participate in the MCAS-Alternative Portfolio. All students have highly individualized educational programs and all of the curriculum content is specialized and/or modified. Assistive technology is utilized to allow students to access the curriculum at their individual level. Prevocational activities are an important aspect of the program and students may access the full spectrum of transition activities including: community based instruction, job exploration and volunteering.

Staffing:

Special education teacher (MADESE certified in intensive special needs and experience with students presenting with Autism and multiple and/or complex disabilities), a combination of instructional assistants and ABA tutors as needed. A Board Certified Behavior Analyst (BCBA) consults to the program.

Related Services:

Speech and Language Therapy, Physical Therapy, Occupational Therapy, Counseling, Vision Services, Orientation and Mobility Training, Augmentative Assistive Communication consult, Assistive Technology consult, Adapted Physical Education, Music Therapy are available as determined by student's Individual Education Plans (IEP).

**Name and Location:**

Westwood ABA Program
Thurston Middle School

Student Needs:

Students receiving supports through the Westwood ABA program at all levels (K12) require intensive behavioral and communication supports and receive almost all of their instruction through the methodology of discrete trial instruction. Students referred to the program have a diagnosis of Autism Spectrum Disorder (ASD) but may also be diagnosed with co-existing neurological or health disabilities

Overview:

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

Mission:

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

Curriculum:

Curriculum is designed to meet the individual needs of the students using the principles of Applied Behavior Analysis (ABA), which mandates ongoing collection and review of student progress and modifications to teaching procedures that best match the needs of the individual learner. Participation in core curriculum classrooms is determined for each student individually and often focuses on one academic area at a time with a gradual increase across the school year. Students may be included into the school community for social opportunities such as lunch, electives in order to provide opportunities for students to practice social interactions, communication programs, and recreation skills in more natural situations. The amount of time included for these activities is individualized based on class structure, target goals, and student interest.

Staffing:

Special education teacher (with MADESE certification in special education and extensive ABA experience and training) and ABA tutors and instructional assistants as needed. The ABA tutors are trained to work with multiple students in order to accommodate a rotation system that helps students generalize their skills. A Board Certified Behavior Analyst consults to this program weekly.

Related Services:

Speech and Language Therapy, Physical Therapy, Occupational Therapy, Counseling, Vision Services, Orientation and Mobility Training, Augmentative Assistive Communication consult, Assistive Technology consult, Adapted Physical Education, Music Therapy are available as determined by student's Individual Education Plans (IEP).

Westwood High School



Name and Location:

Learning Center
Westwood High School

Student Needs:

Students who receive services in a Learning Center class have learning disabilities that may impact their ability to make effective progress in the regular education setting. Support is provided in areas such as academic skill area deficits, acquisition of academic study skills, test preparation and self-advocacy skills. Students are also enrolled in high school courses and are expected to meet the requirements of graduation.

Overview:

Students may be enrolled in a support class taught by a special education teacher. Some students may also require support in general education classes provided by an instructional assistant. The philosophy of the program is to have students develop skills and strategies to become independent, lifelong learners.

Mission:

The mission of the Learning Center program is to teach learning strategies to students to both remediate and to compensate for their disability. In addition, students are assisted to become more effective self advocates and to understand their own strengths and weaknesses as learners.

Curriculum:

By receiving specially designed support from the special education teacher, students acquire compensatory strategy acquisition, review and preview of concepts, integration of information, organization and planning, and comprehension of written material, as specified by their IEPs.

Staffing:

A Special education teacher and instructional assistant, as needed.

Related Services:

Speech and Language Therapy, Physical Therapy, Occupational Therapy, Counseling, Vision Services, Orientation and Mobility Training, Augmentative Assistive Communication consult, Assistive Technology consult, Adapted Physical Education, Music Therapy are available as determined by student's Individual Education Plans (IEP).

**Name and Location:**

Extended Learning Center Grades 9-12
Westwood High School

Student Needs:

Students in grade 9-12 who present with a wide range of disabilities including: intellectual impairments, Autism, Down Syndrome, or emotional/mental health issues. Some students require substantially separate academic classes and are included in arts electives, Wellness, and/or Social Studies only. Other students are included in all content areas and access the Specialized Resource Room for Learning Center class only.

Overview:

This is a highly individualized program offering a wide range of support options. This program offers the following classes in a substantially separate setting: Math, English, Science, Wellness, and Learning Center. The curriculum is modified to meet each individual students needs as stated in their IEP. Teacher/student ratios are very low in order to provide small group and/or individualized instruction. Students follow a typical Westwood High School schedule with 47 minute blocks that rotate in an 8 day cycle. Pre-vocational and vocational skills are initiated and developed based on interest inventory, preference assessments, parent-student input and post-secondary Transition Plan goals.

Mission:

Students will become more independent and lifelong learners in a program that allows them to be part of the Westwood High School community. The goal is for students to acquire skills within this academic setting to assist them in future career and post-secondary educational environments.

Curriculum:

All academic classes have a focus on students developing academic skills commensurate with their learning profile. We want our students to gain the skills needed to become lifelong learners, understanding how they learn and what tools and strategies help them learn best. Emphasis is based in the following areas: a uniquely tailored schedule with access to content area curriculum, functional academic curriculum, social skills, vocational skills, self-advocacy, and self-monitoring/behavior. Students will be exposed to Massachusetts frameworks content area curriculum through access and entry level skills including participating in general education content areas when appropriate.

Staffing:

Special education teacher (MADESE certified in intensive special needs and significant experience serving students with multiple and/or complex disabilities), instructional assistants and ABA tutors as needed. A behavior analyst consults to the program as needed.

Related Services:

Speech and Language Therapy, Psychology/counseling, Specialized Curriculum Community/Vocational Training, Vision Services, Orientation and Mobility Training, Occupational Therapy, Transition Planning available as determined by student's individualized education plans.

**Name and Location:**

Transition Program Ages 18-22

Westwood High School Student Needs:

Program Overview:

This program is designed for students with severe, complex disabilities (intellectual impairment, autism, neurological disabilities) who have completed their high school experience, and who need to continue to focus on building vocational and daily living skills. After assessing the student's personal strengths and interests, the program designs and provides an individual program to teach the skills needed to live and work in the community. Students in this program work on developing and strengthening their functional life skills. These skills include money and time management, community safety, travel training, vocational training, and self-advocacy skills. The students in this program are active participants in their transition from Westwood high school to adult life. Building upon the previously acquired skills from grades 9-12, students continue vocational skill development guided by individual transition plans focusing on post-secondary vision and goal areas of instruction, employment, community experiences and adult living. Students in this program may continue receiving services until turning 22 or until they meet requirements for a diploma or accepting a diploma.

Mission/Goal:

To enable students to develop and strengthen their functional life skills and become successful, contributing members of their community.

Curriculum:

In addition to receiving direct specialized instruction in a variety of functional skills, students are provided with the opportunity to participate in a spectrum of employment options with varying degrees of support, coaching and eventual fading if appropriate within a variety of settings. Specialized instruction in Mathematics, English Language Arts, and ADL's continue to be provided in small groups and individually as needed. Age appropriate recreation and leisure skills are developed and supported through developmentally appropriate, social activities.

Staffing:

Special education teacher with severe/intensive special needs, board certified behavior analyst (BCBA certification), instructional assistants and ABA tutors with experience providing job coaching in a variety of work sights as well as academic supports for students pursuing post-secondary options. Tutors that provide on-going MCAS and MCAS-Alt tutorial as needed, a job developer who provides assistance with locating employment opportunities and placing students, and behavioral consultation is also provided by a doctoral level BCBA.

Related Services:

Speech and Language Therapy, Physical Therapy, Occupational Therapy, Counseling, Vision Services, Orientation and Mobility Training, Augmentative Assistive Communication consult, Assistive Technology consult, Adapted Physical Education, Music Therapy are available as determined by student's Individual Education Plans (IEP).



Name and Location:

Specialized Reading Services
Westwood High School

Student Needs:

Students receiving supports through the specialized reading services have reading or language disabilities and require direct, intensive instruction in the areas of decoding, reading comprehension, reading fluency and written expression.

Overview:

Specialized reading services are delivered according to the student's individual education plan. Direct and intensive instruction on these foundational skills is provided using highly specialized materials and pacing.

Mission:

The mission is to provide students with remediation in phonemic awareness, decoding, encoding, vocabulary development, reading comprehension, fluency and writing. Staff are trained and certified in a variety of research based reading, fluency and writing programs and implement highly individualized programming so that students learn strategies and techniques to become independent readers and achieve success in their general education classrooms.

Curriculum:

Students who receive support through the reading class require the use of specialized, sequential, multi-sensory materials and curriculums.

Staffing:

Special education teacher/Reading Specialist (MADESE certified)

Related Services:

Speech and Language Therapy, Physical Therapy, Occupational Therapy, Counseling, Vision Services, Orientation and Mobility Training, Augmentative Assistive Communication consult, Assistive Technology consult, Adapted Physical Education, Music Therapy are available as determined by student's Individual Education Plans (IEP).

**Name and Location:**

FLEX Program

Westwood High School Grades 9-12

Student Needs:

Students have behavioral, emotional, social, and/or academic challenges that have prevented them from succeeding in a mainstream academic environment. Many students have a long standing history of difficulties in school and may have experienced difficulties in other special education programs or, in some cases, may be transitioning back from hospitalizations or out of district placements. Students who attend Flex have struggled with a number of issues that affect their daily learning and need a small, highly structured and supportive school environment to succeed. The FLEX Program offers a range of services, in the context of a therapeutic milieu, “Core” and “FLEX Learning Center.” Students serviced through the Learning Center model enter the program as a result of qualifying for special education services as a part of a special education initial or re-evaluation or through referral by the Child Study Team. All students receive individual counseling supports. Core FLEX students receive academic, social and emotional supports through engaging in learning center class plus participating in the FLEX Wellness course.

Overview:

Flex Program students are members of a collaborative and supportive community of peers and school staff. The program is designed to provide supports for students with behavioral, social, or emotional challenges so that they may experience success at Westwood High School. In addition to the support provided through FLEX courses, students also benefit from regular advising from staff and from counseling provided by the FLEX psychologist. A small student to staff ratio increases the individual attention for students and provides regular opportunities for staff to communicate and collaborate with students’ parents and teachers.

Students enrolled in the FLEX Program are encouraged to attend daily classes, seek support when needed, and complete assigned work. Parents are encouraged to attend workshops offered during the school year on relevant topics and to stay in regular communication with the program staff. Staff/student/family collaboration is key to students’ success.

Mission:

Students learn the interpersonal, academic, and life skills necessary to realize their potential as learners and community members.

Curriculum:

Students participate in general education classes, but typically require modifications to the academic workload, as well as ongoing emotional or behavioral support.

Staffing:

Special and general education teachers, full time school psychologist, instructional assistants as needed and a therapy dog.

Services:

- Homeroom: Homeroom meets daily at 7:25, and provides opportunity for staff to check in with students and make necessary accommodations for the school day.

- Wellness: The Wellness course strengthens personal awareness and connectedness to the FLEX community. The Wellness curriculum aims to develop students' self-awareness of their strengths and challenges, and how to best exercise the knowledge of these to achieve success. The FLEX Wellness curriculum also provides an opportunity for students to learn and practice positive coping strategies. Students take part in community meetings where they have an opportunity to discuss topics of personal interest, resolve issues that arise, share personal triumphs and challenges, and evaluate their progress as individuals and as a group. Activities in FLEX Wellness include "check-ins," team building, physical activities and psycho-education workshops on various topics, such as communicating with others, making healthy life choices and problem solving. As part of the therapeutic community, student input is valued and considered in planning lessons and activities.
- Counseling: The FLEX Psychologist meets with students individually at a minimum of once per cycle. Students can also access the Psychologist when they are in need, or otherwise are seeking more therapeutic support.
- Parent Collaboration: Parents are offered several parent/staff workshops during the school year with the goal of increasing collaboration between adults who are committed to helping students become more successful. Workshop objectives are:
 - Improving parent child interaction
 - Effective communication models
 - Discussing factors that contribute to overall student functioning (mental health, substance abuse, fitness, sleep, nutrition)
 - Preparing students for life after high school
- FLEX Learning Center: The FLEX learning center class is designed to help students identify and overcome obstacles preventing academic success. Its purpose is to provide students a supportive environment in which to utilize learned coping strategies in order to: complete coursework, prepare for upcoming assessments, improve organization, better understand the specific challenges they face, and facilitate student teacher communication. Additionally, the learning center provides a direct line of communication to both academic subject teachers and parents to improve student accountability.
- Pre / Post School Supports: FLEX provides both pre and post school supports, as needed. Prior to school, staff works to improve motivation and initiative with students at their homes as well as provides transportation to school, if necessary. After school, the program offers academic support, as well as opportunities to improve physical wellness. Examples include: assessment preparation, assistance with long term assignments, weight training and cardiovascular exercise in the fitness center, and boxing fitness classes.

Related Services:

Speech and Language Therapy, Physical Therapy, Occupational Therapy, Counseling, Vision Services, Orientation and Mobility Training, Augmentative Assistive Communication consult, Assistive Technology consult, Adapted Physical Education, Music Therapy are available as determined by student's Individual Education Plans (IEP).

**Name and Location:**

Westwood ABA Program
Westwood High School

Student Needs:

Students receiving supports through the Westwood ABA program at all levels (K12) require intensive behavioral and communication supports and receive almost all of their instruction through the methodology of discrete trial instruction. Students referred to the program have a diagnosis of Autism Spectrum Disorder (ASD) but may also be diagnosed with co-existing neurological or health disabilities

Overview:

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

Mission:

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

Curriculum:

Curriculum is designed to meet the individual needs of the students using the principles of Applied Behavior Analysis (ABA), which mandates ongoing collection and review of student progress and modifications to teaching procedures that best match the needs of the individual learner. Participation in core curriculum classrooms is determined for each student individually and often focuses on one academic area at a time with a gradual increase across the school year. Students may be included into the school community for social opportunities such as lunch, electives in order to provide opportunities for students to practice social interactions, communication programs, and recreation skills in more natural situations. The amount of time included for these activities is individualized based on class structure, target goals, and student interest. In the upper grades, there is a strong focus on community and vocational based instruction to support the successful transition to adult services and community living.

Staffing:

Special education teacher (with MADESE certification in special education and extensive ABA experience and training) and ABA tutors and instructional assistants as needed. The ABA tutors are trained to work with multiple students in order to accommodate a rotation system that helps students generalize their skills. A Board Certified Behavior Analyst consults to this program weekly.

Related Services:

Speech and Language Therapy, Physical Therapy, Occupational Therapy, Counseling, Vision Services, Orientation and Mobility Training, Augmentative Assistive Communication consult, Assistive Technology consult, Adapted Physical Education, Music Therapy are available as determined by student's Individual Education Plans (IEP).

Communication Connections (CCLP) Grades 9-12
Westwood High School

Student Needs:

This program is designed to address the needs of students with complex learning profiles in the areas of social communication, attention, executive functioning, learning (reading, writing, mathematics), anxiety, and skill generalization. Students in the Communication Connections Learning Program may not be able to access grade level curriculum in all subjects and may require instruction in a substantially separate setting. Students enrolled in the CCLP may be diagnosed with disabilities such as neurological disorders, autism spectrum disorder, and / or attention deficits disorders.

Overview:

Students enrolled in the CCLP will have the opportunity to receive small group specialized instruction in English, Mathematics, Science, Wellness, and Study Skills. Students enrolled in the CCLP will also have the opportunity to participate in inclusion classes as well as in elective courses with support if needed. In addition, the students will be supported in other school sponsored extracurricular activities.

Mission:

The mission of the CCLP is to provide appropriate and relevant instruction to students with significant special needs in an inclusive high school setting. In addition, the program is designed to increase self-confidence; independence; as well as academic, social, and functional skills in the least restrictive environment.

Curriculum:

Using a revolving curriculum model, students in the CCLP will acquire skills in the areas of Mathematics, English, Science, Wellness and Study Skills. Curriculum is modified and supplemented with an array of individualized strategies in a small group instructional setting. Related therapies are also provided including speech and language therapy, occupational therapy, counseling, vision, orientation and mobility, assistive technology, augmentative communication, adapted physical education, music therapy, and counseling. Furthermore, transition plans will be developed and implemented for each student.

Staffing:

A certified special education teacher with experience in addressing a variety of disabilities, including autism spectrum disorders, will design and implement instruction along with instructional assistants and ABA tutors as needed. A Board Certified Behavior Analyst (BCBA) will consult to the program. All staff will be trained in social communication theory and interventions and the principles of Applied Behavior Analysis (ABA).

Related Services:

Speech and Language Therapy, Physical Therapy, Occupational Therapy, Counseling, Vision Services, Orientation and Mobility Training, Augmentative Assistive Communication consult, Assistive Technology consult, Adapted Physical Education, Music Therapy are available as determined by student's Individual Education Plans (IEP).