ATTLEBORO PUBLIC SCHOOLS

SPECIAL EDUCATION PROGRAM GUIDE



ENGAGE • CHALLENGE • INSPIRE

The Attleboro Public Schools has the responsibility of serving every student with the goal for all students to attain excellence and reach their maximum potential. No person shall be excluded from or discriminated against in admission to a public school in the City of Attleboro or in obtaining the advantages, privileges, and access to courses of study on actual or perceived of race, color, sex, religion, national origin, sexual orientation, age, disability, gender identity or expression, homeless status, pregnancy and/or pregnancy related conditions.

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Introduction

The purpose of the Attleboro Public Schools Program Guide is to provide a general overview of our programs and services within the district. While the Program Guide is a reference to support making informed decisions, placements are determined by the student's individual team. All program summaries include student profile, program overview and goals, staffing, and curriculum and special programming. The Support Services section includes a brief description of each of the related services available to students in the Attleboro Public Schools based on the needs specified in their Individualized Education Programs (IEPs).

The Special Education Sub Committee of the Human Resources Council reviewed the previous Attleboro Program Guide as well as other district guides including Braintree Public Schools, Randolph Public Schools, Natick Public Schools, and the Southeast Collaborative Regional Organization. Stakeholders including general education, special education, support staff, and parents provided feedback in the development of the Attleboro Public Schools Program Guide. Members of the Special Education Sub Committee included:

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OUR MISSION

The mission of the Attleboro Public Schools is to develop and deliver relevant learning experiences that engage, challenge, and inspire all students to maximize their unique potential and improve our world.

OUR VISION

The vision of the Attleboro Public Schools is to be the center of a community united around education, where all stakeholders value and participate in our collective success.

Special Education & Student Support Services Vision

Our students require specialized services to access the learning opportunities within our schools and community. By ensuring those services through effective programs and service delivery in partnership with school and community stakeholders, students with specialized services will be ready for post-school success and participating members of our community.

Program Locations

Programs	Pre-K	Elementary					Middle			High+
	Early Learning Center (ELC)	Hill Roberts	Hyman Fine	Studley	Thacher	Willett	Brennan	Coelho	Wamsutta	Attleboro High School
Integrated	X									
Inclusion		X	X	X	X	X	X	X	X	X
Insights	X				X		X			X
Spark		X				X	X			
LAP							X	X	X	
LEAP			X						X	
ECP										X
ALP										X
MDAP							X			X
Project Success					X					
SSC				X				X		X
Network										X
12+										X

Program: Integrated
Schools: ELC at Thacher Elementary School
Grades: Age 3 until entering Kindergarten

Student Profile	Students have been identified with moderate to significant needs by their individual team. Students require educational programming and specialized services beginning at the age of 3 until entering kindergarten. Disabilities may include, but are not limited to developmental delay, autism, communication, sensory, physical, and neurological.
Program Overview and Goals	The Integrated Program provides an environment in which children in need of special education services are learning with and from their peers in an inclusive setting. The goal of the program is to provide developmentally appropriate learning opportunities that are individualized to meet the needs of each child. The program provides a language based developmental preschool experience. Each classroom has a maximum enrollment of 15 students: 8 community peers and 7 students with IEPs. Students with IEPs attend 3, 4, or 5 days as determined by their teams with community peers attending based on program needs.
Staffing	Staffing in each classroom includes a special education teacher and paraprofessional(s). In addition, speech/language and occupational staff are part of the classroom interdisciplinary team. An ABA Specialist provides services both in and out of the classroom per the IEP. Consult services are provided by a Board-Certified Behavior Analyst (BCBA) as needed.
Curriculum and Specialized Programs	The curriculum is based upon the Massachusetts frameworks. Students are provided with developmentally appropriate learning opportunities in individual and group activities. Social and communication skills are developed through structured language-based and play experiences with peers.

Program: Inclusion
Schools: All Schools
Grades: K-12

Student Profile	Students have been identified with mild to moderate academic, language, social, emotional, and/or behavioral needs. Disabilities may include Developmental Delay, Communication, Specific Learning Disability (SLD), Health, Autism, Sensory, Physical, Neurological, Emotional, or Intellectual.
Program Overview and Goals	Eighty percent of the student's day is spent in the general education setting with peers. General education and special education staff work collaboratively to ensure access to the general education curriculum. Services are delivered in a variety of models including: co-teaching, push-in, small group, 1:1, and pull-out.
Staffing	Staffing is dependent on the student's IEP. Each student is assigned a case manager. All providers are certified in their area. Paraprofessionals meet DESE qualification requirements. Some staff are trained in crisis prevention strategies.
Curriculum and Specialized Programs	The curriculum is based on the Massachusetts frameworks with accommodations, modifications, and interventions as determined by individual student needs. A variety of resources are used dependent on student need.

Program: Insights
Schools: Early Learning Center, Thacher, Brennan, and Attleboro High School
Grades: PreK-12

Student Profile	Students have been identified with significant needs in communication, self-regulation, academics, daily living skills, and social awareness. Primary disability is typically autism, but may include health, intellectual, developmental delay, communication, or neurological.
Program Overview and Goals	The program provides a highly structured environment that uses the principles of Applied Behavioral Analysis (ABA) to develop social and academic skills. A multimodal, multi-sensory language-based approach is utilized to develop communication. Students receive individualized and small group instruction and staff supports to develop daily living skills. Positive behavioral supports and sensory tools are utilized to develop self-regulation. Communication between home, school, and outside service providers, so as to ensure the generalization of skills across environments, is an important component of the program. Enrollment is limited to 9 students at one time in the classroom for Pre-K. Enrollment is limited to 12 students at one time in the classroom for grades K-12.
Staffing	Staffing in each classroom includes a special education teacher, an ABA specialist, and paraprofessional(s). Classroom staff has experience with Applied Behavioral Analysis (ABA) principles. Speech/language and occupational staff are part of the classroom interdisciplinary team. Additional related services are provided as determined by the IEP team. Consult services are provided by a Board-Certified Behavior Analyst (BCBA). Staff is trained in crisis prevention strategies.

Curriculum and Specialized Programs	The curriculum is based on the Massachusetts frameworks with accommodations, modifications, and supports as determined by individual student needs. An emphasis is placed on data collection to closely monitor student's progress towards individualized goals and curriculum standards. Staff uses ABA methodologies in whole group, small group, and 1:1 instruction to support academics and self-regulation. Discrete trial instruction is provided, as appropriate, for learners who require errorless learning opportunities and highly systematic instruction. Each classroom has a designated sensory area as well as sensory tools available to students. Students participate in MCAS as determined by their individual teams.

Program: Spark
Schools: Hill-Roberts, Willett, Brennan
Grades: K-8

Student Profile	Students have been identified with moderate to significant needs in academics, social awareness, social communication, and/or self-regulation. Primary disability is typically autism, but may include health, intellectual, developmental delay, communication, or neurological.
Program Overview and Goals	The program provides a highly structured environment to develop students' academic, social awareness, social communication, and self regulation skills to create positive relationships with peers in the least restrictive environment. Students are supported in generalizing skills across school environments as needed. Enrollment is limited to 12 students at one time in the classroom.
Staffing	Staffing includes a special education teacher and based on needs and enrollment paraprofessional(s). Staff has experience with Applied Behavioral Analysis (ABA) principles. Speech/language and occupational staff are part of the classroom interdisciplinary team. Additional related services are provided as determined by the IEP team. Consult services are provided by a Board Certified Behavior Analyst (BCBA). Staff is trained in crisis prevention strategies.
Curriculum and Specialized Programs	The curriculum is based on the Massachusetts frameworks with accommodations, modifications, and interventions as determined by individual student needs. Staff uses ABA methodologies in whole group, small group, and 1:1 instruction to support academics and social/emotional/behavioral regulation. A social skills curriculum is utilized as well as positive behavioral supports. Each classroom has a designated sensory area as well as sensory tools available to students. Students participate in MCAS as determined by their individual teams.

Program: LAP
Schools: Brennan, Coelho, and Wamsutta
Grades: 5-8

Student Profile	Students have been identified with moderate needs in reading, mathematics, and/or written expression, receptive/expressive language and/or executive functioning. Disabilities may include, but are not limited to, Specific Learning (SLD), Communication, Health, or Autism.
Program Overview and Goals	This program provides a highly-structured environment that emphasizes academic skill development including reading, mathematics, written language, expressive/receptive communication, problem-solving and organization. At least 60 percent of the student's day is spent in the general education setting with peers. Services are delivered outside of the general education classroom. Enrollment is limited to 12 students at one time in the classroom.
Staffing	Staffing in the classroom includes a special education teacher and paraprofessional(s) based on student needs and enrollment. Related services are provided as determined by the IEP team. Staff is trained in a variety of teaching resources and curriculum.
Curriculum and Specialized Programs	The curriculum is based on the Massachusetts frameworks with accommodations, modifications and interventions as determined by the individual IEP team. A variety of resources including modified content are used which is dependent on student need. Instruction is provided through teacher directed 1:1, small, and whole group utilizing a multi-sensory language-based approach. Students participate in MCAS with accommodations as determined by their individual teams.

Program: LEAP
Schools: Hyman Fine and Wamsutta
Grades: 2-8

Student Profile	Students have been identified with moderate to significant needs in receptive/expressive language, pragmatics, executive function skills, written expression, mathematics, and/or reading. Disabilities may include, but are not limited to Specific Learning (SLD), Communication, Health, Autism, or Neurological.
Program Overview and Goals	The program provides a highly-structured environment that emphasizes developing and strengthening students' skills in language, communication, problem-solving, organization, and academics. The program incorporates a direct, systematic, multi-sensory language approach in whole class, small group, or 1:1 instruction. Inclusive opportunities with or without supports are determined by the team. Enrollment is limited to 12 students at one time in the classroom.
Staffing	Staffing in the classroom includes a special education teacher and paraprofessional(s) based on student needs and enrollment. Speech/language and counselling staff are part of the classroom interdisciplinary team. Additional related services are provided as determined by the IEP team.
Curriculum and Specialized Programs	The curriculum is based on the Massachusetts frameworks with accommodations, modifications, and supports as determined by individual student needs. Curriculum is carried out through a small group, teacher-directed, multi-sensory approach to meet the individual needs of each student while exposing students to grade level curriculum. Students participate in MCAS as determined by their individual teams.

Program: ECP
Schools: Attleboro High School
Grades: 9-12

Student Profile	Students have been identified with moderate to significant needs in receptive/expressive language, pragmatics, executive function skills, written expression, mathematics, and/or reading. Disabilities may include, but are not limited to Specific Learning (SLD), Communication, Health, Autism, or Neurological.
Program Overview and Goals	The program provides a highly-structured environment that emphasizes developing and strengthening students' skills in academics, language, communication, problem-solving, and organization. Students receive special education services in academic areas and are integrated into the general education classroom for subject areas as defined by their individual teams. The program incorporates a direct, systematic, multi-sensory language approach in whole class, small group, or 1:1 instruction. Enrollment is limited to 12 students at one time in the classroom.
Staffing	Staffing in the classroom includes a special education teacher and paraprofessional(s) based on student needs and enrollment. Additional related services are provided as determined by the IEP team.
Curriculum and Specialized Programs	The curriculum is based on the Massachusetts frameworks with accommodations, modifications, and supports as determined by individual student needs. A variety of resources including modified content are used which is dependent on student need. Instruction is provided through teacher directed 1:1, small, and whole group utilizing a multi-sensory language-based approach. Students participate in MCAS with accommodations as determined by their individual teams.

Program: ALP
Schools: Attleboro High School
Grades: 9-12

Student Profile	Students have been identified with significant needs in academics, problem solving, reasoning, communication, social interaction, and adaptive skills. Disabilities may include, but are not limited to intellectual, neurological, health, autism, or sensory impairments.
Program Overview and Goals	The program provides a highly-structured environment that emphasizes developing and strengthening students' skills in adaptive living, communication, functional academics, and social emotional. The program incorporates a multi-sensory approach to instruction designed to increase active classroom participation, academic abilities, social awareness, and independence in the educational setting. At the High School level, the program emphasizes transition skills and connects students and families with post-secondary resources. In addition, students may receive community-based and/or job exploratory experiences to assist in the development of independence. Although much of the specialized instruction occurs within the program, students are provided with inclusive opportunities with staff support. Enrollment is limited to 12 students at one time in the classroom.
Staffing	Staffing in the classroom includes a special education teacher and paraprofessional(s). Speech/language and occupational therapy staff are part of the classroom interdisciplinary team. Additional related services are provided as determined by the IEP team. Consult services are provided by a Board-Certified Behavior Analyst (BCBA) as needed. Staff is trained in Safety-Care.

Curriculum and Specialized Programs	The curriculum is based on the Massachusetts frameworks with accommodations, modifications, and supports as determined by individual student needs. Teacher- directed instruction is delivered in individual, small group, and whole group and utilizes a multi-sensory approach to meet the individual needs of each student. Positive behavioral supports are used to assist in fostering the development of age-appropriate social skills as well as increasing student independence using a variety of resources. Individual behavioral plans are developed for students who may need more assistance in this particular area of development. Students participate in MCAS as determined by their individual teams.

Program: MDAP
Schools: Brennan and Attleboro High School
Grades: 5-12

Student Profile	Students have been identified with significant needs in multiple areas including physical, intellectual, neurological, health, behavioral, and/or communication. Disabilities may include, but are not limited to intellectual, neurological, physical, health, autism, or sensory impairments.
Program Overview and Goals	The program provides a highly-structured environment that emphasizes developing and strengthening students' skills in adaptive living, communication, academics, self-regulation, and mobility. The program incorporates assistive technology and a multi-sensory approach to instruction designed to increase active classroom participation, academic abilities, social awareness, and independence across settings. Although much of the specialized instruction occurs within the program, students are provided with inclusive opportunities with staff support as well as community-based experiences as part of their educational program. Collaboration of support services are integral components to this highly supportive and intensive program. Enrollment is limited to 12 students at one time in the classroom.
Staffing	Staffing in the classroom includes a special education teacher and paraprofessional(s). Speech/language, occupational, and physical therapy staff are part of the classroom interdisciplinary team. Nursing services and Music Therapy are incorporated into the program's structure as well. Additional related services are provided as determined by the IEP team. Staff is trained in crisis prevention strategies, CPR, and First Aid. Consult services are provided by a Board-Certified Behavior Analyst (BCBA) as needed.

Curriculum and Specialized Programs	The curriculum is based on the Massachusetts frameworks with accommodations, modifications, and supports as determined by individual student needs. Teacher- directed instruction is delivered in individual, small group, and whole group and utilizes a multi-sensory approach to meet the individual needs of each student. Positive behavioral supports are used to assist in fostering the development of age-appropriate social skills as well as increasing student independence using a variety of resources. Individual behavioral plans are developed for students who may need more assistance in this particular area of development. Students participate in MCAS as determined by their individual teams.

Program: Project Success
Schools: Thacher
Grades: K-4

Student Profile	Students have been identified with significant needs in multiple areas including physical, intellectual, neurological, health, behavioral, and/or communication. Disabilities may include, but are not limited to intellectual, developmental delay, neurological, physical, health, autism, or sensory impairments.
Program Overview and Goals	The program provides a highly-structured environment that emphasizes developing and strengthening students' skills in adaptive living, communication, academics, self-regulation, and mobility. The program incorporates assistive technology and a multi-sensory approach to instruction designed to increase active classroom participation, academic abilities, social awareness, and independence in the educational setting. Although much of the specialized instruction occurs within the program, students are provided with inclusive opportunities with staff support. Collaboration of support services, nursing, occupational therapy, physical therapy, vision therapy, and speech and language therapy are integral components to this highly supportive and intensive program. Enrollment is limited to 12 students at one time in the classroom.
Staffing	Staffing in the classroom includes a special education teacher and paraprofessional(s). Speech/language, occupational, and physical therapy staff are part of the classroom interdisciplinary team. Nursing services/supervision and Music Therapy are incorporated into the program's structure as well. Additional related services are provided as determined by the IEP team. Staff is trained in crisis prevention strategies, CPR, and First Aid.

Curriculum and Specialized Programs	The curriculum is based on the Massachusetts frameworks with accommodations, modifications, and supports as determined by individual student needs. Curriculum is carried out through a small group, center-based, teacher-directed, multi-sensory approach to meet the individual needs of each student while exposing students to grade level curriculum as determined by individual needs. Positive behavioral supports are used to assist in fostering the development of age-appropriate social skills as well as increasing student independence using a variety of resources. Individual behavioral plans are developed for students who may need more assistance in this particular area of development. Students participate in MCAS as determined by their individual teams.

Program: SSC
Schools: Studley, Coelho, and Attleboro High School
Grades: K - 12

Student Profile	Students have been identified with significant social/emotional/ behavioral needs over a prolonged length of time. Primary disability is typically emotional, but may include emotional, health, autism, intellectual, and developmental delay.
Program Overview and Goals	The SSC program is designed to provide the therapeutic, academic, behavioral and structural supports necessary for students with social emotional/behavioral needs to successfully access general education and participate in the life of the school. The primary goal of the program is to develop, apply, and generalize the skills necessary to manage emotions, develop positive relationships, self-advocate, and make responsible decisions. Individual, small group, and inclusion opportunities are individualized based on the student's IEP. The program provides support within the general education environment as needed. Students receive close monitoring, crisis intervention, and coordination with outside agency providers. Enrollment is limited to 12 students at one time in the classroom.
Staffing	Staffing in each classroom includes a special education teacher and paraprofessional(s). Therapeutic supports are provided by a school adjustment counselor in individual, small group, and whole class settings. A behavior specialist or BCBA consults with staff weekly. A child psychiatrist consults once a month. Staff is trained in crisis prevention strategies.
Curriculum and Specialized Programs	The curriculum is based on the Massachusetts frameworks with accommodations, modifications, and interventions as determined by individual student needs. Individual, group, and class positive behavioral systems work in conjunction with counseling and instructional plans to ensure academic progress. Students participate in MCAS as determined by their individual teams.

Program: Network
Schools: Located within Attleboro High School Campus
Grades: 8-12

Student Profile	Students have been identified with significant emotional/behavioral dysregulation, learning difficulties, and/or social challenges which interfere with their academic and social success in a public school setting over a prolonged period of time. Primary disability is typically emotional, but may include health, autism, communication, specific learning, and intellectual.
Program Overview and Goals	The Network is a Public Day program. The program is designed for students with academic/social/emotional/behavioral challenges which have hindered their success in a public-school setting. A high staff to student ratio provides a structured learning environment. Students receive close monitoring, crisis intervention, and coordination with outside agency providers. The goals of the program are to develop and support the student's ability to generalize and maintain behavior in various environments, and improve self-management and organizational skills, coping skills, self-advocacy skills, and relationship building skills. In addition, the program supports consistent attendance, successful completion of supported transition and vocational experiences, and coursework resulting in a high school diploma or certificate of high school completion. Some students may participate in CTE at AHS based on their interests and IEP team decisions. Program enrollment is limited to 28 students.
Staffing	Staffing in each classroom includes a dually certified teacher and paraprofessional(s). Therapeutic supports are provided by a school adjustment counselor in individual, small group, and whole class settings. Consult services are provided by a Board-Certified Behavior Analyst (BCBA). A child psychiatrist consults once a month. A Director provides on-site management. Staff is trained in crisis prevention strategies. Staff member(s) have met DMV requirements to transport students in school owned vehicles.

Curriculum and Specialized Programs	Content area curriculum is aligned to the Massachusetts Frameworks with accommodations, modifications, and interventions as determined by individual student needs. Individual, group, class, and program positive behavioral systems work in conjunction with counseling and instructional plans to ensure academic progress. Students participate in MCAS as determined by their individual teams. Courses meet credit requirements for graduation and students have the opportunity for credit recovery. Programming includes transition planning and assessment as well as planned learning experiences in community settings, career exploration, and work experiences.

Program: 12+
Schools: Attleboro High School
Grades: Ages 18-21

Student Profile	Students aged 18-21 who have fulfilled their MCAS Alternate Assessment requirements and are working towards a certificate of completion. Disabilities include, but are not limited to autism, intellectual, physical, neurological, communication, health, and sensory.
Program Overview and Goals	The 12+ program provides curriculum and experiences that encourage students to develop and make effective progress towards their desired post-secondary transition goals in academic proficiency, activities of daily living, and employment opportunities. The goal of the program is to foster independence and support the transition to post-school life. As students age toward adulthood, experiences transition from the classroom to real life expectations in the community. Students are supported in opportunities to learn in real world environments among typical adults in the community. Each classroom is limited to 12 students.
Staffing	Each classroom has a special educator and paraprofessional(s). In addition, speech/language, occupational, and physical therapy, and counselling staff are part of the classroom interdisciplinary team. Consult services are provided by a Transition Specialist. Paraprofessionals have met DMV requirements to transport students in school owned vehicles.
Curriculum and Specialized Programs	The program's curriculum and instruction focus on activities of daily living, self-advocacy, employability skills, social skills, and pragmatic language. Students are active members of Attleboro High School and the Attleboro Community. Programming includes transition experiences within the school and community. Students have the opportunity for supported learning experiences within the school and community, work experiences with job coaching, and to apply for inclusive concurrent educational experiences at the college level.

Support Services
Schools: All
Ages: 3-21

Applied Behavior Analysis (ABA)
School-based services address behavior, learning, communication, and social skills. Services are designed to enable students to access the curriculum, participate in classroom activities, and interact effectively with peers. Services are provided by a special education teacher, paraprofessional, and/or ABA specialist. A Board-Certified Behavior Analyst (BCBA) provides consultation to staff.

Counseling
School-based services address communication, problem solving, social skills, and social emotional/behavioral issues that affect access to the student's educational program. Services are provided by a School Adjustment Counselor (SAC) or a School Psychologist (School Psych).

Hearing and Vision
School-based services for hearing and vision services are provided for the purpose of inclusionary access for students with hearing or sight loss. Service providers are dependent on identified services. Examples of service providers are Teacher of the Visually Impaired, Teacher of the Deaf and Hard of Hearing, Instructional media /Braille Specialist, and Orientation and Mobility (O&M).

Occupational Therapy
School-based services address strength, endurance, visual perception, visual motor integration, fine motor, motor planning, and/or sensory regulation/processing. Weakness in these areas affect classroom functioning, physical endurance, and the ability to initiate and complete tasks to effectively access curriculum. Services are provided by an Occupational Therapist (OTR) and/or Certified Occupational Therapy Assistant (COTA).

Physical Therapy
School-based services address posture, muscle strength, mobility and organization of movement. Services are designed to enable the student to travel throughout the school environment and school grounds safely and/or participate in classroom activities effectively with peers. Services are provided by a Physical Therapist (PT) or a Physical Therapist Assistant (PTA). A PT oversees the PTA.

Speech Therapy

School-based services address speech, auditory processing, language, and communication issues that affect access to the student's educational program. Services are provided by a Speech Language Pathologist (SLP) or a Speech Language Pathologist Assistant (SLPA). An SLP oversees the SLPA.