

## UXBRIDGE PUBLIC SCHOOLS GUIDE TO SPECIAL EDUCATION PROGRAMS

This guide provides an overview of programs that are available for students 3 through 21 years old. Information outlined includes program descriptions, student information, specialist services and staffing.

PROGRAM	GRADES	SCHOOL
Integrated Preschools	Ages 3-5	Taft ELC
Sub-Separate Preschool option	Ages 3-5	Taft ELC
Inclusion Kindergarten	K	Taft ELC
Inclusion Services	K-12	All school buildings
Resource/Therapy Services	PK-12+	All school buildings
Sub-Separate Programs Transitional Lab Learning Labs Flex Resource Rooms Bridge Program Life Skills	K-12 K-2 3-8 3-8 6-8 9-12	All school buildings Taft ELC Whitin , McCloskey Whitin and McCloskey McCloskey Middle Uxbridge High School
NECC Partnership Classroom	3-5	Whitin Elementary
Independence Project	Ages 18-22	High School-off site location
Alternative Placements	PK-12+	DOE Approved In-state and out of state schools

**Program:** Integrated and Early Childhood Services

**School:** Taft Early Learning Center

*Overview:*

Uxbridge Early Childhood Programs offer a wide range of identification, diagnostic and educational and support services for children ages 3-5.

*Preschool:*

Morning or Afternoon Integrated Classes 2, 3 or 5 days

Sub-separate Preschool option

Extended Day option

Uxbridge's integrated preschool programs enroll up to fifteen children, seven of whom may have moderate to severe special education needs and eight who are typically developing. Each classroom is staffed with a teacher who is certified in special education or early childhood with/without disabilities and one-two instructional paraprofessionals. In addition, related services are provided as directed by the IEP, which may be inclusion or pull-out.

*Services and Programs:*

The range of services varies widely. The following is an outline of services, which may be appropriate for your child. The exact type and frequency is always decided at the Team meeting. They may include but are not limited to the following:

Indirect Services: Consultation may be provided by a special educator, speech and language therapist, occupational or physical therapist, teacher of the visually impaired, teacher of the deaf, orientation and mobility or behaviorist. These consultation services may be provided to children already attending a preschool program within the community or our integrated preschool program.

Direct Services: The Team may recommend direct services to be provided by a speech and language, occupational, or physical therapist, teacher of the visually impaired, teacher of the deaf, or orientation and mobility therapist. Based on the child's needs, the Team will prescribe small group and/or individual therapy. The Team may also consider the child's needs significant enough that the child would be recommended to join our integrated preschool program. If the Team recommends our preschool program, the Team will then consider if the child should attend the ½ day program or extended day option. For some students, the Team may recommend more of a sub-separate option in which the child can receive most of their services outside the integrated preschool. Many of these children benefit from Discrete Trail Instruction (DTI).

**Program:** Integrated Kindergarten  
**School:** Taft Early Learning Center

*Overview:*

All of Uxbridge's Kindergarten Special Education Students that attend Taft Early Learning Center participate in an Inclusion Kindergarten Classroom. These classrooms have a full time paraprofessional for the student's who need access to a paraprofessional.

*Services and Program:*

Indirect Services: Consultation may be provided by a special educator, speech and language therapist, occupational or physical therapist, teacher of the visually impaired, teacher of the deaf, orientation and mobility or behaviorist. These services are also available to any Uxbridge special needs student who may be attending a private school.

Direct Services:

Resource support is predominantly provided in the general education kindergarten classroom. At times, resource support may be provided outside the general education classroom. The Team may recommend direct services to be provided by a special educator, speech and language therapist, occupational or physical therapist, teacher of the visually impaired, teacher of the deaf, or orientation and mobility specialist. Based on the child's needs, the Team will prescribe small group and/or individual therapy.

**Program:** Inclusion Services

**School:** Taft Early Learning Center, Whitin Elementary School, McCloskey Middle School, and Uxbridge High School

*Overview:*

In the inclusion classroom there are shared values and beliefs between general and special education staff. There is a willingness to merge the talents and resources of both regular and special educators. The major objective is to ensure that with proper inclusion support, children, no matter what the challenge, can flourish in general education classrooms. The regular education curriculum can be modified as needed to meet the needs of the individual special needs students according to the student's IEP.

*Services and Program:*

Indirect Services: Consultation may be provided by a special educator, speech and language therapist, occupational or physical therapist, teacher of the visually impaired, teacher of the deaf, orientation and mobility or behaviorist. These services are also available to any Uxbridge special needs student who may be attending a private school.

Direct Services: Resource support is predominantly provided in the general education classroom by a special needs teacher or special education paraprofessional, depending on the IEPs of the children in the classroom. At times, resource support may be provided outside the general education classroom. The Team may recommend direct services to be provided by a special educator, speech and language therapist, occupational or physical therapist, teacher of the visually impaired, teacher of the deaf, or orientation and mobility specialist outside the general education classroom. Based on the child's needs, the Team will prescribe small group and/or individual therapy/services.

**Program:** Resource/Therapy Services

**School:** Taft Early Learning Center, Whitin Elementary School, McCloskey Middle School, and Uxbridge High School

*Overview:*

The purpose of the resource and/or therapy services is to provide the specially designed instruction in a setting outside the general education classroom. At times, students need more direct teaching/instruction using different methods than those utilized in the general education classroom, accommodating or modifying the general curriculum is not enough for these students.

*Services and Program:*

Indirect Services: Consultation may be provided by a special educator, speech and language therapist, occupational or physical therapist, teacher of the visually impaired, teacher of the deaf, orientation and mobility or behaviorist. These services are also available to any Uxbridge special needs student who may be attending a private school.

Direct Services: The Team may recommend direct services to be provided by a special educator, speech and language therapist, occupational or physical therapist, teacher of the visually impaired, teacher of the deaf, or orientation and mobility specialist outside the general education classroom. Based on the child's needs, the Team will prescribe small group and/or individual therapy/services. These services provided by the special educator may replace one or more academic subjects from the general education classroom.

At McCloskey Middle School and Uxbridge High School, Academic Support Center (ASC) is an additional option. This provides the students with a structured class with a special educator. The purpose of the ASC is to assist the students in learning studying strategies, organizational strategies and time to build skills in key areas such as reading, writing or math.

At Whitin Elementary and McCloskey Middle School, we have "Flexible Resource Rooms" to provide the social, emotional and behavioral supports for our students on the Autism Spectrum. The moderate special needs teachers and the paraprofessional in this program provide AM and PM check-ins, emotional regulation education, social skills programming, organizational support as well as in-class support.

**Program:** Sub-Separate Programs

**School:** Taft Early Learning Center, Whitin Elementary School, McCloskey Middle School, and Uxbridge High School

*Overview:*

The purpose of the sub-separate programs is to provide students who need most of their academics outside the general classroom in a classroom of their own. The students that are part of these programs may be on the Autism Spectrum, have moderate to severe learning disabilities or have cognitive impairments. The students within these programs need a substantially different curriculum and specifically designed instruction. The programs are staffed with a special educator and paraprofessionals.

*Services and Program:*

Indirect Services: Consultation may be provided by a special educator, speech and language therapist, occupational or physical therapist, teacher of the visually impaired, teacher of the deaf, orientation and mobility or behaviorist.

Direct Services: The Team may recommend direct services to be provided by a special educator, speech and language therapist, occupational or physical therapist, teacher of the visually impaired, teacher of the deaf, or orientation and mobility specialist outside the general education classroom. Based on the child's needs, the Team will prescribe small group and/or individual therapy/services. These services provided by the special educator replace many of the academic subjects from the general education classroom.

McCloskey Bridge Program provides a sub-separate option for students with social, emotional, and/or behavioral needs that can't be met by our other options. The program is staffed by a moderate special needs educator and one paraprofessional. The students receive some/most of their academics within this classroom while learning emotional and/or behavioral strategies as well as social skills. Generally the students within this program are academically capable of grade level work but their disability impacts their ability to access the general curriculum.

**Program:** NECC Partnership Classroom  
**School:** Whitin Elementary School

*Overview:*

This is an intensive instructional classroom based on the principles of Applied Behavior Analysis (ABA) with a partnership between the Uxbridge Public Schools and NECC. The goal is to teach children with Autism Spectrum Disorders the skills necessary to be successful learners in typical classroom settings, using the principles of Applied Behavior Analysis. To teach academic, social, language, motor, self-help, leisure and life skills to the children in the classroom.

*Services and Program:*

Indirect Services: Consultation may be provided by a special educator, speech and language therapist, occupational or physical therapist, teacher of the visually impaired, teacher of the deaf, orientation and mobility or behaviorist.

Direct Services: Intensive Instructional Model:

- Instruction is provided in 1:1 or 1:2 instructional ratio throughout the day to provide children with high rates of learning opportunities.
- Instructional formats include a mix of discrete trials, activity based instruction and incidental learning opportunities.
- Curriculum expands from early attending and matching skills to school readiness and academic skills from the curriculum frameworks.
- Parents are trained to conduct teaching sessions for skills that are the highest priority in the home and are expected to provide consistent follow through of programming for these learning opportunities in the student's home.
- Skills are systematically taught across teachers, parents, and settings to promote generalization and maintenance of acquired skills.
- Data is recorded on each learning opportunity and is used to evaluate the effectiveness of individual teaching procedures.
- Opportunities for peer social interaction are systematically introduced and practiced.
- Opportunities for supported inclusion in regular education classrooms are provided as determined by the school and NECC. The ABA Integration Specialists provide instructional support and the head teacher and Clinical Supervisor provide training for supported inclusion procedures. The head teacher coordinates and facilitates communication with the regular education classroom teachers on an as needed basis.

**Program:** Independence Project- 18-22

**School:** High School –Off site location

*Overview:*

The Independence Project prepares and supports postgraduate 18-22 year old special needs students, in a safe and caring environment, as they journey toward self-reliance and citizenry. With transition as the focus, the Independence Project stresses synergy between the home, school and community. We provide on-site vocational training specific to each individual's needs and the specific life skills each person needs to feel successful in his or her life. Since the program is off site of the high school, the student's are responsible for the cleaning of the space. The student's cook their own breakfast and some lunches are prepared as a group. Several times a year, the students host a gathering for the holidays and end of the year time. These experiences provide real life situations in which the staff can assist the students to learn how to plan, organize and handle various types of social situations.

*Services and Program:*

Indirect Services: Consultation may be provided by a special educator, speech and language therapist, occupational or physical therapist, teacher of the visually impaired, teacher of the deaf, orientation and mobility or behaviorist.

Direct Services: All services in this program are provided outside the general education classroom. The students are on job sites from 9-12:00 Monday through Friday during the school year and during the summer Extended School Year (ESY) program. A special educator and 2-3 paraprofessionals staff the program. Other services providers are incorporated depending on each student's IEP.

Below are some of the current job sites:

Imperial Chevrolet

Southwick's Zoo

Uxbridge School System- shredding, food service laundry and school grounds

Azrael Acres

Worcester State University

Worcester Sharks

Whitin Community Center

Lydia Taft Nursing Home

Taft Elementary Art Dept.

Mendon Greenhouse

Uxbridge Preschool

Preschool APE

Hannaford Market

Military Job at Nipmuc Regional High School

Car Detailing at Uxbridge High School

Bernat Mill Antiques

Uxbridge Middle School Kids Store

**Program:** Alternative Placements

**School:** DESE Approved In-State and Out-of-State Schools

When the above programs are not suitable for a student, the Teams at Uxbridge Public Schools will consider placement at an out-of-district program. Alternatives to be considered would be programs provided by Southern Worcester County Educational Collaborative, Assabet Valley Collaborative, Bi-County Collaborative or a DESE approved in-state or out-of-state programs.