Sub Separate Programs

Weymouth Public Schools



<u>What is a Substantially Separate Classroom?</u>

A substantially **separate** classroom, also known as self-contained classroom, is a classroom environment outside of the general education setting for children with significant learning needs. These classrooms serve students who require a highly modified curriculum, smaller **class** size, and a lower student/teacher ratio.

Substantially Separate Special Needs Preschool

This program is designed for students who have been identified at the preschool level as meeting the eligibility criteria for an educational disability of significant global Developmental Delays and/or Intellectual Impairments (i.e. Down syndrome, Fragile X, etc.). These students typically received extensive services through Early Intervention prior to turning three (3) years of age. A multisensory, language based instructional approach is utilized with emphasis on attaining functional academic and adaptive daily living skills. The students in the program typically will require ongoing intensive, specialized services throughout their academic career.

(TLC) Therapeutic Learning Center

Program is designed for students who have been determined by the Team as meeting the eligibility criteria for an educational disability of Emotional Impairments/Serious Emotional Disturbance (SED). In addition, these students have a long standing documented history of exhibiting significant emotional dysregulation that has been disruptive to their learning and/or the learning of others despite having received intensive behavioral interventions and therapeutic support in a less restrictive environment.

The difficulties displayed must be the direct result of the emotional disturbance and not the result of a social maladjustment, intellectual, communication, developmental or neurological disorder. A District behavior specialist and a counselor consult with the program regularly. Students also receive direct counseling services.

Language Based Learning Disabilities Program

Program is designed for students who have been determined by the Team as meeting the eligibility criteria for an educational disability of a Language Based Learning Disability. In other words, these students would have a cognitive profile in which scores on the Verbal subtests, a test of cognition are significantly lower than scores on non-verbal/performance subtests. In addition, these students demonstrate a history of significant language and/or reading disorders despite having received intensive special education services in the neighborhood school or in another District-wide program. Due to the significant impairments displayed in acquisition of language and reading skills, these students require systematic instruction in an alternate method of reading.

<u>Life Skills Program</u>

Program is designed for students who have been determined by the Team to exhibit the following: -significantly deficient intellectual functioning: an IQ below 70 on an individually administered IQ test AND

concurrent deficits or significant impairments in the deficient range as evidenced on a scale of adaptive behaviors in at least two (2) of the following areas: communication; self-care; home living; social/interpersonal skills; use of community resources; self-direction; functional academic skills; work; leisure; health and safety

The focus of instruction is primarily on functional academics and access/entry level skills as delineated in the Massachusetts curriculum frameworks

<u>Communication Enhancement Program (CEP):</u>

This program is designed for students who have been determined by the Team as meeting the eligibility criteria for an educational disability of Autism. In addition students exhibit significant impairment in the following areas:

-verbal communication
-social interaction and pragmatic skills
-comprehension
-behavioral and emotional regulation
-adaptive daily living skills
-ability to acquire new skills

The program utilizes a multi-disciplinary approach to enhance communication, socialization and sensory integration. Emphasis on ABA behavioral based principles and methodologies (i.e. discrete trial, behavioral analysis etc) are an integral component of the program and utilized throughout the school day. Low student to teacher ratio maximizes the learning of new skills and reinforces appropriate behaviors. Students are integrated into the general

Intensive Resource Center (IRC):

Students in this program require direct, individualized and explicit instruction to make effective progress due to severe language and/or communication impairments. In addition, there are usually deficits in memory, fine and gross motor abilities. Although the students may have cognitive skills that scatter in the lower end of the low average range, the overall level of cognitive functioning generally falls in the borderline range. (Low 70's to Mid 70's) The students are noted to face significant challenges in a general education classroom due to their disabilities and resultant need for high levels of specialized instruction. Language processing, lowered cognitive abilities and pragmatic deficits in conjunction with social skill deficits are observed as the primary impediments to learning. These students require a multi-sensory; language based instructional approach to learning and step by step instruction that is sequential with frequent repetition and re-teaching. In addition, they require extensive modifications rather than accommodations to gain consistent access to the curriculum and have not been successful despite having received extensive services in a less restrictive environment.