

WOBURN PUBLIC SCHOOLS
SPECIAL EDUCATION DEPARTMENT

THERAPEUTIC PROGRAMMING

GOODYEAR SCHOOL
KENNEDY MIDDLE SCHOOL
WOBURN MEMORIAL HIGH SCHOOL

Woburn Public Schools is dedicated to programming excellence for all students. The overarching philosophy is one of inclusion for all students at their individual level.

The Mission of the **Therapeutic Program** is to teach students coping skills and academic strategies within a safe therapeutic environment, for access and participation in the LRE. Through personal goal setting and improved self-awareness, students make effective progress towards becoming independent learners, develop healthy peer relationships and experience success in school. The goal of the program is to provide academic, social emotional, and behavioral support for students to access the LRE and participate in the general education content with their peers.

Through the **Therapeutic Program**, students participate in a partial inclusion model tailored to their individual needs. Students have access to a small, self contained environment which can provide direct instruction in core academics and on targeted IEP goals. Students receive supported inclusion as dictated by the IEP. Each student receives counseling (individual and or group) as part of the program.

Professional Staff includes but is not limited to:

Masters+level Special Education Teachers with Moderate to Severe Certification
Certified General Education Teachers
Speech and Language Therapist
Occupational Therapist
Physical Therapist
School Psychologist
Para Professionals trained in CBT and Zones of Regulation
Social Workers
Clinical consultation from outside agency
Staff trained and certified in Safety Care- de-escalation and restraint

Entrance and Exit Criteria

Entrance Criteria

Based on the current active and accepted IEP, students recommended for the Therapeutic program are found eligible based on a primary eligibility criteria of Emotional Disability.

The student has demonstrated significant difficulty accessing and participating in the LRE evidenced by poor grades, inability to access curriculum, inability to interact with adults and peers, inability to maintain safety in school or inability to attend school (school refusal). Furthermore, the team, through the IEP process must identify that the Therapeutic program is the LRE either through documented lack of progress in the General Education setting with specialized instruction provided in the building based Resource Room.

A more restrictive program packet is completed and submitted to the Special Education Director for review

Exit Criteria

A student may exit the Therapeutic program once ability to make effective progress in the LRE is demonstrated and documented in IEP goals and objectives.

A systematic fading of supportive services will be implemented once a student demonstrates an ability to access content and the life of the school with increased independence.

Furthermore, through the IEP process, the team must identify through data collection that the student is able to access and participate in the LRE.

Program Descriptions at each Level

Elementary, Middle and High School

District wide programs housed at the Goodyear Elementary School, Kennedy Middle School and WMHS(High Expectations). Full/ Partial Inclusion Programming is individually tailored for learners(self contained option based on needs of the student). Supported inclusion is provided for academics as well as non academic times as dictated by the IEP. Students receive direct instruction in Social Skills and Emotional Regulation. Direct instruction is also provided as defined by the IEP in content areas. Students are supported by individually designed Behavior Intervention Plans. Students also receive individual and group counseling weekly from a program Social Worker. Crisis management practiced at all levels. Communication is maintained with outside providers when permitted by parent.

Team consultation weekly to discuss programming and review data.

Therapeutic Program Contact Information

Kimberly Lawrence, M.Ed., CAGS Special Education Director

781-937-8226 xt 5

klawrence@woburnps.com

Therapeutic Elementary and Middle

Lia Lawler, Team Chairperson

llawler@woburnps.com

High Expectations WMHS

Christine Kimmelman, Team Chairperson

ckimmelman@woburnps.com

WOBURN PUBLIC SCHOOLS
SPECIAL EDUCATION DEPARTMENT

LIFE SKILLS PROGRAMMING
REEVES SCHOOL
DANIEL JOYCE MIDDLE SCHOOL
WOBURN MEMORIAL HIGH SCHOOL

Woburn Public Schools is dedicated to programming excellence for all students. The overarching philosophy is one of inclusion for all students at their individual level. Life Skills Programming is designed to meet the needs of students diagnosed or presenting with characteristics of a Developmental Delays and Intellectual Impairments. Life Skills programs place emphasis on developing those skills necessary for functional communication, independent living and post graduate opportunities. At each level, students receive specialized instruction in the areas of Reading, English Language Arts, Math, Written Language, Social Skills, Activities of daily living, Prevocational and Vocational training. Community experiences are integrated into the Middle and High School schedules and job coaching is a required component of the High School experience.

Professional Staff includes but is not limited to:

Masters+level Special Education Teachers with Moderate to Severe Certification

Certified Reading Instructor

Certified General Education Teachers

Speech and Language Therapist

Occupational Therapist

Physical Therapist

School Psychologist

Adjustment Counselor

Para Professionals

Contracted staff includes:

Vision Therapist

DHOH Teachers

Nurse

BCBA

Social Worker

Entrance and Exit Criteria

Entrance

Based on the current active and accepted IEP, students recommended for the Life Skills program are found eligible based on an eligibility criteria of Intellectual Impairment or Developmental Delay(until age 9).

The student has demonstrated significant difficulty accessing and participating in the LRE evidenced by the need for specialized instruction in Reading, ELA, Math, Written Language, Social Skills, daily living skills and adaptive skills.

Furthermore, the team, through the IEP process must identify that the Life Skills program is the LRE either through documented lack of progress in the General Education setting with specialized instruction provided in the building based Resource Room. A more restrictive program packet is completed and submitted to the Special Education Director for review

Exit Criteria

A student may exit the Life Skills program once ability to make effective progress in the LRE is demonstrated and documented in IEP goals and objectives. A systematic fading of supportive services will be implemented once a student demonstrates an ability to access content and the life of the school with increased independence. Furthermore, through the IEP process, the team must identify through data collection that the student is able to access and participate in the LRE.

Program Descriptions at each Level.

Elementary

District wide program housed at the Reeves Elementary School. Partial Inclusion Programming is individually tailored for learners. Supported inclusion is provided for non academic times as dictated by the IEP. Students receive direct instruction in Reading, ELA, Math, Written expression and daily living skills. Students receive services for speech and language therapy, occupational therapy and physical therapy as dictated by the IEP. Content is modified for the individual learner and classrooms are multi-aged K-2 and 3-5.

Middle School

District wide program housed at the Daniel Joyce Middle School. Partial Inclusion Programming is individually tailored for learners. Specialized instruction is provided by Special Education Teachers in the areas of functional academics, daily living skills, social skills and pre-vocational skills. Students receive services in speech and language therapy, occupational therapy and physical therapy as dictated by their IEP. Progress monitoring and data collection guide individualized program development. Supported community activities provide students an opportunity to learn in the community as well as generalize learned skills to life.

High School

Transitional Education program focus on functional academic skills, daily living skills, vocational skills, job training and independent living skills. Community training in the form of job skills, travel training, navigating the community, purchasing and social aspects of the community is built into the daily schedule. Life skills continues to develop skills around appropriate behavior, personal appearance, hygiene, laundry skills, emergency situation, safety skills, communication skills such as phone and email, and community awareness.

Best Buddies

Best Buddies is a social opportunity that pairs students at WMHS with student peers for group outings, meetings and in-school activities. Meetings are held twice a week.

Life Skills Program Contact Information

Kimberly Lawrence, M.Ed., CAGS Special Education Director
781-937-8226 xt 5
klawrence@woburnps.com

Life Skills Elementary
Lia Lawler, Team Chairperson
llawler@woburnps.com

Life Skills Middle
Lisa Rinaldi, Team Chairperson
lrinaldi@woburnps.com

Transitional Education WMHS
Christine Kimmelman, Team Chairperson
ckimmelman@woburnps.com

WOBURN PUBLIC SCHOOLS
SPECIAL EDUCATION DEPARTMENT

SOCIAL COMMUNICATIONS PROGRAMMING

SHAMROCK SCHOOL
DANIEL JOYCE MIDDLE SCHOOL
WOBURN MEMORIAL HIGH SCHOOL

Woburn Public Schools is dedicated to programming excellence for all students. The overarching philosophy is one of inclusion for all students at their individual level.

Social Communications Programming is designed to meet the needs of students diagnosed or presenting with characteristics of a Autism Spectrum Disorder. The goal of the program is to facilitate development of language, communication, social and academic skills that will allow the student to access and participate in the LRE.

The Social Communications Program provides a range of services from partial inclusion to substantially separate settings as directed by the IEP. Inclusion in the general education setting is supported and designed to generalize skills mastered in the special education setting as well as to learn incidentally from teachers and peers. Curriculum for the program is based on the principles of ABA.

Professional Staff includes but is not limited to:

Masters+level Special Education Teachers with Moderate to Severe Certification
Certified General Education Teachers
Speech and Language Therapist
Occupational Therapist
Physical Therapist
School Psychologist
Para Professionals trained in ABA
BCBA

Entrance and Exit Criteria

Entrance Criteria

Based on the current active and accepted IEP, students recommended for the SCC program are found eligible based on an eligibility criteria of Autism, Communication or Developmental Delay.

The student has demonstrated significant difficulty accessing and participating in the LRE evidenced by the need for specialized instruction in Reading, ELA, Math and Written Language. Students also present with complex learning needs requiring services in communication, language development, social skills, sensory skills, executive functioning and behavior management.

Furthermore, the team, through the IEP process must identify that the SCC program is the LRE either through documented lack of progress in the General Education setting with specialized instruction provided in the building based Resource Room.

A more restrictive program packet is completed and submitted to the Special Education Director for review

Exit Criteria

A student may exit the SCC program once ability to make effective progress in the LRE is demonstrated and documented in IEP goals and objectives.

A systematic fading of supportive services will be implemented once a student demonstrates an ability to access content and the life of the school with increased independence.

Furthermore, through the IEP process, the team must identify through data collection that the student is able to access and participate in the LRE.

Program Descriptions at each Level

Elementary

District wide program housed at the Shamrock Elementary School. Partial Inclusion Programming is individually tailored for learners. Supported inclusion is provided for academics as well as non academic times as dictated by the IEP. Exposure to grade level curriculum modified to meet the individual learners needs. Pragmatic language instruction as well as social skills instruction is built into the daily routine. Students receive direct instruction in Reading, ELA, Math, Written language and Social Skills. Students also receive services for speech and language therapy, occupational therapy and physical therapy as dictated by the IEP.

Middle School

District wide program housed at the Daniel Joyce Middle School. Partial Inclusion Programming is individually tailored for learners. Specialized instruction is provided by Special Education Teachers in the areas of Reading, ELA and Math. Supported inclusion is provided for academic and non academic classes. Students receive services in speech and language therapy, occupational therapy and physical therapy as dictated by their IEP. Progress monitoring and data collection guide individualized program development. Community trips are designed to generalize and reinforce mastered skills.

High School

Transitional Education Program delivers small group instruction on functional academics, life skills, social skills and vocational training. Supported inclusion for electives and all school activities. Community trips are designed to provide exposure to community and work opportunities as well as reinforce and generalize skills.

Best Buddies

Best Buddies is a social opportunity that pairs students at WMHS with student peers for group outings, meetings and in-school activities. Meetings are held twice a week.

Social Communications Program Contact Information

Kimberly Lawrence, M.Ed., CAGS Special Education Director
781-937-8226 xt 5
klawrence@woburnps.com

SCC Elementary
Lia Lawler, Team Chairperson
llawler@woburnps.com

SCC/Autism Middle
Lisa Rinaldi, Team Chairperson
lrinaldi@woburnps.com

Transitional Education WMHS
Christine Kimmelman, Team Chairperson
ckimmelman@woburnps.com

WOBURN PUBLIC SCHOOLS
SPECIAL EDUCATION DEPARTMENT

LANGUAGE BASED LEARNING DISABILITIES PROGRAMMING

ALTAVESTA SCHOOL
DANIEL JOYCE MIDDLE SCHOOL
WOBURN MEMORIAL HIGH SCHOOL

Woburn Public Schools is dedicated to programming excellence for all students. The overarching philosophy is one of inclusion for all students at their individual level.

Language Based Learning Disabilities Programming is designed to meet the needs of students diagnosed or presenting with characteristics of a Language Based Learning Disability. Eligibility areas as determined by the Special Education Team would include Specific Learning Disability, Communication Disability and Developmental Delay.

At each level, students receive specialized instruction in the areas of Reading, English Language Arts, Math and Written Language Skills. Specialized instruction occurs either in the special education classroom or in the LRE. Students are supported by LBLD staff while in the LRE as dictated by their IEP.

Professional Staff includes but is not limited to:

Masters+level Special Education Teachers with Moderate to Severe Certification
Certified Reading Instructor
Certified General Education Teachers
Speech and Language Therapist
Occupational Therapist
Physical Therapist
School Psychologist
Adjustment Counselor
Para Professionals

Entrance and Exit Criteria

Entrance

Based on the current active and accepted IEP, students recommended for the LBLD program are found eligible based on an eligibility criteria of SLD, Communication or Developmental Delay.

The student has demonstrated significant difficulty accessing and participating in the LRE evidenced by the need for specialized instruction in Reading, ELA, MATH and Written Language. Students also present with complex learning needs such as executive functioning and social pragmatic challenges.

Furthermore, the team, through the IEP process must identify that the LBLD program is the LRE either through documented lack of progress in the General Education setting with specialized instruction provided in the building based Resource Room.

A more restrictive program packet is completed and submitted to the Special Education Director for review

Exit Criteria

A student may exit the LBLD program once ability to make effective progress in the LRE is demonstrated and documented in IEP goals and objectives.

A systematic fading of supportive services will be implemented once a student demonstrates an ability to access content and the life of the school with increased independence.

Furthermore, through the IEP process, the team must identify through data collection that the student is able to access and participate in the LRE.

Program Descriptions at each Level

Preschool

10 hour a week program designed to provide students identified as at risk for learning challenges a literacy rich environment where curriculum is scaffold and follows the MA State Frameworks for learning.

Elementary

District wide program housed at the Altavesta Elementary School. Partial Inclusion Programming is individually tailored for learners. Supported inclusion is provided for academics as well as non academic times as dictated by the IEP. Students receive direct instruction in Reading, ELA, MATH and Written expression as well as services for speech and language therapy, occupational therapy and physical therapy as dictated by the IEP.

Middle School

District wide program housed at the Daniel Joyce Middle School. Partial Inclusion Programming is individually tailored for learners. Specialized instruction is provided by SPecial Education Teachers in the areas of Reading, ELA and Math. Supported inclusion is provided for Science and Social Studies. Students receive services in speech and language therapy, occupational therapy and physical therapy as dictated by their IEP. Progress monitoring and data collection guide individualized program development.

High School

Partial Inclusion Programming is individually tailored for learners. Specially designed instruction is provided for academics(Reading, ELA, Math, Written Language), social skills and vocational skills. Students work weekly with a social worker on decision making and social skills. Juniors and Seniors meet with a job coach and receive discreet prevocational and job skill training.

Organizational skills is a required class for all students where they work on executive functioning skills such as organization and time management.

Language Based Learning Disabilities Program Contact Information

Kimberly Lawrence, M.Ed., CAGS Special Education Director
781-937-8226 xt 5
klawrence@woburnps.com

Special Education Preschool
Sharyn Beaver, Team Chairperson
sbeaver@woburnps.com

LBLD Elementary
Jonathan Libby, Team Chairperson
jlibby@woburnps.com

LBLD Middle
Lisa Rinaldi, Team Chairperson
lrinaldi@woburnps.com

LBLD WMHS
Christine Kimmelman, Team Chairperson
ckimmelman@woburnps.com