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WESTON PUBLIC SCHOOLS

STUDENT SERVICES DEPARTMENT PROGRAMS



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Weston Public Schools

MISSION

Together, with our school community, we will educate, equip, and inspire each and every student to bring their whole selves to school, become independent learners, and participate actively in a complex and constantly changing, culturally diverse world.

VISION

Weston Public Schools and the wider school community are committed to multiple pathways towards excellence and achievement for all students.

Students will imagine, reflect, and innovate within a safe, equitable, and responsive learning environment that develops their academic, social, and emotional growth and holistic well-being.

Students will develop the critical thinking, creative problem solving, technological and media literacy, communication, and collaboration skills necessary to civic engagement and lifelong learning.

CORE VALUES

Climate of care: We enhance our learning environments and recognize the strengths and needs of all students through an ethos of caring for oneself, others, and the community.

Honoring the whole child: We focus on all aspects of a child's education, including academic growth, extracurricular pursuits, emotional intelligence and resilience, and physical well-being.

Innovative instruction: We offer academic experiences that inspire all students to build agency and fully engage in their learning.

Equity and social justice: We are committed to access, equity, diversity, participation, anti-racism and human rights for all members of our community.

Global citizenship: We develop young citizens who understand the world around them, value other perspectives, communicate and collaborate with culturally diverse audiences, and take appropriate action to improve local, national, and global communities.

Special Education Overview:

The Office of Student Services strives to ensure equitable access and success for all students within a fully inclusive school community. Research and practice show that inclusive school communities promote students' understanding and acceptance of individual differences, empathy and compassion. We are committed to collaborating with families, general and special educators and colleagues to provide differentiated instruction, services and support that meet the needs of our students with disabilities, ages 3 through 22 years.

Continuum of Special Education Services:

All Weston students, regardless of the nature or severity of their needs, have a right to an education in the least restrictive environment (LRE, IDEA.) Weston Public Schools is committed to creating and sustaining inclusive, collaborative school cultures in which instructional best practices help support all students in participating and accessing a rigorous curriculum. Each school provides a continuum of services and supports, as needed, within and outside of the general education classroom.

Related Services, including but not limited to:

- Speech and Language
- Occupational Therapy
- Physical Therapy
- Orientation and Mobility
- Counseling
- Applied Behavior Analysis
- Services for the Visually Impaired
- Services for the Deaf and Hard of Hearing
- Assistive, Augmentative technology
- Medical/Nursing

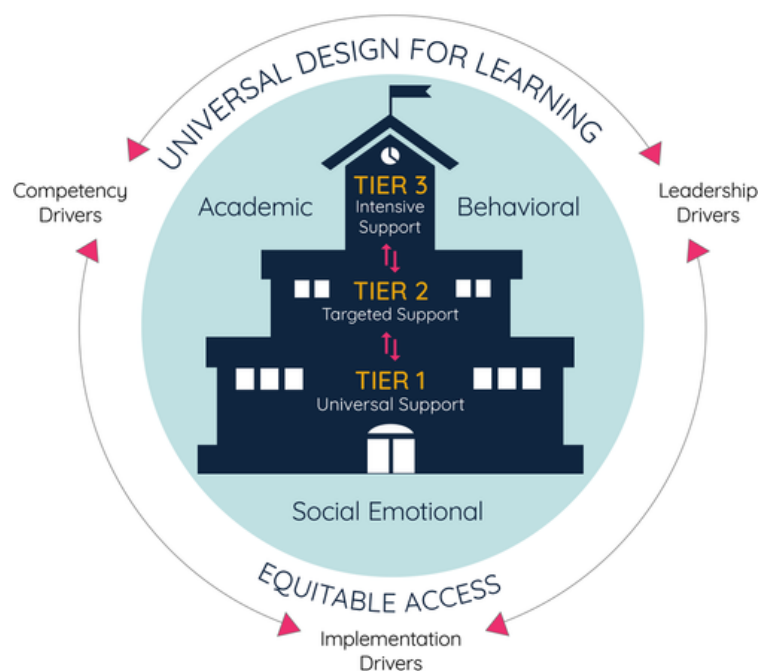
MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Weston Public Schools is refining its data-driven Multi-Tiered Systems of Support (MTSS) for academic and social emotional learning to be inclusive, responsive and standards-based.

Tier 1 refers to the quality, scientifically-based instruction that all students receive within their general education classroom. It involves a cycle of assessing, instructing and reassessing to determine which students may need supplemental support at any time.

Tier 2 support refers to supplemental, small group classroom instruction designed to complement core instruction for those needing targeted instruction and practice. Student progress is monitored closely, approximately every 4-6 weeks, to determine whether this level of support is sufficient to address a student's academic and/or social emotional learning needs or whether more intensive intervention is required.

Tier 3 is more intensive support. This intervention may be conducted in a small group or individually and may include specialized instruction provided by an interventionist with specific expertise in the area of need.



MULTI-TIERED
SYSTEM OF SUPPORT

SOURCE: Massachusetts Department of
Elementary and Secondary Education

INTEGRATED PRESCHOOL PROGRAM

WESTON WINDOWS

Country School and Woodland School

Weston Windows, our integrated preschool program for students aged 3-5, provides a comprehensive range of services within a consistent, structured and supportive environment. Families may apply to have their preschoolers join our program throughout the school year. Children who have received early intervention services are referred by Riverside Community Care when they are close to turning three years of age. We work closely with Riverside Early Intervention (EI) and parents/guardians to ensure a smooth transition into our integrated preschool program.

Student Profile:

Weston Windows welcomes all students. Each classroom group establishes a strong sense of community in which every child is a valued member and diversity is celebrated. Children with moderate and severe special needs receive therapy and in class support from their teachers, classroom aides, Speech-Language Pathologists, Occupational and Physical Therapists depending on their individual needs. Children's full participation in classroom activities and play are supported by teachers and related services personnel.

Staffing:

Each of our preschool classrooms is staffed by a master's level special education teacher certified in early childhood special education, teacher aides, and learning assistants. In addition, Speech Language Pathologists, Occupational Therapists, Physical Therapists, School Psychologists, Adjustment Counselors, and Board-Certified Behavior Analysts (BCBAs) are part of the preschool interdisciplinary team and provide consultation.

Programming:

All students participate in developmental groups within the integrated preschool setting in the areas of speech-language, physical therapy, and occupational therapy. Children receive specialized support and services within and outside of the classroom, depending on their needs.

Curriculum:

The curriculum in the Weston Windows integrated preschool program is child-centered, evidence-based and offers developmentally appropriate play-based learning activities for preschool children following the Massachusetts Guidelines for Preschool Learning Experiences.

SUPPORT PROGRAMS

Grades K-12

All Schools

Our Support Programs is designed to provide a range of services to support students in accessing and meeting the curricular demands of the general education classroom. Specific services include, but are not limited to direct, specialized instruction in reading, mathematics and written language, both within grade level classrooms and in Learning Centers. Support Program services also provide students with support and assistance in developing behavioral regulation, social emotional skills, organization skills, executive function skills and study skills. Small group instruction and individualized instruction are used to assist students in achieving individual IEP goals.

Student Profile:

Students receive services through our Support Programs after receiving comprehensive multi-disciplinary evaluation and have been determined to have a disability. Students within Support Programs have a range of disabilities, including but not limited to Specific Learning, ADHD, Autism, Communication and Emotional Disabilities.

Staffing:

Support Program services are delivered by Special Education Teachers, both in the general education classrooms and Learning Centers. Special Education Teachers and Related Service Providers provide consultation to classroom teachers and support students based on each student's individual goals. Service providers include Speech-Language Pathologists, Occupational Therapists, Physical Therapists, School Psychologists, Adjustment Counselors, and Board-Certified Behavior Analysts (BCBAs). Assistive Technology accommodations and consultation are also available to students based on individual technology needs.

Programming:

Based on student IEP goals, specialized, multi-sensory intervention and practice is provided using evidence based methods and materials. Emphasis is also placed on organizational skills related to instructional materials, executive functional skills and strategies. At the secondary level, students also receive services to assist with transition planning and post-secondary planning.

ELEMENTARY LANGUAGE BASED CLASSROOMS

Grades 2-5

Woodland School and Field School

Our Elementary Language Based Classrooms are classrooms designed to provide direct, explicit instruction and specialized support for all subject areas to students with language based learning disabilities. In addition to classroom instruction, students receive specialized, small group intervention based on individual needs. Providing students with opportunities for success academically, socially, and emotionally within a fully inclusive classroom are essential components of this program. The development of a positive attitude and the enhancement of self-confidence are goals for each child in addition to strengthening their reading, spelling and written expressive language skills.

Student Profile:

Students in the Language Based Classroom (LBC) program are those identified with a language-based learning disability and who require specialized instruction, accommodations and support throughout the school day in order to successfully participate in all subject areas. These children demonstrate significant weaknesses in receptive and expressive language skills; phonemic awareness and phonics skills; reading; spelling and/or written expression and production. In addition to classroom instruction and support, students receive intensive, specially designed, multisensory intervention to address phonic-decoding and encoding skills, oral reading fluency, vocabulary and comprehension. Depending on individual needs, they may also receive intervention for reading comprehension, writing, and/or math.

Students are considered for the LBC program after careful review by the team of their history, profile on testing, and progress. Specifically, the team reviews this data and analyzes the student's progress and their response to interventions currently in place. A student is referred by the team for the LBC program when it is determined that the current level of intervention has not sufficiently met their needs, and a more intensive level of specialized instruction and intervention is required.

Staffing:

Each LBC is led by a master's level general education teacher and special education teacher at the 2nd, 3rd, 4th and 5th grade levels. Related service providers provide consultation to teachers and support students based on each student's individual goals. These service providers include Speech-Language Pathologists, Occupational Therapists, Physical Therapists, School Psychologists, Adjustment Counselors, and Board-Certified Behavior Analysts (BCBAs). Assistive Technology accommodations and consultation are also available to the LBC based on individual technology needs.

Programming:

Based on student need, daily specialized, small group lessons target remediation of reading and/or math skills, concepts and strategies. Students are encouraged to participate through hands-on, multisensory, systematic language-based lessons designed to address individual student learning goals. Research-based, specialized, multisensory methodologies are used to teach children to decode and comprehend language. Goals of instruction for students in the LBC are to strengthen and increase automaticity and fluency of reading and spelling skills, expand vocabulary knowledge and enhance reading comprehension. General education and special education teachers co-teach science and social studies within the general education setting. This co-teaching includes preview and review of key topics, concepts and key vocabulary. Emphasis is also placed on organizational skills related to instruction materials, executive functional skills and strategies. Strategies taught in targeted intervention sessions are reinforced throughout the day in all subjects.

MIDDLE SCHOOL LANGUAGE BASED PROGRAM

Grades 6-8

Middle School

Our Middle School Language Based program is designed to provide direct, explicit instruction and specialized support in all subject areas to students with language based learning disabilities. In addition to classroom instruction, students receive specialized, small group intervention based on individual needs. Providing students with opportunities for success academically, socially, and emotionally within a fully inclusive classroom are essential components of this program. The development of a positive attitude and the enhancement of self-confidence are goals for each child in addition to strengthening their reading, spelling and written expressive language skills.

Student Profile:

Students in the Language Based Classroom (LBC) program are those identified with a language-based learning disability and who require specialized instruction, accommodations and support throughout the school day in order to successfully participate in all subject areas. These children demonstrate significant weaknesses in receptive and expressive language skills; phonemic awareness and phonics skills; reading; spelling and/or written expression and production. In addition to classroom instruction and support, students receive intensive, specially designed, multisensory intervention to address phonic-decoding and encoding skills, oral reading fluency, vocabulary and comprehension. Depending on individual needs, they may also receive intervention for reading comprehension, writing, and/or math. Students are also supported with transition planning.

Students are considered for the LBC program after careful review by the team of their history, profile on testing, and progress. Specifically, the team reviews this data and analyzes the student's progress and their response to interventions currently in place. A student is referred by the team for the LBC program when it is determined that the current level of intervention has not sufficiently met their needs, and a more intensive level of specialized instruction and intervention is required.

Staffing:

Each LBC is led by a special education teacher at the 6th, 7th and 8th grade levels. Students may receive instruction in a fully inclusive general education class or a smaller group depending on student profile. Related service providers provide consultation to teachers and support students based on each student's individual goals. These service providers include Speech-Language Pathologists, Occupational Therapists, Physical Therapists, School Psychologists, Adjustment Counselors, and Board-Certified Behavior Analysts (BCBAs). Assistive Technology accommodations and consultation are also available to the LBC based on individual technology needs.

Programming:

Based on student need, daily specialized, small group lessons target remediation of reading and/or math skills, concepts and strategies. Students are encouraged to participate through hands-on, multisensory, systematic language-based lessons designed to address individual student learning goals. Based on needs, students may also receive adult support in Social Studies and Science classes. Academic Strategies classes support the content areas as well as provide instruction in executive functioning skills and strategies.

Research-based, specialized, multisensory methodologies are used to teach children to decode and comprehend language. Goals of instruction for students in the LBC are to strengthen and increase automaticity and fluency of reading and spelling skills, expand vocabulary knowledge and enhance reading comprehension.

HIGH SCHOOL LANGUAGE BASED PROGRAM

Grades 9-12 High School

Our High School Language Based program is designed to provide direct instruction and specialized support in all subject areas to students with language based learning disabilities. Students may receive specialized, small group intervention based on individual needs. All students receive support in applying learned strategies within their general education classes. Providing students with opportunities for success academically, socially, and emotionally are essential components of this program

Student Profile:

Students in the Language Based Classroom (LBC) program are those identified with a language-based learning disability and who require specialized instruction, accommodations and support throughout the school day in order to successfully participate in all subject areas. These children demonstrate significant weaknesses in receptive and expressive language skills; phonemic awareness and phonics skills; reading; spelling and/or written expression and production. In addition to classroom instruction and support, students receive intensive, specially designed, multisensory intervention to address phonic-decoding and encoding skills, oral reading fluency, vocabulary and comprehension. Depending on individual needs, they may also receive intervention for reading comprehension, writing, and/or math. Based on needs, students may also receive adult support in Social Studies and Science Classes. Students are also supported with transition planning.

Students are considered for the LBC program after careful review by the team of their history, profile on testing, and progress. Specifically, the team reviews this data and analyzes the student's progress and their response to interventions currently in place. A student is referred by the team for the LBC program when it is determined that the current level of intervention has not sufficiently met their needs, and a more intensive level of specialized instruction and intervention is required.

Staffing:

Each LBC is led by a special education teacher. Students receive support within and outside of their classes to ensure application of learned strategies. Students may receive instruction in a fully inclusive general education class or a smaller group setting depending on their profile. Related service providers provide consultation to teachers and support students based on each student's individual goals. These service providers include Speech-Language Pathologists, Occupational Therapists, Physical Therapists, School Psychologists, Adjustment Counselors, and Board-Certified Behavior Analysts (BCBAs). Assistive Technology accommodations and consultation are also available to the LBC based on individual technology needs.

Programming:

Based on student need, daily specialized, small group lessons target remediation of reading and/or math skills, concepts and strategies. Students are encouraged to participate through hands-on, multisensory, systematic language-based lessons designed to address individual student learning goals and accelerate progress. Students also receive services to assist with transition planning and post-secondary planning.

Research-based, specialized, multisensory methodologies are used to teach children to decode and comprehend language. Goals of instruction for students in the LBC are to strengthen and increase automaticity and fluency of reading and spelling skills, expand vocabulary knowledge and enhance reading comprehension.

ACCESS

Kindergarten - Grade 12

Country School, Field School, Middle School and High School

ACCESS is a highly individualized program that serves students with complex academic, social and behavioral needs. While this program was initially designed to serve students with autism, it has evolved to meet the needs of students with a broader range of profiles. Students are fully included in general education classes and may receive small group instruction with a special educator, outside of the classroom. The common goal for students in the ACCESS program is for them to participate fully in the school community. Staff provide a range of academic and behavioral supports to help students participate in the general education curriculum and school community.

In addition, our ACCESS teachers at Country School, Field School, Middle School and High School provide behavioral consultation to their schools.

Student Profile:

Students in the ACCESS programs have complex learning profiles that necessitate an intensive level of support. Many have academic needs that require instructional accommodations and modifications. Some students also have behavioral challenges. Plans are developed to help staff provide consistent support and reinforcement and facilitate their participation in all aspects of school.

Staffing:

ACCESS classrooms are led by a special education teacher and learning assistants. Related service providers are also available to provide consultation and support students based on their individual goals. These service providers include Speech-Language Pathologists, Occupational Therapists, Physical Therapists, School Psychologists, Adjustment Counselors. Consultation regarding Assistive Technology support is also available.

Programming:

Specialized instruction, accommodations and modifications are provided to students to help promote their success and participation in the classroom. Instruction is highly individualized; customized to meet each student's strengths and needs. For high school students in the ACCESS program, transition planning begins no later than age 14, By age 14, students participate in the development of a Transition Planning Form (TPF) that documents the Team's discussion.

THE BRIDGE PROGRAM

Grades 9-12

High School

The Bridge Program is a therapeutic, highly specialized program that supports students with significant social and emotional needs. A common goal of the Bridge program is to provide students with support to establish positive relationships so they can develop the confidence and skills necessary to take academic and social risks and increase their independence. Students in Bridge benefit from small group academic support, access to clinical support services, as well as organizational and study skills instruction.

Student Profile:

The Bridge Program is designed to support students with significant social/emotional needs who require a small, highly supportive program in order to access the curriculum and participate in the school community.

Staffing:

The Bridge Program is staffed by a special education teacher, adjustment counselor, learning assistant(s) and clinical intern(s). Bridge staff also consult with the School Psychologist, District Psychologist and Board-Certified Behavior Analysts (BCBAs).

Programming:

Students in Bridge have ongoing access to emotional and academic support throughout their day; wrap around support among school, home and outside providers; ongoing case management between the Bridge staff and the student's general education teachers; and transition support for both in school and post-secondary planning.

THE COMPASS PROGRAM

Grades 6 - 12

Middle School and High School

The COMPASS Program is a general education program designed to support students with their re-entry to school after an extended absence or hospitalization. Supported by an Adjustment Counselor, COMPASS works with students, their teachers, parents, and outside service providers to form individualized program goals, progress markers, and ensure a collaborative approach to support services. While each student's time in COMPASS varies depending on a number of factors, students will typically spend 6-8 weeks affiliated with the program.

Student Profile:

COMPASS is designed to support students with short term social/emotional or medical needs that greatly impact their ability to access the general education curriculum.

Staffing:

COMPASS is staffed by an Adjustment Counselor, learning assistant(s), and clinical intern(s). The program has access to consultation from the District Psychologist.

Programming:

Students in COMPASS have access to emotional and academic support throughout the day; wrap around support among school, home, and outside providers; and ongoing case management between the COMPASS staff and the student's general education teachers.

For additional information about the COMPASS program, please contact your student's guidance counselor.

CONTACT INFORMATION

2022-2023

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