

## Continuum of Services

In order to best meet the individual needs of students within the least restrictive setting, the Bedford Public Schools has developed the following services for students ages 3-22. These programs service students with similar disabilities using an integrated approach. As part of the Team process, the evaluation materials are reviewed, goals are developed and a service delivery grid is completed reflecting an individual student's needs.

Bedford Public Schools is committed to providing students with a free and appropriate education in their local schools. The following is a description of the services and programs provided preschool through grade 12.

### **Preschool Continuum of Services**

#### Preschool TEAM:

The Bedford Public Schools Preschool TEAM provides evaluations for three to five year old children. This TEAM consists of the Early Childhood Coordinator, a speech and language pathologist, a school psychologist and an occupational therapist. On an as-needed basis, the itinerant physical therapist and the special education preschool teacher may provide an evaluation/observation and serve as a member of the TEAM. Members of the Preschool TEAM provide case management, consultation and/or services for preschool-age children who are identified as having special needs.

#### Preschool Related Services:

Children with identified needs/IEPs are brought to the schools for speech and language therapy, occupational therapy and/or physical therapy. If schedules permit, the therapists may also go to locations serving the preschoolers who have been identified as having special needs for observation and consultation. Additionally, a playgroup emphasizing social and physical skills for preschoolers is offered to recommended children.

#### Integrated Preschool Settings:

Bedford High School Preschool—An integrated preschool program is offered at Bedford High School in conjunction with the high school Child Development classes. Staffed with a special educator and preschool teacher, IEP services are provided in a preschool setting.

#### Contracted Services:

As necessary, additional contracted services are provided to preschoolers identified throughout the school year.

## Kindergarten to Grade 12 Continuum of Services

| Program Title                 | Participating Schools        | Description of Services   |
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| Co-taught classrooms          | Davis<br>Lane<br>JGMS<br>BHS | <p>Co-teaching is an instructional delivery approach in which two equally qualified general and special educators share responsibility for planning, delivery and evaluation of instructional techniques for a group of students; general and special educators work in a coactive and coordinated fashion, which involves the joint teaching of academically and behaviorally heterogeneous groups of students in integrated settings. (Bauwens &amp; Hourcade, 1991; Bauwens, Hourcade, &amp; Friend, 1989; Friend &amp; Cook, 1992; Scheffel, Kallam, Smith, &amp; Hoernicke, 1996; Walther-Thomas, Bryant, &amp; Land, 1996). The co-teachers provide specially designed instruction to which students with disabilities are entitled while ensuring access to general curriculum in the least restrictive environment with the provision of supplementary aids and services. General and special educators are present while co-teaching in the general classroom, thus maintaining joint responsibility for specified classroom instruction (Bauwens, Hourcade, &amp; Friend, 1989). Research shows that general educators have expertise in knowledge of the curriculum while special educators have expertise in instructional processes used to teach individual students who may learn atypically (Adams &amp; Cessna, 1991; Reeve &amp; Hallahan, 1994; Ripley, 1997). There are a variety of co-teaching approaches. Each approach is designed to enhance different types of activities or for learning environments.</p> |
| Learning Center               | Davis<br>Lane<br>JGMS<br>BHS | <p>Learning Centers provide students with specialized instruction in areas of need as identified on the student's IEP, as well as instruction in developing compensatory skills so that that the student can access the general education curriculum. Learning Center teachers may also provide re-instruction in the core curriculum and test-taking skills in small groups, as needed. Learning Center teachers may provide support in both scheduled small group classes and/or as co-teachers in mainstream English Language Arts and math classes. Teaching assistants may also provide academic, social and behavioral support and accommodations in all settings.</p>  |
| Special Education and Reading | Davis<br>Lane<br>JGMS<br>BHS | <p>The Special Education and Reading Departments collaborate to implement sequential, phonetically based instruction to meet the needs of identified special education students, either individually or in a small group. This instruction will focus on increasing student</p>   |

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|                                |                     | reading skills, specifically decoding, encoding and phonemic awareness skills. Depending on a student's identified area of disability, reading may be a general education service and not a special education service.   |
| Language Based Classroom (LBC) | Lane<br>JGMS<br>BHS | Language Based Classroom (LBC) staff work with students who require more specialized instruction in English Language Arts and/or math due to language-based learning disabilities. Students receive direct instruction that is specialized to meet individual needs, yet aligned with state standards and expectations. Instruction may be provided through a combination of inclusion and small group settings, as determined by a student's individual needs to better increase their understanding of language across the curriculum. Teaching assistants may also provide academic, social and behavioral support and accommodations in both the LBC and general education classrooms.   |
| Crossroads                     | Lane<br>JGMS<br>BHS | Students within the Crossroads program have significant cognitive and learning challenges, as compared to students within Learning Center and LBC programs. The Crossroads classrooms provide identified students with specialized and skills based instruction through a modified curriculum primarily in English Language Arts and math, as identified by individual student IEPs. Students are included within the general education classroom for social studies, science and electives/specials. Teaching assistants may also provide academic, social and behavioral support and accommodations in both the Crossroads and general education classrooms.   |
| Bridge                         | Lane<br>JGMS<br>BHS | The Bridge Program is a safe, therapeutic environment that provides academic, behavioral and social/emotional supports that facilitate improved functioning in all areas. The Bridge Program serves students with average cognitive abilities who have had difficulty making effective progress in a fully included program due to a primary social/emotional disability or disorder including Emotional Impairment, Autism, Neurological Impairment or disabilities that fall under the Other Health Impairment category such as ADHD. Students may also have other learning disabilities, behavioral disabilities or other co-existing disorders or disabilities that require significant therapeutic supports. Bridge services can range from a small, self-contained classroom providing direct instruction in the core curriculum to a supported full-inclusion program. The Bridge Program offers a range of services to support the child in all areas (academically, behaviorally, socially). Teachers are involved with all staff working with the students across settings to monitor progress |

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|  |                              | and current performance. Teaching assistants provide targeted, goal-oriented support to students and assist in the implementation of accommodations and modifications.   |
| SAIL Program (Socially Aware Independent Learners) | Davis                        | The Substantially Separate SAIL Program is designed to serve Bedford Public School students in grades K-2 with educational needs due to a diagnosis of Autism Spectrum Disorder (ASD) and other related disabilities. Program components include highly structured, individualized programming based on the principals and procedures of Applied Behavioral Analysis (ABA), intensive communication and language training, social skills training, utilization of natural environments for instruction, positive behavioral programming, educationally-based sensory activities, as appropriate, and inclusion with mainstream peers and activities when appropriate. Small-group and/or individualized instruction can be provided for the entire school day when necessary and appropriate. Modifications to curriculum content and methodology will be carefully considered by the team and tailored to meet individual student's needs. Related services including speech/language, occupational therapy, physical therapy, Board Certified Behavioral Analyst consultation, and counseling are provided based on individual need. |
| SAIL Program (Socially Aware Independent Learners) | Davis<br>Lane<br>JGMS<br>BHS | The Inclusive SAIL Program is designed to serve Bedford Public School students in grades K-12 with educational needs related to an Autism Spectrum Disorder (ASD) and other related disabilities. This program utilizes an integrated model to include students for a majority of their day within the general education setting, with supports, providing a safe, nurturing learning environment to facilitate the growth of language, social, behavioral, life and academic skills. Modifications to curriculum content and methodology will be carefully considered by the team and tailored to meet individual student's needs. Instruction will be provided by both general education teacher and special education teachers. Related services including speech/language, occupational therapy, physical therapy, Board Certified Behavioral Analyst consultation, and counseling are provided based on individual need.  |
| STEP Program                                       | BHS                          | The BHS STEP Program is a small, therapeutic program designed to support students 9-12 with social/emotional disabilities who require a substantially separate setting. Students receive academic instruction through a co-taught model that includes a special education teacher and a general education teacher.   |

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|   |                           | Students have access to elective courses developed specifically for students with social/emotional disabilities. Inclusion opportunities are provided to the maximum extent possible depending on individual student progress. Students participate in therapeutic supports including group and individual counseling, flexible scheduling and community meeting. The focus of the program is to engage learners and to promote social/emotional resiliency both in school and in the community in preparation for post-secondary life.  |
| Board Certified Behavior Analyst (BCBA) | Davis Lane                | The BCBA Specialist will serve the needs of staff and students through a flexible schedule between the two elementary school buildings. The BCBA Specialist will evaluate, observe, support and train students and staff to address behavioral concerns and challenges. They will assist the administration of each building in the development and implementation of behavioral strategies and programs, as appropriate and necessary. The BCBA will train and collaborate with all staff, in order to support students with behavioral challenges throughout the school day. Data collection and observations are essential to the BCBA's ability to complete individual Functional Behavioral Analysis (FBA) and Behavioral Intervention Plans (BIP) with greater effectiveness.  |
| Related Services                        | Davis Lane<br>JGMS<br>BHS | Related services in the areas of counseling, speech/language, occupational therapy and physical therapy are available from the Bedford Public Schools staff. These services are provided in accordance with the educational needs of individual students and as outlined in the student's IEP. Related services focus on the student's academic and functional needs so that a student may make effective educational progress in the least restrictive environment. Related service providers may push in to provide services, pull out if the disability requires it, provide modeling and consultation to the general education staff, and consult with families. Additional related services, such as vision services, orientation and mobility, auditory services or other services required by students with low incidence disabilities are available via contracts with the appropriate agency. |

All students who are serviced with an IEP are assigned a Special Education Liaison. This liaison services as an advocate, case manager and contact person for staff and parents involved in the support and implementation of the student's IEP. The liaison will coordinate with the general education teachers to ensure accommodations and modifications are implemented as outlined on the student's IEP, as well as possibly provide direct instruction as specified on the IEP.