

	Weston Windows Preschool	ACCESS Country Elementary	Country/Woodland Language Based Learning Center	ACCESS Field	Field Language Based Classroom	ACCESS Middle School	Language Based Programming Middle School	High School Bridge
Primary population	Integrated Preschool settings for 3,4, 5 year olds. Two classes housed at Country. (both classes fully integrated) Two housed at Woodland (one class integrated in the morning, the second class all typically developing children)	Developmental Delay/ Cognitive and Communication Deficits, Autism Spectrum related needs	Language based learning disabilities/ communication	Developmental Delay/Cognitive and Communication Deficits, Autism Spectrum related needs	Language based learning disabilities/communication	ASD and related disabilities/ learning styles	Language based learning disability/ Communication	Social, emotional, behavioral disabilities
Entrance criteria	<ul style="list-style-type: none"> <li>Special Education Eligibility</li> <li>Disability impacts ability to successfully participate in community based program without specially designed instruction</li> </ul>	<ul style="list-style-type: none"> <li>Already on IEP receiving services</li> <li>Re-evaluation demonstrates lack of effective progress and need for increased services in area of disability</li> <li>Inclusion and Learning Center (LC) support insufficient for effective progress</li> <li>Significant delays in social skills/adaptive behavior/self help</li> <li>Academic needs average 2 years below grade level</li> <li>Replacement curriculum within LC no longer sufficient/ student requires entry level skills instruction</li> </ul>	<ul style="list-style-type: none"> <li>Re-evaluation or initial evaluation demonstrates lack of effective progress and need for increased services in area of disability.</li> <li>Learning Center (LC) support insufficient for effective progress</li> <li>Performing significantly below grade level</li> <li>Replacement ELA curriculum needed</li> </ul>	<ul style="list-style-type: none"> <li>Already on IEP receiving services</li> <li>Re-evaluation demonstrates lack of effective progress and need for increased services in area of disability</li> <li>Inclusion and Learning Center (LC) support insufficient for effective progress</li> <li>Significant delays in social skills/adaptive behavior/self help</li> <li>Academic needs average 2 years below grade level</li> <li>Replacement curriculum within LC no longer sufficient/ student requires entry level skill instruction</li> </ul>	<ul style="list-style-type: none"> <li>IEP services in place- more than 6 months of services, with reconvene to increase LC support</li> <li>Re-evaluation demonstrates lack of effective progress and need for increased services in area of disability.</li> <li>LC supports in ELA and Math insufficient for effective progress</li> <li>Performing significantly below grade level</li> <li>Replacement ELA curriculum needed</li> </ul>	<ul style="list-style-type: none"> <li>Already on IEP receiving services</li> <li>Re-evaluation demonstrates lack of effective progress and need for increased services in area of disability.</li> <li>Requiring behavior-based instructional methods within self contained and general education to make effective progress (both for academics and social-emotional progress)</li> <li>Significant delays in social skills/adaptive behavior/self help</li> </ul>	<ul style="list-style-type: none"> <li>Already on IEP receiving services</li> <li>Re-eval demonstrates lack of effective progress and need for increased services in area of disability.</li> <li>Skills supports in ELA and Math insufficient for effective progress</li> <li>Performing significantly below grade level</li> <li>ELA replacement curriculum needed</li> </ul>	<ul style="list-style-type: none"> <li>receiving services through IEP</li> <li>Lack of effective progress due to emotional or behavioral needs.</li> <li>Skills supports insufficient for effective progress</li> <li>Unable to consistently access high school curriculum due to emotional or behavioral challenges</li> <li>Requiring emotional and behavioral support in and out of the general education setting in order to make effective progress.</li> </ul>
Exit criteria	<ul style="list-style-type: none"> <li>Entrance to kindergarten, eligibility for IEP services</li> <li>As determined through the Team process.</li> </ul>	<ul style="list-style-type: none"> <li>Able to access instructional support via LC and inclusion w/o replacement curriculum in ELA and Math</li> <li>Able to demonstrate ability to learn and acquire new skills in small and large group settings with decreased staffing support</li> <li>Able to demonstrate self-regulation of behavior</li> <li>As determined through the Team process.</li> </ul>	<ul style="list-style-type: none"> <li>Able to access LC or supports for ELA and Math without replacement curriculum</li> <li>Able to attend general ed w/o support for SS and Science</li> <li>Able to perform grade level skills within classroom and LC with moderate staffing and increased independence</li> <li>Able to self- monitor work completion</li> <li>As determined through the Team process.</li> </ul>	<ul style="list-style-type: none"> <li>Able to access instructional support via LC and inclusion w/o replacement curriculum in ELA and Math</li> <li>Able to demonstrate ability to learn and acquire new skills in small and large group settings with decreased staffing support</li> <li>Able to demonstrate self-regulation of behavior</li> <li>As determined through the Team process.</li> </ul>	<ul style="list-style-type: none"> <li>Able to access LC or supports for ELA and Math without replacement curriculum</li> <li>Able to attend general ed w/o support for SS and Science</li> <li>Able to perform grade level skills within classroom and LC with moderate staffing and increased independence</li> <li>Able to self- monitor work completion</li> <li>As determined through the Team process.</li> </ul>	<ul style="list-style-type: none"> <li>Able to access and use more typical accommodations to make effective progress in general education and in Skills, inclusion support as needed.</li> <li>Able to manage and self-regulate with supports for behavioral needs related to ASD profile</li> <li>Demonstrate ability to use social skills with decreasing support</li> <li>As determined through the Team process.</li> </ul>	<ul style="list-style-type: none"> <li>Able to access Skills supports for ELA and Math</li> <li>Able to attend general ed with minimal support for SS and Science</li> <li>As determined through the Team process.</li> </ul>	<ul style="list-style-type: none"> <li>Able to access Skills for supports in the general education setting</li> <li>Making effective progress in general education</li> <li>As determined through the Team process.</li> </ul>

Inclusion & general education	<ul style="list-style-type: none"> <li>Two classrooms are fully integrated. 7 students are receiving special education services, and 8 are community children who are present to model appropriate language, play, social behavior, academic readiness and self-help skills.</li> <li>One classroom, (Intensive ABA model), is partially integrated with moderate model enrollment to provide time daily for intensive ABA based instruction</li> </ul>	<ul style="list-style-type: none"> <li>Individualized based on socialization</li> <li>Lunch/recess, daily inclusion</li> <li>Specials as appropriate</li> <li>Minimal inclusion for academic instruction. Focus is on socialization and peer interactions.</li> </ul>	<ul style="list-style-type: none"> <li>Daily inclusion for Social Studies and Science in grade level team, with support as needed</li> </ul>	<ul style="list-style-type: none"> <li>Individualized based on socialization</li> <li>Lunch/recess daily inclusion</li> <li>Specials as appropriate</li> <li>Minimal inclusion for academic instruction. Focus is on socialization and peer interactions.</li> </ul>	<ul style="list-style-type: none"> <li>Daily inclusion for Social Studies and Science in grade level team, with support as needed</li> </ul>	<ul style="list-style-type: none"> <li>Minimal to moderate inclusion varying from lunch/ specials to academic blocks based on level of academic instruction and behavioral regulation</li> <li>Data on behavior and academics drives decisions regarding inclusion</li> <li>Support staff available in general education for skills and behavior generalization as needed</li> </ul>	<ul style="list-style-type: none"> <li>Grade level on team for specials and lunch/recess daily</li> </ul>	<ul style="list-style-type: none"> <li>Grade level participation as determined by Team</li> </ul>
Curriculum and instruction	<ul style="list-style-type: none"> <li>6 thematic units addressed across the school year interacted with Massachusetts Curriculum Frameworks into developmentally appropriate activities designed to support skill acquisition in all areas of preschool development: social, communication, play, self-help, fine and gross motor and academic pre-readiness</li> </ul>	<ul style="list-style-type: none"> <li>Replacement curriculum in all academic areas</li> <li>Social skills curriculum embedded within program/ across day</li> <li>Ongoing related therapies</li> <li>Academic core content taught within ACCESS classroom.</li> <li>Generalization to general education as appropriate for skills learned.</li> <li>Behavior support to increase on task and attention and self-regulation</li> <li>Highly structured, small group and individual instructional opportunities across the school day</li> <li>Spiraled teaching with modified pacing and content</li> </ul>	<ul style="list-style-type: none"> <li>Replacement curriculum for ELA, and math.</li> <li>Small group spiraled, multi-modal instruction</li> <li>Modified pacing and content as needed</li> <li>Curriculum taught at entry level points</li> <li>Highly structured, small group and individual instructional opportunities across the school day</li> </ul>	<ul style="list-style-type: none"> <li>Replacement curriculum in all academic areas</li> <li>Social skills curriculum embedded within program/ across day</li> <li>Ongoing related therapies</li> <li>Academic core content taught within ACCESS classroom.</li> <li>Generalization to general education as appropriate for skills learned.</li> <li>Behavior support to increase on task and attention and self-regulation</li> <li>Highly structured, small group and individual instructional opportunities across the school day</li> <li>Spiraled teaching with modified pacing and content</li> </ul>	<ul style="list-style-type: none"> <li>Replacement curriculum for ELA, and math.</li> <li>Small group spiraled multi-modal instruction</li> <li>Modified pacing and content as needed</li> <li>Curriculum taught at entry level points</li> <li>Highly structured, small group and individual instructional opportunities across the school day</li> </ul>	<ul style="list-style-type: none"> <li>Pro-social behavior supports across the day</li> <li>Pragmatic Language instruction and application</li> <li>Able to access some grade level curriculum with moderate modifications and spiraled teaching/ or requiring replacement curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Replacement curriculum in place for Math, ELA</li> <li>Daily Academic Support</li> <li>Highly structured language-based learning across all content areas</li> <li>Small grade level and looped instructional blocks throughout the day</li> <li>Independent and small group learning opportunities as needed</li> </ul>	<ul style="list-style-type: none"> <li>Focus on adaptive behavior, emotional regulation and social skill development and organization</li> </ul>
Staffing supports	<ul style="list-style-type: none"> <li>Staffing includes one Preschool Teacher, (One Learning Assistant and up to two instructional assistants )</li> <li>OT, SLP, PT, School Psych, BCBA</li> </ul>	<ul style="list-style-type: none"> <li>Small group</li> <li>Special Education Teacher, Learning Assistants, some behavioral support, related therapists</li> </ul>	<ul style="list-style-type: none"> <li>Moderate group size for instructional times</li> <li>Opportunity to check in with teacher daily</li> <li>Homogeneous academic grouping</li> </ul>	<ul style="list-style-type: none"> <li>Small Group</li> <li>Special Education Teacher, Learning Assistant, some behavioral support, related therapists</li> </ul>	<ul style="list-style-type: none"> <li>Moderate group size for instructional times</li> <li>Opportunity to check in with teacher daily</li> <li>Homogeneous academic grouping</li> </ul>	<ul style="list-style-type: none"> <li>Smaller teacher to student ratios</li> <li>Co-taught and integrated therapies</li> <li>Ongoing behavioral supports</li> </ul>	<ul style="list-style-type: none"> <li>moderate teacher to student ratio</li> <li>small group instruction in core content areas</li> <li>Opportunities for daily inclusion</li> </ul>	<ul style="list-style-type: none"> <li>Moderate teacher to student ratio</li> <li>Small group instruction for academic and pro-social skill development</li> </ul>