

The classroom accommodations are as follows:

Enrollment to Date	Discharged From Program	Current Enrollment	Number of Classrooms	Spaces Available	Age of Students Serviced	Waiting list
57	36	21 (7 per classroom)	3	0	5 – 13 (Years of Age)	13

The process of enrollment is outlined in pages 2-6.

## **Assessment and Stabilization Programs (ASP)**

### **Worcester Public Schools**

#### **Temporary Learning Classroom at Vernon Hill**

#### **Temporary Learning Classroom at Chandler Magnet**

### **Central Massachusetts Special Education Collaborative**

#### **Assessment Center at Hartwell Learning Center (ACH)**

The Worcester Public Schools utilizes three sites for the assessment and stabilization of elementary-aged students who are experiencing a significant disruption in academic, social-emotional and behavioral functioning in school. Students may come to one of the three programs from any elementary school located within the Burncoat, Doherty, North and South Quadrants. Students attend the Assessment and Stabilization Program (ASP) for a ten to forty-five day period. Each program has a daily maximum of seven students. The ASP staff includes School Adjustment Counselors/Clinicians, Teachers and Instructional Assistants.

Students are referred to the ASP by the school Principal to the Quadrant Manager. The Principal collaborates with building staff, including the Special Education Team Chairperson as applicable, to collect referral information and submits the ASP referral and transportation forms to the Quadrant Manager. Following approval of the referral by the Quadrant Manager, the student is assigned a site for intake based on the intensity and risk presented by the student, status as a Special Education student and types of assessments required. Students are generally admitted to the ASPs in the order of which the referrals are received.

Students receive a comprehensive academic, behavioral and social-emotional assessment while they are enrolled at the ASP. In order to avoid duplicating prior interventions, every effort is made by the ASP to collect a full record of prior school assessments and interventions and a complete developmental history on the student prior to admission. The ASP works with the student, family, community providers and educators to develop a hypothesis as to what is preventing a student from being successful in their current placement and to develop goals for their work with the student.

During their placement, students continue with their academic program. The ASPs are highly structured classrooms designed to help students regain self-control and readiness to be returned to a permanent placement. The ASP staff works with the student, parent(s), and the referring school to assess the factors that necessitated the temporary placement and to develop a stabilization plan. Many students return to the same classroom they were attending prior to placement at the ASP. The City-Wide Clinician is assigned to support students who return to their home schools. When appropriate, an Instructional Assistant from the program may also provide temporary inclusion support when the student returns to his or her classroom. This assistance is designed to ease the transition and assist in implementing plans developed during the placement.

### **ASP Referral Process**

1. Principal completes ASP referral and transportation forms and submits forms to the Quadrant Manager
2. The ETC is notified of the ASP referral by the Principal if the student is currently Special Education eligible or in the process of Special Education referral.
3. The SAC is notified of the referral by the Principal and the a Behavior Intervention Plan (BIP) is completed or updated and is actively implemented at the school.
  - If an urgent/emergent referral, the school will immediately begin to collect data on target behaviors in the form of an Antecedent, Behavior, Consequence (ABC) Chart.
4. The Quadrant Managers receive and review the referral.
5. Approved referrals are faxed by the Quadrant Office to the referring school, Department of Special Education (to the attention of the City-Wide Clinician and Department Head for Team Chairpersons) and the SAC/Clinician at the Chandler Magnet Site.

### **Assignment Process**

1. The City-Wide Clinician will contact the referring school to arrange for an observation of the student, meeting with the teacher and to collect additional information in order to determine placement needs.
2. The SAC at the Chandler Magnet site maintains the ASP waitlist and census based upon order of referrals received and assessments/intensity of intervention required. In general, TLC at Vernon Hill will service short-term, regular education students. TLC at Chandler Magnet will service longer-term regular and special education students. ACH at Hartwell will service those

- students, both regular education and special education, who will require forty-five day special education assessments.
3. The SAC at the Chandler Magnet site, in collaboration with the City-Wide Clinician and the ASP site staff will assign the case to the appropriate ASP by faxing a copy of the ASP referral and transportation forms to the site.
  4. SAGE documentation with regard to school history, discipline, attendance, and special education services will also be reviewed and utilized in order to inform the assignment process.

### **Intake Process**

1. The Principal or designee assigns responsibility for collecting and completing ASP intake paperwork.
  - The ETC is responsible for compiling copies of all prior SPED Assessments/Evaluations as well as a copy of the current IEP.
  - A completed FBA and/or BIP and supporting data must accompany the intake packet.

**OR**

  - In the event that a Behavior Intervention Plan is not actively being implemented, the school will provide supporting data in the form of an Antecedent, Behavior, Consequence (ABC) Chart.ABC
2. All SPED students must have a team meeting and a signed placement form prior to starting at the ASP.
  - a. *TLC at Vernon Hill and Chandler Magnet*
    - The SAC contacts the referring school to arrange for an intake. The SAC e-mails the ASP Checklist for intake and intake forms to the Principal of the referring school.
    - The Principal or designee contacts parent/guardian and community providers to arrange intake meeting and ensures that essential building staff can attend the ASP intake meeting.
    - All ASP intake paperwork is provided to the ASP SAC at the intake meeting.
    - The ASP SAC/Clinician completes the intake, schedules a start date and submits the transportation request to the Transportation Office.

***b. ACH at Hartwell Learning Center***

- The Department Head for Emotional Disabilities contacts the ASP at Hartwell to alert the program of the referral. In addition, the ASP/CMSEC release of information, checklist for intake and intake forms are e-mailed to the Principal of the referring school.
  - When ASP at Hartwell has received all required releases and intake paperwork, ASP at Hartwell will contact the referring school to schedule a start date.
  - ASP at Hartwell will meet with parent/guardian to conduct an intake.
  - ASP at Hartwell will contact the ETC to set up transportation.
3. Principal or designee will prepare and send appropriate assignments, books and materials for students at least one day prior to student entering program. This should include a minimum of two full weeks of instructional plans.
4. ***Prior to any SPED or pending SPED eligible student starting at any one of the ASPs, the ETC will provide a SPED team meeting date to occur within 30 days of signed parent consent for placement.***

**Assessment/Intervention Process**

1. Students referred to an ASP will receive an academic, social-emotional and behavioral assessment conducted by on-site ASP staff. Based on observation, data and the results of intervention, recommendations for ongoing classroom, school and community supports and interventions are incorporated into the report.
2. Students with an IEP or 504 plans will continue to receive services as documented such as occupational therapy, speech, counseling, etc.
3. Special Education Assessments/Testing
  - a. TLC at Vernon Hill and Chandler Magnet - referring school itinerant staff are responsible for traveling to the ASP to complete testing except for the Home Assessment, which will be completed by the TLC SAC as part of the TLC Exit report.
  - b. ACH at Hartwell – The referring School Psychologist is responsible for completing any psychological testing that has been requested. The referring school SAC is responsible for completing the home assessment if requested. All other SPED testing/assessments will be completed by itinerant staff on-site at Hartwell Learning Center.

## **Exit/Transition Process**

The goal of the ASP exit process is to ensure as successful and smooth a transition as possible for the student and receiving school. As a result, the appropriate staff must be present at exit meetings. In the absence of certain staff, the Principal, Director or Designee will ensure that critical information is conveyed to school personnel. Possible attendees include an administrator, the classroom teacher, SAC, member of PBIS Targeted Team, WRAP Coordinator and other staff who may potentially be supporting the student.

1. The City-wide Clinician will support students who are transitioned back to their home schools and/or transitioned to a lateral school and service intensity by attending ASP exit meetings and consulting with the building based team and classroom teacher to incorporate exit recommendations into the FBA/BIP.