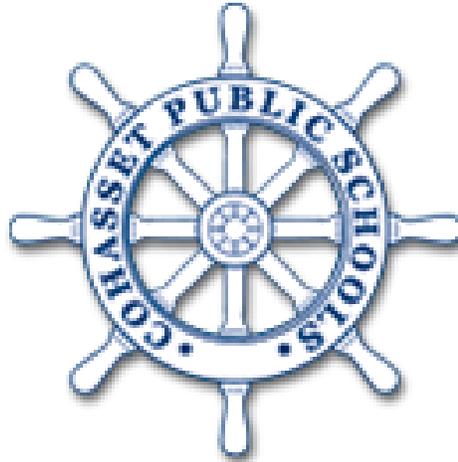


Cohasset Public Schools

Special Education Programs and Services



Special education programs and services in Cohasset are designed to meet the unique needs of students with disabilities in the least restrictive environment. The district offers a continuum of services and programs, as outlined in each student's Individualized Education Program (IEP), which specifies the required supports within general and special education settings. Services are provided when assessment data, current performance levels, and the IEP Team determine that specially designed instruction is necessary. Related services are also available and are described following the program overviews. Our professional staff are certified and trained to work with a wide range of disabilities.

Through the IEP Team process, students access individualized services from our comprehensive resources. When a student's needs cannot be met in a less restrictive general education environment, even with supplementary aids and services, the Team may consider an out-of-district placement.

Joseph Osgood School Pre-Kindergarten-Grade 2

Integrated Preschool:

The Cohasset Integrated Preschool serves children ages 3–5 who have been found eligible for special education services through the district’s evaluation process. Eligibility is determined by the IEP Team when a child has a disability that impacts their development and requires specially designed instruction. Services are delivered in an inclusive classroom setting alongside typically developing peers, with support and related services tailored to each child’s Individualized Education Program (IEP). The program provides a language-rich, developmentally appropriate environment to address identified needs and prepare students for kindergarten.

Inclusion Classrooms/ Co-Teaching:

Special education teachers and staff are paired with general education classrooms to offer an inclusive environment that provides the support special education students need to access the curriculum. Our inclusion program is appropriate for students with a range of disabilities.

Learning Centers/ Small Group Instruction:

The Learning Centers at Joseph Osgood School are designed to provide a range of services to special education students with various mild to moderate disabilities. Learning Centers include, but are not limited, to direct instruction in reading, mathematics, and written language. Students are provided with academic support and assistance in developing organizational and executive functioning skills. Small group and individualized instruction are used to assist students in achieving individual IEP goals.

Special education teachers consult with general education teachers and parents. Special education teachers also assist in the development and implementation of modifications and accommodations in accordance with the student’s IEP.

STARS Program (Students Together Achieve Real Success):

This program is for students with language delays that prevent full participation in the general education setting. Students will develop the skills and strategies needed to participate in a full academic school day, accessing the general education curriculum in the least restrictive setting. Inclusion opportunities are provided to the maximum extent possible depending on individual student progress. Students in the STARS program may present with a variety of challenges including anxiety, social skill deficits, self-awareness, and executive functioning, as well as sensory and emotional regulation. In addition, students' learning may not be at grade level and their needs are best met in an academic environment outside the general education setting for a portion of their day. Students may receive academic or discrete trial instruction in the STARS program. A special education teacher may deliver the academic instruction, and the classroom is supported by a behavior analyst trained to work with students with complex needs. The STARS Program utilizes social thinking strategies as part of the program. Additional related services are determined by the Team and written into the Individualized Education Program.

Information about Related Services is located on the last page and is available at all grade levels.

Deer Hill School Grades 3-5

Inclusion Classrooms/ Co-Teaching:

Special education teachers and staff are paired with general education classrooms to offer an inclusive environment that provides the support students need to access the curriculum. Our inclusion program is appropriate for students with a range of disabilities. Cohasset's co-teaching program pairs general education and special education teachers in the same classroom to provide instruction to all students, including those with disabilities, in the least restrictive environment. Using shared planning, differentiated instruction, and evidence-based co-teaching models, teams ensure that students receive grade-level curriculum with the individualized supports outlined in their IEPs.

Learning Centers/ Small Group Instruction:

The Learning Centers at Deer Hill School are designed to provide a range of services to special education students with various mild to moderate disabilities. Learning Centers include, but are not limited, to direct instruction in reading, mathematics, and written language. Students are provided with academic support and assistance in developing organizational, executive function, and study skills.

Small group and individualized instruction are used to assist students in achieving individual IEP goals. Special education teachers consult with general education teachers and parents. Special education teachers also assist in the development and implementation of modifications and accommodations in accordance with the student's IEP.

Elementary Intensive Multi-Sensory Reading Support:

This grouping is designed for a small cohort of children diagnosed with dyslexia or identified with characteristics of dyslexia in grades 3-5 who require a Tier 3 multi-sensory, intensive, systematic, language-based program. It is individualized based on student needs and designed to directly address the remediation and advancement of students' decoding and encoding skills. Students who receive this intervention have word-level deficits and are not making sufficient progress through their current intervention and require multisensory and/or structured literacy instruction.

ILC Program (Individualized Learning Center):

The ILC Program provides services to special education students with disabilities associated with delays in communication, language, social, and/or neurological abilities. These disabilities may manifest themselves through difficulties in listening, thinking, speaking, reading, writing, spelling and/or performing mathematical calculations.

Instruction is specially designed to meet the needs of the students within a highly structured, small group setting. Reading, writing, spelling, and oral language strategies are explicitly taught in a special education setting and connected across the curriculum to facilitate continuity, generalization, and internalization. Students are included in general education classes for other content areas such as social studies and science, with curriculum materials modified to meet their personal needs. Students in the program participate in MCAS either through the standard assessment with accommodations or through an alternate assessment.

Information about Related Services is located on the last page and is available at all grade levels.

Cohasset Middle School

Grades 6-8

Inclusion Classrooms/ Co-Taught Classrooms:

Special education staff are paired with general education classrooms to offer an inclusive environment that provides the support students need to access the curriculum. Our inclusion program is appropriate for students with a range of disabilities. In grades 6, 7, and 8, Mathematics and English Co-taught class sections are the instructional arrangement in which a general education teacher and a special education teacher deliver core instruction along with specialized instruction, as needed, to a diverse group of students in a single physical space. Placement in co-taught classrooms is determined at an IEP Team Meeting. It is a way for students to learn from two equally qualified teachers who bring different areas of expertise to the classroom. Consideration for co-taught classrooms will be given to both the learning styles of the students in accordance with their individual needs and the teaching styles of the co-teachers.

Learning Centers:

The Learning Centers at Cohasset Middle School are designed to provide a range of services to special education students with various mild to moderate disabilities. Learning Centers include, but are not limited, to direct instruction in reading, mathematics, and written language. Students are provided with academic support and assistance in developing organizational, executive function, and study skills. Small group and individualized instruction are used to assist students in achieving individual IEP goals. Special education teachers consult with general education teachers and parents. Special education teachers also assist in the development and implementation of modifications and accommodations in accordance with the IEP.

Language Based Program/ Specialized Reading Instruction:

The Comprehensive Language Program serves special education students of average cognitive abilities with specific learning disabilities in one or more of the basic perceptual processes involved in understanding or using written or spoken language. A certified special education teacher provides the instruction in these specialized English classes. Instruction and information are presented in a highly structured, organized manner, using oral and visual methods to support comprehension development and to emphasize key concepts and main ideas. Students in this program also participate in a skills support class, where reading, writing, spelling, and oral language strategies are explicitly taught and reinforced across the curriculum domains to facilitate continuity, generalization, and internalization. Mathematics may also be instructed with the special education program. Students typically attend general education classes for all other content areas, with additional support.

Therapeutic Learning Center:

The Therapeutic Learning Center (TLC) at the middle school supports students whose disabilities affect their progress in the general education curriculum, particularly in stress management, emotional regulation, and executive functioning. Designed for students with internalizing social/emotional challenges such as anxiety or depression, the TLC offers a highly structured academic strategies class taught by a certified special educator with support from an educational support professional and mental health staff including school adjustment counselors or social workers. Students receive "in the moment" support, targeted academic and executive functioning strategies, and therapeutic interventions to promote success in both academic and social settings. A small student-to-staff ratio allows for individualized attention, small group instruction in organization, pro-social skills, and self-advocacy, and support in general education classes through a co-teaching model.

Intermediate Learning Center (ILC):

The ILC Program provides services to special education students with cognitive and/or developmental impairments with associated delays in communication, language, social and/or neurological abilities. These disabilities may manifest themselves through difficulties in listening, thinking, speaking, reading, writing, spelling and/or performing mathematical calculations. Other supported areas include development of social skills, and reinforcement of classroom expectations. Instruction is specially designed to meet the needs of the students within a highly structured, small group setting. Reading, writing, spelling and oral language strategies are explicitly taught in a special education setting and connected across the curriculum to facilitate continuity, generalization, and internalization. They are included in general education classes for other content areas such as social studies and science, with curriculum materials modified to meet their personal needs. Students in the program participate in MCAS either through the standard assessment with accommodations or through an alternate assessment.

Information about Related Services is located on the last page and is available at all grade levels.

Cohasset High School Grades 9-12

Inclusion Classrooms/ Co-Taught Classrooms:

Special education staff are paired with general education classrooms to offer an inclusive environment that provides the support students need to access the curriculum. Our inclusion program is appropriate for students with a range of disabilities. Mathematics and English Co-taught class sections are the instructional arrangement in which a general education teacher and a special education teacher deliver core instruction along with specialized instruction, as needed, to a diverse group of students in a single physical space. Placement in co-taught classrooms is determined at an IEP Team Meeting. It is a way for students to learn from two equally qualified teachers who bring different areas of expertise to the classroom. Consideration for co-taught classrooms will be given to both the learning styles of the students in accordance with their individual needs and the teaching styles of the co-teachers.

Student Strategies/ Learning Centers:

The Student Strategies classes at Cohasset High School are designed to provide a range of services to special education students with various mild to moderate disabilities. Strategies classes include, but are not limited to, direct instruction in reading, mathematics, and written language. Students are provided with academic support and assistance in developing organizational, executive function, and study skills. Small group and individualized instruction are used to assist students in achieving individual IEP goals. Special education teachers consult with general education teachers and parents. Special education teachers also assist in the development and implementation of modifications and accommodations in accordance with the IEP. Additionally, at the high school level, this instruction may include college preparatory support, exposure to services at the college level, exploration of post-secondary employment, self-advocacy skills, and disability awareness.

Academic and Individual Multi-Support (AIMS) Learning Center:

The AIMS Program services students with disabilities associated with moderate to significant delays in communication, language, social, and/or neurological abilities. These disabilities may manifest themselves through difficulties in listening, thinking, speaking, reading, writing, spelling, and/or performing mathematical calculations. Other supported areas include development of social skills, executive functioning, and reinforcement of classroom expectations. Instruction is specially designed to meet the needs of the students within a highly structured, small group setting. Students may require modified English, math, and academic support classes outside of the general education setting. Students are included in general education classes for content area subjects and electives with curriculum materials modified based upon individual student needs. Students in the program participate in MCAS either through the standard assessment with accommodations or through an alternate assessment. In addition, students receive assistance with transition and post-secondary planning. This may include college preparatory support, exposure to services at the college level, exploration of post-secondary employment, self-advocacy skills, and disability awareness. Development of individual transition plans, and connections to adult service agencies may also be part of programming.

District Special Education Related Services

Related services are provided when the Special Education Team determines they are necessary for a student to access, participate in, and make progress in their educational program. Services may occur in general education, small group, or one-to-one settings, either within the classroom or in a separate location, based on Team decisions. Related services provided through Cohasset Public Schools include:

Applied Behavior Analysis (ABA): A scientific approach to understanding and improving behavior, ABA teaches skills such as language, social, cognitive, self-care, play, and leisure, while addressing maladaptive behaviors. Strategies may include discrete trial teaching, social skills groups, incidental teaching, and techniques for generalization and maintenance, all guided by data-based decision making.

Occupational Therapy (OT): Focuses on fine motor and visual motor development, visual perception, and sensory integration (including sensory diets), as well as daily living skills.

Physical Therapy (PT): Develops gross motor skills, muscle tone, and strength, with motor groups available for preschool students.

School Counseling: Provides individual and small group counseling, social skills groups, parent consultation, and crisis support. Counselors also contribute to positive behavioral support plan development, conduct classroom observations, and facilitate lunch social skills groups.

Speech-Language Therapy: Supports pragmatic and social communication, articulation, language processing, fluency, and voice disorders. Services may include augmentative communication, hearing support, and strategies to improve executive functioning skills.