

**Belmont Public Schools  
Socio-Emotional Support Programs  
(Opportunity, Campus, Campus PM)**

**Specific Program Description**

**Assignment: Special Education**

**School: CMS, BHS**

**Population Served: Special Education Students with Social/Emotional Disabilities**

**Grade: K-12**

**Program Description**

*(General population, program goal, program design, relationship to regular education, entrance criteria (if appropriate), etc.)*

These programs are designed to provide support to students whose behavioral and emotional disabilities prevent them from being successful in the regular classroom environment. This support is delivered along a continuum of full inclusion to fully self-contained. Each program is based in a classroom that consists of a highly structured environment, small group setting, low teacher/student ratio and flexible scheduling. In addition, the instructional material is typically modified for pace and volume although it is drawn directly from the regular education curriculum and environment the child would normally be in if not for the disability.

Students are typically scheduled along the continuum of inclusion within these programs and in conjunction with their regular education classrooms. Depending on level of need, students may spend part of the day in the program and/or part of the day in regular education classes, up to their entire day in the program if that level of support is needed. This continuum can be varied daily, weekly, or for longer periods if warranted.

The program is multi-graded and very individually tailored to provide each student with their appropriate level of instruction and assignments. Decisions about classes and scheduling are made in conjunction with the student's IEP Team and implemented as needed to best support the specific emotional and behavioral constraints each student presents. The programs also contain an extended day option for students with the provision of services extending beyond the regular school day. This option is utilized for students who need added academic assistance, more flexible scheduling options, and/or increased staff contact time in order to make effective progress in their academic program.

Program Staff at each level consists of 1 Special Education teacher, at least 1 or more Program Assistants, and a Counselor/School Psychologist to provide consultation to staff and parents, as well as counseling for students as needed. These staff members provide ongoing emotional support and classroom instruction.