

AIP

**Alliance for Inclusion and Prevention
Washington Irving Middle School
105 Cummins Highway
Roslindale, MA 02131-2614**

Defining A New Model

The Alliance for Inclusion and Prevention (AIP) is a new model of public/private partnership in which students receive academic and therapeutic special education and prevention services within the public school. Clinical and support staff are provided by the not-for-profit AIP. Special needs classroom teachers are employees of the Boston Public Schools. The AIP's inclusionary classrooms serve both as alternatives to placements in private therapeutic day schools, and as transition classes for students returning from such placements. This approach reduces out-of-district placements, facilitates the earliest possible transition back to public school, reduces stigmatization, increases family involvement, and keeps students focused concretely on the goal of public school reintegration.

The cost savings inherent in this model allows for the provision of significant new prevention services for students at risk for requiring more restrictive placements in the future. These prevention services for mainstream and special needs students within the public school are designed in consultation with the host public school and include: after school programming, family involvement programs, peer mediation, psychiatric care, intensive case management, summer programming, specialized psychoeducation groups, and consultation and training for teachers of the host public school. These services are intended to help the host school become a Full Service School in order to provide both a high level of support services to troubled students, as well as a broad array of prevention services that improve the whole school.

An important goal of the inclusion day program is to ensure that students return to the public schools with the necessary support and that public school teachers are provided with the resources they need to make inclusion successful. An equally important goal is to share these intensive student support capabilities with the entire school so that every student and every teacher benefits from these resources.

Demonstrating Effectiveness

AIP has been operating at the Washington Irving Middle School in the Roslindale section of Boston since 1995, where it has:

- Enabled many special education students to re-enter the public schools from private therapeutic day school or residential treatment placements, succeed in regular education classes and advance to high schools within the Boston Public Schools
- Provided extensive prevention services to hundreds of Irving School students
- Reduced costs while producing better outcomes for children as documented by independent evaluations
- Contributed to a school-wide focus on inclusion and prevention strategies that affect all students
- Helped the Irving School utilize these resources as a catalyst for a full service schooling approach to an array of extended day and mental health supports for students
- More than half of AIP students have not required behavioral placements as they transition to high school – representing positive progress and prognosis for them, and significant cost savings for the public school system

A Magnet Special Needs Program

Over the past 25 years there has developed a significant educational industry in Massachusetts for the out-of-district special education of emotionally and behaviorally disturbed students. More recently, the educational, legal, political, and economic forces that led to the rapid expansion of the special needs private education sector have begun to evolve in the direction of including these students within the public school setting.

AIP represents a new type of collaborative relationship with the public schools. We are addressing the legitimate concerns of teachers, administrators and parents by providing the services of a "magnet" special needs program. By offering virtually all the services of the most sophisticated therapeutic private day schools, many parents will choose AIP because it offers maximum opportunity for integration with a regular education program. Students will prefer AIP because it reduces stigmatization and offers daily participation in the mainstream program. Teachers appreciate AIP because inclusion students are only placed in their classrooms when they demonstrate their readiness to be there, and that each student comes with extensive

academic and behavioral support. The school benefits because it shares the intensive clinical and other supports the AIP offers to the wider school community.

Benefits to Stakeholders

The creation of an array of new public school-based prevention and crisis management services presents an opportunity to divert students at-risk for out-of-school placement

- The service provider is held directly accountable to the public school
- Transportation costs are greatly reduced
- Stigmatization associated with out-placement is reduced
- Special Education expertise and innovative approaches -- many of which have been developed in private schools with public funding -- are infused into public schools, increasing their capacity
- Teachers receive valuable on-site training and consultation
- With services focused within the community of residence, families become more closely involved in their children's schooling, and serve as active resources to the school
- Public schools strengthen the public trust by developing credible alternatives to both collaborative and private schools, while enabling children to experience high levels of success
- Full service schooling is made possible through extended day programs, special supports for ED/BD students, recruitment and coordination of multiple community partnerships, and other advantages of having a full-time, on-site community partner

Services

Transitional Classrooms

Three classrooms of up to 8 students each are designed to provide an intensive level of service to students who would otherwise require out-of-school placements. Many students will be transitioning back to public school from out-of-school placements; other students will utilize transitional classrooms as an alternative to long-term private school placement. AIP provides the following services for students in the classroom and teachers in the school:

- Coordinate academic content with corresponding inclusion classes in regular education
- Team teach with regular education and AIP teachers
- Facilitate short-term emergency placement for students unable to succeed in AIP classrooms

- Offer behavioral support when AIP students transition to regular education classrooms
- Provide behavioral consultation to regular education teachers
- Sustain follow-up services for students who have transitioned into regular education classes
- Provide teachers with professional development opportunities related to classroom management, crisis intervention, and inclusionary approaches to working with special needs students
- Plan and run therapeutic groups focusing on successful public school performance, social skills, violence prevention, problem solving, etc.

Full Service Schooling Programs for all Irving School Students

The AIP's therapeutic day program is one part of a larger series of services available to both special needs and regular education students and families at the Irving School. These extended services are part of an emerging national model known as Full Service Schooling which represents partnerships between schools and community agencies to enhance the effectiveness of the school's work. The idea is to link schools with community partners with the expertise to help the school achieve its goals for academic success and healthy child development. The AIP has had this type of partnership with the Irving School since 1995. Our joint efforts to extend support services to students and families continues to grow and change with the needs of Irving School students, families and teachers. Below are descriptions of the types of services that are part of the full service schooling model at the Irving School.

AIP's Extended Day Programs

- 21st Century Community Learning Center
 - Oversees all afterschool opportunities for students
 - Facilitates partnerships to provide afterschool clubs and teams
 - Examples of enriched include afterschool opportunities:
 - Boys and Girls Soccer teams Spring and Fall
 - Video Production Club
 - Drama Club
 - Media Minds Club
 - Talent Show Club
 - Girls' Fitness Club
 - Service Learning Clubs
 - Stepping/Cheerleading/Breakdancing Club
 - Afterschool Tutoring
 - Healthy Stress Management Club
 - School Newspaper Club
 - Evening Adult Education Opportunities

AIP Afterschool Program

- Serves 50 students at-risk for school failure due to a combination of academic and social factors
- Provides homework support and tutoring by BPS teachers
- Provides prevention-oriented groups related to early adolescent issues
- Provides wide range of enrichment, recreational, and service learning opportunities
- Bridges the gap between day and after school programs through weekly teacher/program reports
- Serves as liaison for home-school communication

Family Involvement Program

- Family Welcome Center
- Family Involvement Steering Committee
- Monthly family English/Spanish newsletter
- Parent volunteer recruitment/supervision
- Parent Nights, Parent Workshops
- Referrals and advocacy for families

Service Learning Program

Provides multiple afterschool clubs open to all students to perform service in the community. All 8th grade students who have completed a service component receive special recognition at graduation. Examples of service clubs include:

- Sitting and Knitting (with senior citizens)
- English conversation quilting club – brings together ESL and proficient native-English speaking students
- Literacy Warriors – has middle school students read with elementary students
- School Beautification Gardening Club
- Alzheimers Patients Board Games Club
- Young Friends/Old Friends Computer club pairs students with senior citizens in a school computer lab
- Service Warriors – a City Year/Americorps Service Learning program

Irving School Support Services

- Professional Development opportunities for all Irving Staff
- Behavioral Consultation to teachers as requested
- Crisis management services by AIP's clinical team
- Participation in all major Irving School committees: Instructional Leadership Team, Student Support Team, School Site Council, etc.
- Facilitate school day services as requested: adaptive art instruction, drama classes, healthy choices prevention workshops, etc.

Referrals to AIP's Extended Day Programs:

Any Irving student may join one of the many afterschool clubs by simply obtaining a sign-up/parent permission form and returning it to the Community Learning Center office in the Irving cafeteria.

Referrals to AIP's full afterschool program normally come through Irving School staff. Parents may contact the Irving School's Student Support Coordinator, special education administrators, their child's classroom teachers, or other Irving administrative staff to request a referral to AIP's afterschool program. Parents may also contact AIP directly by calling Kim Herlihy, MSW, Afterschool Program Coordinator, or Meg Smith, LICSW, Irving Community Learning Center Coordinator (617/469-0074) who can also provide information on other afterschool opportunities at the Irving School.

Referrals to AIP's Inclusion Day Program

Inclusion Day Program referrals are always the result of an IEP process followed by an interview at AIP to determine whether the referral is appropriate. Further information on the IEP-based referral process can be obtained by contacting:

Jason Gallagher
Unified Student Services
Boston Public Schools
1216 Dorchester Avenue
Boston, MA 02125
617.635.7800
617.635.6834 Fax

Inquiries regarding AIP programs should be made to:

Robert Kilkenny, Ed.D.
Executive Director
Alliance for Inclusion and Prevention, Inc.
Washington Irving Middle School
105 Cummins Highway
Roslindale, MA 02131
617.469.0074
617.469.3281 Fax
info@aipinc.org