



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

Eric Tracy
Superintendent of Schools

5 School Street
Wenham, MA 01984

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Matthew Deninger, Director of Resource Allocation Strategy and Planning
Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA02148

RE: Cutler Elementary School

Director Deninger,

We seek approval from DESE documenting that the proposed project for a new elementary school in the Hamilton-Wenham Regional School District provides adequate and appropriate programming for school-aged children with disabilities, grades 1-5. We have outlined the Hamilton-Wenham education delivery methodology below, describing our current, proposed, and specialized programming and services.

It is important to note that the Hamilton-Wenham Regional School District has three (3) elementary schools, two in Hamilton and one in Wenham. The school in Wenham is the only school of the five (5) district schools located in that town. Our Regional Agreement stipulates that at least one school must be in each community. The Wenham school would remain and be converted into an early childhood school for grades PreK and K while all students in grades 1-5 from all three schools would be consolidated in the new elementary school.

B.2.1 Current Program

The Hamilton-Wenham Regional School District adheres to federal and state laws and regulations that guarantee the rights of all students access to the general education curriculum. The HWRSD focuses on the inclusion of students with disabilities in all aspects of school life, including the general education environment to the fullest extent possible. This is actualized through the development of in-district programming including:

- **Related Therapies:**
 - **In-District Staff:** Speech and Language Pathology (SLP), Occupational Therapy (OT), Physical Therapy (PT/PTA), Board Certified Behavior Analyst (BCBA), Counselors, Nurses
 - **Contracted Services:** Assistive Technology (AT), Augmentative and Alternative Communication (AAC), Teacher of the Visually Impaired (TVI), Orientation and Mobility (O&M), Teacher of the Deaf (TOD)
- **Learning Center Services:** Direct, individualized 1:1 and small group specialized instruction
- **Therapeutic Learning Center (TLC):** Direct, individualized 1:1 and small group behavioral support and academic support
- **Specialized, Substantially Separate Programs:**
 - Language-Based Learning Disabilities (LBLD)
 - Center for Academic and Social Learning (CASL)
 - Intensive Learning Program (ILP)

The chart below outlines the projected number of students with an IEP divided by program:

	Special Education Identification	Inclusion	Partial Inclusion	Substantially Separate	OOD
Based on FY25 Oct 1 Data					
Students K-5	138 students	111 students	4 students	17 students	6

In alignment with our Multi-tiered Systems of Support (MTSS) model, Special Education services at the elementary level include inclusion models, partial inclusion models, and substantially separate programming. Service models include 1:1, small group, and whole class instruction.

Special education services are provided to eligible students and are designed to remediate deficit areas, support the development of new skills, and allow students to gain the skills to access the general education curriculum in the least restrictive environment possible. The services and staffing are allocated annually based on the service delivery needs identified on the Individual Education Programs (IEPs) of the special education population being served. 18.3% of elementary students K-5 are identified as Students with Disabilities (SWDs) requiring an

Individual Education Program (IEP). Of the number of students identified as needing special education services, only 0.6% require an out-of-district (OOD) placement.

Inclusion

Most students who receive special education services receive them as a combination of pull-out and within the general education classroom setting, as outlined by each student's individual education program (IEP). Inclusion supports are provided by special education teachers, educational support professionals, and related therapy staff (OT, SLP, PT).

With well-designed classroom spaces and alternative, acoustically diverse small group and breakout spaces adjacent and accessible from the classrooms and learning community, the district will be able to increase the level of inclusion and co-teaching that our students with disabilities can access.

Design needs for the inclusion special education program would be:

- Small group rooms between grade-level classrooms to provide instructional options within a co-teaching model and instructional support model
- Open breakout space within learning neighborhoods to support small groups that may not require acoustic separation
- Flexible learning spaces within the classroom and outside the classroom for direct instruction and support in 1:1 and small group options
- Learning Centers within proximity to grade levels to limit transition time between general education and special education services for pull-out models

Intensive Learning Program (ILP)

Currently, the ILP is located at the Winthrop School. The ILP is a district program that includes PreK - Grade 5 students from across the district. This program is a substantially separate intensive program with the ability to include students for specials and activities with the general education grade level classrooms, as outlined within Individual Education Programs (IEPs). The Intensive Learning Program provides a highly individualized and modified curriculum for students with Autism spectrum disorders, developmental disability, intellectual impairment, and communication disabilities. Students in this program exhibit significant impairment in some or all of the following areas:

- verbal communication

- social interaction and pragmatic skills
- Language comprehension
- functional academics
- 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. Visual symbols and augmentative communication are used throughout the classroom to assist students in understanding of classroom activities, schedules and rules. Emphasis on behavioral-based methodologies (i.e. discrete trial, applied behavioral analysis, multi-sensory, etc) and the development/strengthening of functional skills are integral components of the program. Low student-to-teacher staff ratios and 1:1 support maximize the learning of new skills and reinforce appropriate behaviors. Students are integrated into the general education setting on an individual basis as determined by the Special Education team. Students practice activities of daily living, hygiene, access and mobility, and travel training. A District BCBA, Occupational Therapist, Physical Therapist, and Speech and Language Pathologist consult to the program regularly. Contracted services providers consult to the program on a regular basis and provide direct instruction, as outlined in student IEPs, in the areas of Orientation and Mobility, Teacher of the Visually Impaired, Augmentative and Alternative Communication (AAC), and Assistive Technology.

Design needs for the ILP special education program would be:

- Large classroom with the ability to group the students based on level of need and in accordance with DESE age requirements include multiple partitioned spaces for 1:1 programs and discrete trial work
- Adjacent small group room to create divided 1:1 discrete trial areas
- Acoustics need to be considered for sensory, hearing impairment, and language processing
- Flexible classroom space and furniture
- Space designed for flexibility in seating and table options, and to include academic instruction, 1:1 discrete trial areas, small group instruction, and morning meeting/movement space

- The program, as a whole, supports between 8-12 or more students and 6-8 staff
- Connected restrooms for toileting needs, Restroom to include shower stall
- Calming space within the classroom created by flexible furnishing solutions for students to de-escalate, take breaks and regroup to rejoin the class
- Proximity to related therapies (OT, PT, SLP)
- Access to an outdoor, fenced-in area for movement, play and outdoor learning opportunities
- Activities of Daily Living (ADLs) equipment to include a functional kitchen area with sink, appliances, washer and dryer

Therapeutic Learning Center

The Therapeutic Learning Center (TLC) is a school-based academic and therapeutic program, addressing the emotional, behavioral, and learning needs of students who present with an emotional impairment and accompanying behaviors and social challenges. The TLC provides specialized instruction by design to target student learning profiles, as well as consistent wrap-around therapeutic supports throughout the day. Placement in the TLC program is determined by students' Special Education Team and targeted IEP goals. Students will have the opportunity to access inclusion classes and the opportunity to experience the same curriculum material in a setting with a smaller number of students.

Counseling and student services are all connected to support students in this program. The Therapeutic Learning Center space should provide a soothing environment to engage in academic growth while supporting emotional needs. The program provides for student breakout space to process and access individualized support while providing inclusion opportunities across the school community.

Design needs for the TLC special education program would be:

- Access to the gym/opportunities for movement breaks
- Close proximity to a single-stall bathroom
- Centrally located between grade-level teams
- Calming space within the classroom created by flexible furniture solutions for students to de-escalate, as needed, and rejoin class
- Acoustics need to be considered to limit noise disruptions to adjacent learning spaces

- Close proximity to counseling

Language-Based Program

The language-based learning disability (LBLD) program is a substantially separate program with increased inclusion within the general education classroom based on student academic skill levels. This program typically supports students in grades 3-5. Students participating in the LBLD program are primarily identified with Specific Learning Disabilities (SLD) and/or Communication disorders. The LBLD program provides direct specialized instruction and strategies with modifications embedded throughout the day. The highly structured language-based program provides intensive, specially designed instruction that is individualized based on student needs within the areas of reading, written language, and math. Based on a student's level of need, as indicated by their Individual Education Program, students may receive content area instruction within the LBLD program or the general education classroom, with support. Support provided includes co-taught and teaching assistant-supported models. Students access the general education grade level content through preview/review of concepts, modified material, and adult support. Providing each child with opportunities for success academically, socially, and emotionally are essential components of this highly specialized developmental program.

The design needs for the Language Based program would be:

- Large classroom space with the ability to separate into two smaller classroom spaces to accommodate grade-specific and skill-specific learning groups, whole program instruction, and 1:1 instruction
- Acoustics need to be considered for hearing impairment, language processing deficits
- Adjustable lighting
- Access to the same technologies as the general education classroom
- Flexible spaces and seating within the classroom to accommodate varied instructional groupings
- Close proximity to grade-level general education classrooms for inclusion

CASL Program (Center for Academic and Social Learning)

The CASL Program is a substantially separate program to support students with global deficits including below grade level academics, low cognition, and social skills. Instructional pacing within this program is integral to the student's development of skills across all content areas. Instructional materials and tools support the DESE curriculum frameworks through entry points

for each student. Individualized reading instruction is provided utilizing specific reading programs. Instruction within the program includes 1:1, small group, and whole class.

Design needs for the CASL special education program would include one classroom with the ability to split into two smaller classrooms for grade-level targeted instruction and flexibility for smaller instructional groupings, as needed.

- Flexible workspaces for 1:1 and small group instruction
- Multi-sensory workspaces
- Flexibility with wall space to accommodate word walls and visual cueing as memory aids, and accessible whiteboards
- Close proximity LBLD program
- Same technologies as general education classrooms
- Adjustable lighting

Moderate Special Education

Moderate Special Education teachers support students with a variety of disabilities within a Learning Center model and an inclusive model of learning. Students with disabilities, as defined by their Individual Education Programs, may receive special education support within the general education classroom or the learning center. Services within the general education classroom may include co-teaching and/or specific instructional support. Services within the learning center include specialized instruction in the areas of reading, written language, math, organization, and executive function skills. Instructional models include 1:1 and small groups. Teaching Assistants may also support students within the general education classroom or learning center to ensure the carry-over of learned skills across all settings.

Currently, 3 special education staff share the same Learning Center space, creating an environment that can interfere with efficient instruction due to varying instruction, multiple transitions, and noise levels.

Design needs for Special Education Learning Centers would be:

- Flexible space to accommodate small group and individual instruction and small group testing (ie: MCAS)
- Adjacent space for special education evaluations and individual testing accommodations
- Access to the same technologies as general education classrooms

- Adjustable lighting

Speech and Language Services

Speech and Language services are designed to facilitate growth in the areas of communication and language skills including speech sounds, language and literacy, social communication, pragmatic skills, cognitive communication, stuttering, and voice. Speech and Language services are pivotal to supporting all of our students with Language and Communication needs, including our students participating in district programs. Speech and Language Pathologists provide services to include consultation with school staff and parents, screenings and evaluations, and direct services. Direct services include whole-class language instruction within classrooms, small group services, and 1:1 instruction. Small group and 1:1 services may take place within the program classroom, general education classroom, or embedded small group rooms within learning neighborhoods to support interventions in close proximity to students. Co-treatments may also take place with other service providers such as the school counselor for social skills and pragmatics and the Occupational Therapist for communication, language and literacy, and comprehension.

Occupational Therapy and Physical Therapy

Occupational Therapy (OT) services are designed to provide support in the areas of sensory and motor development, manipulation and hand use, visual-perceptual skills, motor planning and coordination, daily living skills, work skills, organization, and the use of assistive technology and adaptive equipment.

The Physical Therapy (PT) services are designed to provide support in the areas of motor development, manipulation and hand use, motor planning/coordination, and implementation and supported use of adaptive equipment. PT services aid students in movement (gait and balance), flexibility, muscle strengthening, and range of motion.

An alternative smaller movement space should be considered a “must have” in the new building to support adaptive PE and additional OT/PT services for Special Education. In terms of ideal location and adjacency, the movement space would be adjacent and visually connected to the larger gym so that students who struggle in larger group settings would have a smaller space to engage in the same physical activities in a smaller, quiet setting. Students who struggle with indoor recess or social interactions at recess could also benefit from access to this space.

Adaptive physical education is supported by one of our certified physical education teachers who additionally holds APE certification. Students are either supported by PT/OT during physical education class with their peers or can also be supported in a specific adaptive PE class, which is currently offered for students in our Intensive Learning Program (ILP) each week. OT/PT also

supports Adaptive Physical Education (APE) and would need access to the gym or similar space to include a variety of equipment to meet the needs of our students. Swings with adaptable seating and positioning and other suspension equipment, trampoline, sensory stimuli on the walls, and cushioned flooring to accommodate activities of stretching, yoga, and potential for falls.

School Psychologists

School psychologists currently conduct psychological evaluations and provide consultation to special education staff and general education staff, as needed. School psychologists do not provide counseling services to students. Currently, school psychologists do not have assigned office/testing space within the elementary school buildings. The school psychologist works with the school to schedule an available space for testing.

Assistive Technology

Assistive technology services directly assist with the selection, acquisition or use of technology devices such as equipment or product systems (software) that can be used to increase, maintain, or improve the functional capabilities of a student with disabilities. Currently, AT evaluations and services are contracted. The district is changing the model at the elementary level to have in-district services provided. This will create a more cohesive service model, with access to AT assistance on demand for students and staff.

Design needs for Assistive Technology would include space in the Library/Media teaching space to store, format and disseminate devices as needed, or to meet with students, teachers and ESPs to collaborate and provide instruction in new programs or tools.

Applied Behavior Analysis Services

Individualized programming for children with Autism Spectrum Disorders using the principles of applied behavior analysis to increase skill acquisition and decrease maladaptive behaviors is provided within the Intensive Learning Program (ILP). The district's Board Certified Behavior Analyst (BCBA) regularly consults with our Integrated Preschool Program, Therapeutic Learning Centers, school counselors and classroom teachers to provide strategies for behaviors, support with behavior plans, review of data, individual programs development, and training for teaching staff.

The District BCBA will need space to meet with staff to discuss individual students and review data and meet with parents, as needed, for consultation. Proximity to ILP and TLC will be especially important as these programs are the main focus of the services.

The elementary schools house our most intensive programs in the district including the Therapeutic Learning Center, Intensive Learning Program, and the CASL program. There will be a substantial number of staff who are specifically dedicated to student services who will need to have a conference room available for Special Education Team Meetings, and small group sessions. This would include a small room or two for student testing and services so that there is a private space with no distractions.

4B.2.2 Proposed Program

The following programs will continue in the newly designed school: These programs and services will be enhanced with the recommended space requirements and adaptations presented in the proposed project.

- Related Therapies:
 - In-District Staff: Speech and Language Pathology (SLP), Occupational Therapy (OT), Physical Therapy (PT), School Counseling
 - Contracted Services: Assistive Technology (AT), Augmentative and Alternative Communication (AAC), Teacher of the Visually Impaired (TVI), Orientation and Mobility (O&M), Teacher of the Deaf (TOD)
- Learning Center Services: Direct, individualized 1:1 and small group specialized instruction
- Therapeutic Learning Center (TLC): Direct, individualized 1:1 and small group behavioral support and academic support
- Specialized, Substantially Separate Programs:
 - Language-Based Learning Disabilities (LBLD)
 - Center for Academic and Social Learning (CASL)
 - Intensive Learning Program (ILP)

As part of the construction plan to consolidate two of our three elementary school buildings and include grades 1-5 districtwide, we intend to move all PreK and K classes to the one remaining elementary school, the Buker school. This will allow us to create an Early Childhood Center. Over the last ten years, our PreK has averaged 31 students and our K classes have averaged 131 students.

With the consolidation, and movement of students in grades 1-5 to the proposed project site, the CASL and ILP programs will move to the Cutler site. The LBLD program is already located on the current Cutler School site. The number of students, on average, that will be served: CASL 8, ILP 9,

LBLD 10. Additionally, TLC and Moderate, through the consolidation, will service approximately: TLC 16 students, Moderate 69 students.

Current deficiencies include the lack of adaptable and flexible learning spaces to meet the changing needs of our student population and limited appropriate spaces for staff offices and meeting spaces.

- The ILP lacks proper space for lessons to support the learning and generalization of life skills, including hygiene, cooking, cleaning, and toileting. With the addition of appropriate tools to support Activities of Daily Living (ADLs) such as kitchen appliances and tools, washer, dryer, bathroom with shower stall, these important skills can be taught and practiced effectively.
- Multiple special education and/or related therapy staff are required to share rooms due to the lack of available space. This means that multiple and varied lessons can be going on in the same space, creating a loud learning environment and inflexibility with the setup of the learning space to meet the needs of the students. Appropriate spaces with locations within learning neighborhoods will alleviate the need for shared teaching space for our special education teachers and related therapies staff.
- Special education and related therapy spaces are not within proximity or adjacent to programs where the service needs are higher or within the general education learning areas. There is a lack of dedicated office/collaborative space for special education staff and related service providers to meet with staff and/or parents and test students.
- There is a lack of office space for the Elementary Special Education Coordinator to meet with parents and staff. A dedicated special education team meeting space is inconsistent across elementary schools.
- Learning centers and program rooms lack access to the same technologies as the general education classrooms.
- Appropriate space to facilitate adaptive Physical Education and gross motor activities for students.

Provision of high-quality programming is contingent upon the availability of multiple spaces that can be used flexibly throughout the day and provide state-of-the-art accessibility, assistive technology, and pedagogical resources. At this time, spaces for specialized services are shared amongst multiple service providers, which can impact the efficiency of services and create a level of noise that can impact students' abilities to remain focused on their specialized instruction, impacting the learning and progression of skills. While HWRSD provides all necessary equipment for individual student needs, the District relies on less efficient portable sound-field systems for amplification and fabric light coverings for dimming. Not all special education learning spaces

include the same technology access as the general education classrooms do. There are limitations to accessibility for students requiring wheelchairs or with physical impairments impacting mobility in regard to areas of the buildings which their general education peers can access. Examples of this include limited bathroom access, inability to access the stage (Winthrop), inefficient access to the Cutler stage, and limited access to outdoor play spaces. Entry and exit of the buildings to and from specific outdoor spaces is limited due to a lack of accessible egresses.

The last Coordinated Review Program, now Tiered Focused Monitoring (TFM) took place within the 2021-2022 school year. The final report was completed on December 13, 2022. We are currently in the process of a TFM for the 2024-2025 school year.

A Continuous Improvement and Monitoring Plan (CIMP) was developed for the following areas for criteria receiving a rating of Partially Implemented, Not Implemented, and Implementation in Progress:

Criterion SE 55 Special Education Facilities and Classrooms.

The District was found to be in Partial Implementation for the safety of the Cutler Elementary School time-out room.

“Observations and staff interviews indicated that the Cutler Elementary School utilizes a time-out room that is not safe and appropriate for the purpose of calming.”

The remedy for the Partial Implementation was for the District to remove the door and bolt. Further, for each school year in which it is determined the time-out space would be needed, the District BCBA will check the room to confirm it is safe and appropriate for the purposes of calming, train staff on procedures for the safe use of the space and the requirements for a time-out log. If non-compliance is identified, physical safety issues will be addressed through maintenance and facilities and additional training will be provided to staff.

The District determined at the initial stages of our discussions that our building must be designed to support inclusivity. We have been specific about locating Resource Rooms (Learning Centers) and Self-Contained programs within the neighborhood models so that students are part of their grade level or neighborhood family. We took care to be sure that our support model has been designed to purposely keep students in or very close to their classroom for specialized service, specialized instruction, and interventions.

The District is working to keep as many of our students within the district for their education. Through the long-term development of a Multi-Tiered System of Support (MTSS), we have moved

away from pulling students out of class except for specialized academic instruction and very specific services like OT, Speech, or PT. In some cases, even those services occur in the classroom. To that end, we felt it important to be sure to design our neighborhoods with inclusion in mind. Almost all specialized programs have been housed within the neighborhoods. There has also been a purposeful location of breakout rooms that will allow specialized services within the same space so that students do not miss academic opportunities with their peers. One program, our ILP, has been located in the center of the building because there is a need for a larger space to service multiple grade spans as well as an in-classroom bathroom.

The District currently has five (5) school buildings. There are three (3) elementary schools, one (1) middle school and one (1) HS. Two elementary schools house students in grades K-5 and one elementary school houses students in grades PreK -5. The middle school is currently designed for students in grades sixth (6th) through eighth (8th) while the HS has all ninth (9th) through twelfth (12th) grade students.

4B.2.3 Specialized Programs

The District has several specialized programs for students at the elementary level.

Intensive Learning Program (ILP)

The ILP is a district program that includes PreK - Grade 5 students from across the district. This program is a substantially separate intensive program with the ability to include students for specials and activities with the general education grade level classrooms, as outlined within Individual Education Programs (IEPs). The Intensive Learning Program provides a highly individualized and modified curriculum for students with Autism spectrum disorders, developmental disability, intellectual impairment, and communication disabilities. Students in this program exhibit significant impairment in some or all of the following areas: verbal communication, social interaction and pragmatic skills, language comprehension, functional academics, 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. Visual symbols and augmentative communication are used throughout the classroom to assist students in understanding of classroom activities, schedules and rules. Emphasis on behavioral-based methodologies (i.e. discrete trial, applied behavioral analysis, multi-sensory, etc) and the development/strengthening of functional skills are integral components of the program. Low student-to-teacher staff ratios and 1:1 support maximize the learning of new skills and reinforce appropriate behaviors. Students are integrated into the general education setting on an individual basis as determined by the Special Education team. Students practice activities of daily living, hygiene, access and mobility, and travel training. A District BCBA, Occupational Therapist, Physical Therapist, and Speech and Language Pathologist

consult to the program regularly. Contracted services providers consult to the program on a regular basis and provide direct instruction, as outlined in student IEPs, in the areas of Orientation and Mobility, Teacher of the Visually Impaired, Augmentative and Alternative Communication (AAC), and Assistive Technology.

Therapeutic Learning Center (TLC)

The Therapeutic Learning Center (TLC) is a school-based academic and therapeutic program, addressing the emotional, behavioral, and learning needs of students who present with an emotional impairment and accompanying behaviors and social challenges. The TLC provides specialized instruction by design to target student learning profiles, as well as consistent wrap-around therapeutic supports throughout the day. Placement in the TLC program is determined by students' Special Education Team and targeted IEP goals. Students will have the opportunity to access inclusion classes and the opportunity to learn the same curriculum material in a setting with a smaller number of students.

Counseling and student services are all connected to support students in this program. The Therapeutic Learning Center space should provide a soothing environment to engage in academic growth while supporting emotional needs. The program provides for student breakout space to process and access individualized support while providing inclusion opportunities across the school community.

Language-Based Learning Disabilities (LBLD) Program

The language-based learning disability (LBLD) program is a substantially separate program with increased inclusion within the general education classroom based on student academic skills levels. This program typically supports students in grades 3-5. Students participating in the LBLD program are primarily identified with Specific Learning Disabilities (SLD) and/or Communication disorders. The LBLD program provides direct specialized instruction and strategies with modifications embedded throughout the day. The highly structured language-based program provides intensive, specially designed instruction that is individualized based on student needs within the areas of reading, written language, and math. Based on a student's level of need, as indicated by their Individual Education Program, students may receive content area instruction within the LBLD program or the general education classroom, with support. Support provided includes co-taught and teaching assistant-supported models. Students access the general education grade level content through preview/review of concepts, modified material, and adult support. Providing each child with opportunities for success academically, socially, and emotionally are essential components of this highly specialized developmental program.

Center for Academic and Social Learning (CASL) Program

The CASL Program is a substantially separate program to support students with global deficits including below grade level academics, low cognition, and social skills. Instructional pacing within this program is integral to the student's development of skills across all content areas. Instructional materials and tools support the DESE curriculum frameworks through entry points for each student. Individualized reading instruction is provided utilizing specific reading programs. Instruction within the program includes 1:1, small group, and whole class.

The District provides funding for students to participate in the following Out of District (OOD) programs:

Collaborative Programs:

- Northshore Education Consortium: The Kevin O'Grady School, Northshore Academy, Lower Academy, and the Embark Program
- SEEM Collaborative: Hurd Elementary Program

Private Programs:

- Cotting School
- Hopeful Journeys
- Landmark School: Elementary/Middle School and High School Programs
- Learning Center for the Deaf
- Merrimac Heights Academy
- New England Academy
- Solstice School

Out-of-State Programs:

- Seven Hills Crotched Mountain
- Windham Woods

The District is currently a member of the Northshore Education Consortium (NEC) based in Beverly, MA. There are currently six (6) students enrolled in NEC Programs from Hamilton-Wenham RSD. While the District is not a member of the SEEM Collaborative, the District does have one (1) student attending the SEEM Collaborative Hurd Elementary Program.

The Hamilton-Wenham Regional School District's Integrated Preschool Program is dedicated to helping young children, with and without disabilities, learn together in an inclusive and developmentally appropriate environment. The Integrated Preschool Program was developed to serve children between three (3) and five (5) years of age who require specially designed instruction due to a disability, as diagnosed by special education evaluations. Typically developing

children (aka Peers) are also enrolled in the Integrated Preschool Program to ensure strong and appropriate peer modeling. There is a tuition fee for children without special needs.

The Hamilton-Wenham Regional School District's Integrated Preschool is designed to promote the physical, social-emotional, cognitive, and language development of children. Related therapies, including Occupational Therapy, Physical Therapy, Speech and Language Therapy are integrated into the classroom for whole group, small group and individual instructional services and support, as well as within therapy spaces outside of the PreK classrooms. Our program provides direct instruction in foundational skills and evidence-based programming aligned with the Massachusetts Curriculum Frameworks and Common Core Standards to prepare children for kindergarten. Students are encouraged to learn through play, as they touch, manipulate, and experiment with materials, explore and observe the environment, and interact with adults and one another. We celebrate difference, diversity, and determination.

There is not an intention to accommodate any of these programs in the new project. We do, however, plan to consolidate PreK and Kindergarten programs into one early learning center at the current Buker elementary school once grades 1-5 are moved to the new school building.

Respectfully submitted,



Eric Tracy
Superintendent of Schools



Jennifer Hunt
Cutler Principal



Stacy Bucyk
Director of Student Services