

**Current Range of In-District
and Collaborative Placements
for Pre-K–12 Students with Mild
to Significant Special Needs**

A. Lexington Early Childhood Program

Lexington Children's Place, the Lexington Public Schools (LPS) Early Childhood Program, provides evaluation services for young children from the age of 2 years 9 months to 5 years of age to determine eligibility for special education services. Since the Federal and State laws dictate that young children with special needs be serviced in the least restrictive, "most typical" educational setting possible, LPS has developed a range of service options for children with special needs:

Discrete services: Through an Individualized Education Program (IEP), LPS provides discrete OT, Speech and Language or PT services to that child at Harrington Elementary School. Special education consultation is also provided to the private school programs.

Integrated preschool programming: LPS has developed an integrated program model for the children with special needs who cannot be served in the area nursery schools or daycare centers. Children are educated with typically developing peers who do not have special needs. Children receive speech and language, OT, and PT services throughout their school day. Currently, LPS services children in three 10-hour per week preschool classrooms and one 15-hour per week program for children with greater needs.

Full-day intensive services: This classroom is designed for children who require intensive, small group, or individual educational programming. Many of these children are on the Autism Spectrum Disorder (ASD) and need very specific teaching methods and strategies.

Longer-year (summer) services (program and discrete services) are provided for children who will substantially regress after an extended period of time without services.

Within this range of programming, there are currently no children serviced in out-of-district preschool programs.

B. Lexington Kindergarten – Grade 12

Students with mild to moderate special needs represent the majority of students served by the Student Services Department (917 students, 85%). These students are included in the general education classrooms and receive some direct instruction by special educators in the general education classroom, or receive separate instruction in half-hour to full-period pullout sessions. Service delivery focuses on a pre-teaching and re-teaching model emphasizing content and skills presented by the classroom teacher. Students also receive other services, when required, by related service providers such as speech and language therapists, occupational and physical therapists, and adapted physical educators.

Students with severe special needs receive all of their teaching and learning in separate classrooms, while other students may receive their instruction in just one or two separate classrooms. Approximately, 163 students (15%) receive such services. Students are taught by special educators and related service providers who work together in the student's general education classroom and/or provide instruction in separate special education classrooms.

Listed below are definitions of terms and services used throughout the report.

Resource Room Classrooms

Resource Room Classrooms, taught by special-education teachers, provide services to students with mild to moderate disabilities who are fully included in mainstream classes, but typically require specially designed instruction in a variety of areas due to their disabilities. Services include direct instruction for development of reading, written expression, oral expression, mathematics, social/emotional, and executive functioning/organization and study skills. There is an increased focus on developing independent learning skills and on the development of self-advocacy skills. Resource Room teachers provide consultation to staff, students, and parents. Instructional Assistants provide services to students in general education settings and/or special education settings when students require additional instructional support. Instructional Assistants are supervised and directed by Resource Room (special education) teachers.

Related Services

Speech/Language – Speech/language pathologists provide direct services in varied settings to students in areas such as receptive and expressive language and social pragmatics. Consultation services can be provided to general education and special education staff to assist students in generalizing skills.

Occupational Therapy – Occupational therapists provide direct services in varied settings to students to develop skills in fine motor, gross motor, visual motor, and visual perceptual development, as well as in sensory processing. Consultation services can be provided to general education and special education staff to assist students in generalizing skills.

Physical Therapy – Physical therapists provide direct services to students to gain strength, improve flexibility, and increase and improve mobility to gain greater independence. Physical therapy provides accessibility to all school areas, facilitating participation in school and school-related activities. Consultation services can be provided to general education and special education staff to assist students in generalizing skills.

Psychology – Psychologists conduct psychological assessments for students, assessing their cognitive and social/emotional functioning. Psychologists also consult with staff regarding student and staff needs.

Counseling – Guidance counselors, psychologists, and/or social workers provide individual and/or group counseling services to students requiring such service to make effective progress in school. Consultation can be provided to staff and parents as needed.

Adaptive Physical Education – Adaptive physical education teachers assist students with various disabilities to develop skills that include large-motor development, eye-hand coordination, and upper-body strength. They also develop skills that promote self-esteem within the physical education curricula. These teachers help students develop skills necessary for participation in physical education, including physical skill sets, socialization skills for group physical activity participation, and positive group interaction skills. Consultation services can be provided, when necessary, to general education physical education staff for students requiring adaptations with the general education setting.

Other Specialized Services – Assistive Technology (provides consultation and determines need for evaluation to determine specific services and software programs to enable students to access the general education curricula), Behavior Specialist (develops and writes functional behavioral assessments and assists in development and implementation of positive behavior intervention plans, along with providing consultation to staff and parents), and Hearing Impaired Specialist, Vision Specialist, and Orientation and Mobility Specialist (identify and monitor use of specialized materials and equipment, along with providing consultation and training to students, staff, and parents).

Lexington Elementary District-Wide Programs

At the elementary level, district-wide programs exist to service low incidence disability areas through more intensive services. Each elementary school houses at least one district-wide program. Students in all of the programs receive related services (Speech/Language, Occupational Therapy, etc.), as needed. There are four district-wide programs:

1. Developmental Learning Program (DLP) - Harrington

The Developmental Learning Program (DLP) services students with significant developmental delays/intellectual impairments. Modified curricula paralleling Massachusetts Curriculum Frameworks are utilized. Typically, students receive direct instruction in content areas from special educators, while they frequently join general-education classes (art, music, lunch, etc.) for opportunities to develop relationships with typically developing peers. Many students in the program receive related services (speech/language, occupational therapy, physical therapy, etc.) as needed. Instruction may include activities of daily living and development of social skills.

2a. Substantially Separate Intensive Learning Program (ILP) - Fiske

The Intensive Learning Program (ILP) at Fiske provides services for students with Autism Spectrum Disorder (ASD) with intensive needs including deficits in language, social communication, play skills, abstract thinking, and behavior. The Intensive Learning Programs provide highly individualized services involving behavioral approaches (typically based on Applied Behavior Analysis principles) to learning. Instruction includes social skill development and daily living skill development. Special educators modify content and methodology to teach to mastery, based on academic and behavioral data. Small-group and/or individualized instruction can be provided for the entire school day when necessary and appropriate. Consultation to parents and structured home components are provided as deemed necessary by the TEAM.

2b. Integrated Intensive Learning Program (ILP) – Hastings

The Integrated Intensive Learning Program (ILP) at Hastings also services students with Autism Spectrum Disorder (ASD). Through this integrated approach students are included, often with support for the majority of their school day, within the general education setting. Special educators provide direct instruction within the general education setting and within special education settings. Special educators use modified content and methodology to teach to mastery, using data collection and behavior analysis. Coordination between special education staff and general educators is essential within this inclusion model. Consultation to parents and related services (such as social pragmatic skill development, occupational therapy, etc.) are provided, as needed.

3. Language Learning Program (LLP) - Bowman

The Language Learning Program (LLP) services students who have significant, language-based learning disabilities. These students have at least average cognitive abilities, but they are not able to read, write and/or use language at the same pace/level as their peers. Many of the students in the program require explicit phonetic-alphabetic instruction beyond that offered through general education. Instruction in literacy is a focus, with emphasis on developing reading and written language skills. Frequently, math instruction may also be provided within the Language Learning Program. Support is available within the general education setting for science and social studies. Substantial modifications can be implemented in the general education setting. The goal of the Language Learning Program is to build

students' literacy skills in a structured and supportive environment that fosters students' confidence while increasing their skills in becoming active learners. Many students also receive related services (speech/language, occupational therapy, etc.), as needed.

4. Social/Emotional Learning Programs (SELP) - Bridge and Estabrook

The Social/Emotional Learning Programs (SELP) at Bridge and Estabrook service students with significant emotional impairment or other disabilities that result in behavioral issues. These students may or may not have associated learning difficulties. These programs provide instruction in developing social/emotional supports within a structured, caring, and therapeutic classroom environment. Students within these programs access the general-education classrooms for varied amounts of time as specified within their Individual Education Programs. Special education services may also be provided within the general education setting. In addition, content area instruction is available on an individualized and/or small group basis when deemed necessary by the student's TEAM.

Lexington Middle-School Specialized Programs/Courses

At the middle-school level, specialized programs exist to service low incidence disability areas through more intensive services. Students in all of the programs receive related services (Speech/Language, Occupational Therapy, etc.), as needed. There are four specialized programs at the middle schools:

1. Intensive Learning Programs (ILP)

The Intensive Learning Programs (ILP) at Clarke and Diamond provide services for students with Autism Spectrum Disorder (ASD). With support and an integrated approach, students are typically included during the majority of their school day within the general education setting. Small group instruction and modified content and direct instruction in social pragmatics are typical program components, with opportunities sought and provided to practice and generalize social skills. Coordination between special education staff and general educators is essential within this inclusion model. Each middle school has, within the ILP Program, included students with other disabilities, including cognitive impairments, when it appeared to be the most appropriate service model for a child.

2. Language Learning Programs (LLP)

The Language Learning Program (LLP) serves students who have language-based learning disabilities. These students typically have at least average cognitive abilities, but they are not able to read, write and/or use language at the same pace/level as their peers. Students receive specially designed instruction in reading, written language, and executive functioning skills. Math instruction may also be provided within the program. Support is available within the general education setting for science and social studies and additional academic support /reinforcement may be provided within the program.

3. Social/Emotional Learning Programs (SELP)

The Social/Emotional Learning Programs (SELP) programs service students with significant emotional impairment or other disabilities that result in behavioral issues. These students may or may not have associated learning difficulties. These programs provide instruction in developing social/emotional supports within a structured, caring, and therapeutic classroom environment. Students within these programs access the general education classrooms for varied amounts of time, as specified within their Individual Education Programs. Special education services may also be provided within the general education setting. In addition, content area instruction is available on an individualized and/or small group basis when deemed necessary by the student's TEAM.

4. Special Education Reading

Special education reading teachers provide individual and small group instruction to students in need of systematic rules-based approach to reading. Often, but not always, students are already part of the Language Learning Program (LLP).

Lexington High School Specialized Programs/Courses

At the high-school level, specialized programs/courses exist to service low incidence disability areas through more intensive services. Students in all of the programs receive related services (Speech/Language, Occupational Therapy, etc.), as delineated in their IEPs, as needed. There are six specialized programs/courses at the high school:

1. Language Learning Program (LLP)

The Language Learning Program (LLP) currently serves students who have language-based learning disabilities which impact the areas of reading and writing. Students receive specially designed instruction in reading, written language, and executive functioning skills. Students are mainstreamed for the majority of their classes, but the Language Learning Program also provides some small group instruction in content areas, when needed. In addition, intensive supports including review, reinforcement and paralleling of general education curriculum are available. Students transitioning from Grade 8 Language Learning programs may be appropriate for service within this program.

2. Intensive Learning Program (ILP)

The Intensive Learning Program (ILP) is designed for students with Autism Spectrum Disorder (ASD). Students require specially designed instruction in a variety of academic areas. Small and modified instruction and alternative courses are available. In addition, it is designed to provide direct instruction in social pragmatics, sensory integration, and community based education. The ILP also utilizes professionals for consultation and direct services for behavior, educational support and teacher training. Students are included in mainstream classes and are often supported in that environment with an instructional assistant.

3. Multidisciplinary Support Team (MST) (formerly the AIM program)

The Lexington High School Multidisciplinary Support Team (MST) provides a continuum of integrated academic and social/emotional support for students. Using a collaborative and targeted team approach, each student is provided opportunities for building, practicing and reinforcing competencies and problem-solving strategies necessary for addressing his/her needs and meeting LHS course requirements and graduation expectations.

4. The Transition Program

The 2004 IDEA mandates that students receive transitional services as of their 16th birthday. The Transition staff at Lexington High School works with identified special education students who need additional supports in planning for and exploring post-graduate options. Services focus on students in their junior and senior years. The program provides opportunities for students to complete interests/aptitude surveys, along with exploration of vocational areas to help identify appropriate post-graduation options. There are opportunities for skill development in the following areas: job readiness;

job/college application; the interview process and the preparation process towards meeting identified goals. Students in the more intensive special education programs at Lexington High School must access Transition services in their freshman and sophomore years. Courses provided through the Transition program include Future Visions, Introduction to Careers, and Transition Work Experience. The Transition staff consults with guidance personnel and special education staff and works directly with the Out-Of-District Coordinator as well as organizations in the community, students, and parents. This program facilitates the 688 process and transitions students to post secondary, vocational and educational programs. The Transition Program staff makes connections with adult support networks and agencies.

5. Reading Skills Course

This course is for students who have disabilities that affect reading. The course is designed to strengthen reading skills through decoding, vocabulary and comprehension work. The course concentrates on phonetic analysis, spelling, oral reading, root work and word patterns. Reading selections include short stories, articles and poems, as well as selections from novels and plays.

6. Writing Skills Course

This course is designed for students who have disabilities that affect their written expression, hampering the development of their vocabulary, grammar, and punctuation, sentence formation, paragraph development, and composition skills. Course objectives include identifying and using basic parts of speech, organizing ideas and information prior to writing, generating compound and complex sentences, proofreading, and vocabulary expansion skills.