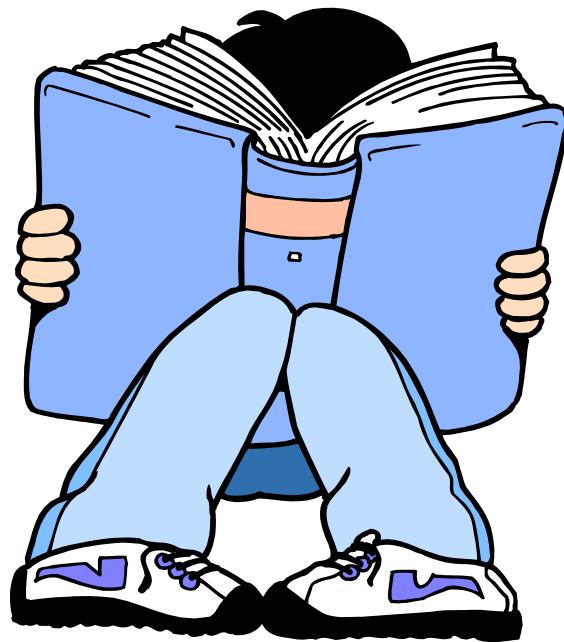


Milton Public Schools  
2015-16

# Special Education Programs & Supports



## **Program**

### **Early Childhood Pre-School**

Integrated Program  
Substantially Separate Classroom

### **Elementary School Programs**

Co-taught Classrooms  
Co-taught Classrooms  
Co-taught Classroom  
LEAP I  
LEAP II  
STEP  
Milton Partners Program  
NECC Partners Program

### **Middle School Programs**

Team Taught Inclusion  
STEP II  
REACH  
English or Math Support

### **High School Programs**

Co-taught English, Math, Biology  
Academic Support – ELA or Math  
Academic Support  
English- Language based  
ACHIEVE Program  
Post Grad Program

## **Grades**

3-5 year olds

Grades 3-5  
Grades K-4  
Grade 5  
Grades K-2  
Grades 3-5  
Grades 1-5  
Grades K-1  
Grades 2-5

Grades 6-8  
Grades 6-8  
Grades 6-8  
Grades 6-8

Grades 9-11  
Grades 9-12  
Grades 9-12  
Grades 9-12  
Grades 9-12+  
Ages 18-22

## **School(s)**

Collicot

Tucker  
Glover  
Collicot  
Cunningham  
Cunningham  
Glover  
Collicot  
Collicot

Pierce Middle School  
Pierce Middle School  
Pierce Middle School  
Pierce Middle School

Milton High School  
Milton High School  
Milton High School  
Milton High School  
Milton High School  
Milton High School

## Specialized Services

*The Milton Public School District offers a variety of specialized services to eligible students as designated by the IEP. These services are offered as consultation to classroom teachers, as well as, through direct service to the student. Please note that this document is to be used solely as a guide and that services and programs are determined through the IEP team process.*

<b>Service</b>	<b>Description</b>
<b>Academic Support</b>	Academic support is provided by special educators at all grade levels. Services are provided within the general education classroom, as well as, in pull-out settings, with a focus on providing IEP accommodations and assistance with classroom assignments, homework, comprehension of material and remedial instruction. At the secondary level Academic Support may be provided specifically in ELA or math, as needed by the individual student.
<b>Adaptive Physical Education</b>	Adaptive Physical Education may be provided to students who would otherwise be unable to participate in the general physical education program because of physical or cognitive challenges. In those cases, Adaptive Physical Education is provided within a sub-separate small group setting.
<b>Alternative Assessments</b>	When the nature and complexity of a student's disability presents significant barriers to accessing grade level curriculum, such that they require a completely modified curriculum, the student's IEP Team may designate that the student take an Alternate Assessment in lieu of MCAS/PARCC. Alternative Assessments are assembled portfolios, which consist of work samples, instructional data, videotapes, and/or other supporting materials that are submitted, in lieu of MCAS/PARCC, to demonstrate the student's performance in the subject(s) being assessed.
<b>Applied Behavior Analysis</b>	Applied Behavior Analysis (ABA) is a behaviorally oriented approach to the acquisition of basic skills and learning. One element of ABA is referred to as Discrete Trial Training, where Data is collected in an ongoing manner to monitor individual progress, step by step.
<b>Deaf/Hard of Hearing Services</b>	Deaf/ Hard of Hearing services are provided for students with hearing loss and may include augmentive technologies, classroom consultation, teacher meetings, student observation, teacher in-service, as well as, other services deemed necessary by the student's IEP or 504 Team.
<b>Emotional/Behavioral Support</b>	Emotional/Behavioral support is available through School Adjustment counseling, in collaboration with our Board Certified Behavior Analyst (BCBA) A Functional Behavioral Assessment, may be completed, which is a process used to determine the cause (or "function") of a behavior, prior to developing a Positive Behavior Intervention Plan.
<b>Modified Curriculum</b>	Modified Curriculum is that which is provided to students who, based on their disabilities, are unable, even with accommodations, to access grade level curriculum. It is different than what is being taught to other students in the same grade. For students with a modified curriculum, the Team may decide that the student will complete the MCAS alternative assessment.
<b>Occupational Therapy</b>	Occupational Therapy (OT) services in the educational environment generally address fine motor, visual perceptual, visual spatial, and visual motor deficits, such as: fine motor coordination, sensory integration processing, handwriting skills and poor strength and endurance needed to maintain upright posture.
<b>Physical Therapy</b>	Physical Therapy (PT) services in the education environment generally address gross motor skills deficits, such as: a child's posture, muscle strength, mobility and organization of movement. PT interventions are designed to enable the student to travel throughout the school safely; participate in classroom activities effectively with peers, as well as manage stairs, restrooms and the cafeteria.
<b>Rules Based Reading Instruction</b>	Specialized Rules Based phonemic reading instruction is available using research-based programs.
<b>School Adjustment Counseling</b>	Adjustment Counseling is available in all schools. The role of the adjustment counselor is to support students in managing their social/emotional growth and development. Counseling in small groups or one-to-one is provided to students to practice communication, problem solving and other social skills. School Adjustment Counselors also assist families with accessing community supports as necessary.



## **Early Childhood Pre-School**

### **Integrated Program**

**School:** Collicot Elementary School

**Ages:** 3-5

### **Disabilities Addressed:**

The Integrated Program is designed for students with a diagnosed disabilities including, but not limited to Autism Spectrum Disorder, developmental delay, intellectual impairment, sensory impairment (hearing/vision/deaf-blind), neurological impairment, emotional impairment, communication impairment, physical impairment, and/or health impairment.

### **Entry Criteria and Process:**

Students can be referred by Early Intervention, parents, medical professionals, social service agencies, Department of Mental Health and/or Developmental Services, and/or members of Milton Public Schools. Team evaluations administered by school district personnel, in addition outside agency evaluations, are considered to determine student eligibility. Placement decisions are made through the Team meeting process. Students with a diagnosed disability and eligible for an Individual Education Plan (IEP) are entitled to free services; typically developing peers are accepted as role models. There is a private tuition scale for all role model students.

### **Program Goal:**

The goal of the program is to provide developmentally appropriate learning opportunities that are individualized to meet the needs of each child. The curriculum is designed to provide enriching opportunities for children to learn through play and age-appropriate structured learning activities. Children explore their school environment through a balance of individual and group activities. Social and communication skills are fostered through structured language-based activities and symbolic play focus.

### **Program Description:**

The Milton Integrated Pre-school program is designed to promote a child's social, emotional, physical and cognitive development.

The Integrated Program provides an environment in which children in need of special education services are learning with and from their non-disabled peers in an inclusive setting. The curriculum is based upon the Guidelines for Preschool Learning Experiences as developed by the Massachusetts Department of Elementary and Secondary Education.

Students in the Integrated Pre-school generally attend either AM or PM half day sessions

AM sessions – M-F, 8:30-11

PM Sessions – M-F, 12-2:30

## **Early Childhood Pre-School**

### **Substantially Separate Program**

**School:** Collicot Elementary School

**Ages:** 3-5

### **Disabilities Addressed:**

The Substantially Separate Classroom Program is designed for students with significant and intensive disabilities with communication, social-behavioral, academic and functional skills disabilities. It currently serves students with intensive special needs, primarily students with Autism. Students with significant and intensive intellectual or developmental delays, with impairments in communication, language or neurological abilities may also participate in this program.

### **Entry Criteria and Process:**

Students can be referred by Early Intervention, parents, medical professionals, social service agencies, Department of Mental Health and/or Developmental Services, and/or members of Milton Public Schools. Team evaluations administered by school district personnel, in addition to outside agency evaluations, are considered to determine student need and eligibility. Placement decisions are made through the IEP Team meeting process.

### **Program Goal:**

The goal of the program is to maximize the potential and independence of each child by developing verbal communication, pre-academic and fine and gross motor skills as well as social skill development and activities of daily living (ADL) .

### **Program Description:**

The Milton Substantially Separate Pre-school program is designed to meet the individual needs of children with significant and intensive disabilities. Students are taught using a range of specially designed instructional techniques and a structured multisensory and systematic design with constant spiraling and review of material. Instruction is broken down into manageable parts and modified to meet the individual needs of students. The curriculum's primary focus is on pre-academics, communication, and fine and gross motor skill development. There is a state of the art sensory-motor room and an enclosed playground accessible to all preschool children. As students acquire skills, the Team may recommend opportunities to play and learn in the Integrated Program. The program maintains a high staff to student ratio based upon the specific needs of each student.

Students attend the Substantially Separate program five days per week. Placement regarding a full or half day session is determined by the Team process and based on students' needs.

## **Elementary School Programs**

### **Co-Taught Program**

**School(s):** Glover, Tucker, Collicot

**Grades: K-5**

### **Disabilities Addressed:**

The Co-Taught Program is designed for students with various disabilities requiring special education accommodations to access the curriculum.

### **Entry Criteria and Process:**

Students are referred through the Team Process. Evaluations administered by MPS personnel, in addition to outside agency evaluations, are considered to determine student need and eligibility. Placement decisions are made through the IEP Team process.

Students with special needs must be recommended for the Co-Taught Program through the IEP Team meeting process, and have a signed IEP that indicates high level of service delivery and need for accommodations within a general education setting.

### **Program Goal:**

The goal of the program is to provide an academically challenging experience for all students using a full inclusion model. Children with special needs are given the appropriate supports and accommodations to access the curriculum and develop academic, social, and emotional skills.

### **Program Description:**

The Milton Public Schools Co-Taught Program is a full inclusion program designed to follow the Massachusetts Curriculum Frameworks and the Milton Public Schools grade appropriate curriculum. The program is specifically structured and staffed to meet the needs of a small number of students with special needs while at the same time foster leadership qualities in peer role models. The total number of students enrolled in this program is typically around eighteen students per class, with less than half of the students on IEPs. All students benefit from the small class size and the attention of two highly trained teachers, one general education teacher, and the other a special educator.

The staffing configurations are arranged as follows:

- **Kindergarten, Grade 1, Grade 2, and Grade 3** one full time general education teacher and one full time special education teacher
- **Grade 4 and Grade 5** one full time general education teacher and one half time special education teacher

The **model or typical students** are chosen and assigned by the principal. The principal will give first priority to model students whose parents have indicated their desire for their children to be part of the program and display the necessary entry qualifications indicated. **Criteria for model students include:**

- Students must have had a history of prior academic success. Priority will be given to students who have demonstrated strong age appropriate academic, behavioral, social, and attending skills.
- Student's record and teacher recommendations will be considered.
- Student's ability to demonstrate and model age appropriate academic, social and leadership skills.



## **Elementary School Programs**

### **LEAP I & LEAP II Programs**

**School:** Cunningham Elementary School

**Grades:** K-2 = LEAP I; Grades 3-5 = LEAP II

### **Disabilities Addressed:**

The LEAP Programs are designed for students with significant developmental delays, intellectual impairments and multiple handicapping disabilities exhibited as a global delay in learning and social development.

### **Entry Criteria and Process:**

Students can be referred by parents, medical professionals, social service agencies, Department of Mental Health and/or Developmental Services, and/or members of Milton Public Schools. Team evaluations administered by school district personnel, in addition to outside agency evaluations, are considered to determine student need and eligibility. Placement decisions are made through the IEP Team meeting process.

### **Program Goal:**

The goal of the program is to provide a modified academic curriculum and social skills in a small group setting. Students are included with general education peers for Specials, Lunch, Recess and other classes as they are able. Students in LEAP II Program submit Alternate Assessments in lieu of participation in MCAS.

### **Program Description:**

The LEAP Program is primarily a substantially separate program for academic instruction. Foundation academic skills are taught using a structured multisensory and systematic design with constant spiraling and review of material. A modified curriculum is provided to meet the individual needs of students. The range of direct services varies widely depending upon a student's individual needs and abilities. The type and frequency of services are decided at the student's IEP Team meeting.

The LEAP Program offers all students a comprehensive inclusion component in the general education classroom supported by the special education staff. Students are encouraged to participate with their non-disabled peers in the least restrictive environment as often as possible.

## **Elementary School Programs**

### **STEP Program**

**School:** Glover Elementary School

**Grades:** 1-5

### **Disabilities Addressed:**

The STEP Program is designed for students with significant emotional impairments and social/behavioral needs. Students may have dysregulated behaviors, difficulty with impulse control or overt acting-out behaviors which interfere with their ability to attend and learn. Prior to referral to the STEP program, these behaviors had been demonstrated over a prolonged period of time and extend beyond the norm of accepted classroom behavior. Examples include one or more of the following categories:

- Social skills which fall below age appropriate levels
- High levels of anxiety related to academics and/or diminished social skills
- Insufficient degree of coping skills
- Clinically diagnosed mental disorders
- Difficulty with effectively controlling anger, fear and sadness

### **Entry Criteria and Process:**

Students can be referred by parents, medical professionals, social service agencies, Department of Mental Health and/or Developmental Services, and/or members of Milton Public Schools. Team evaluations administered by school district personnel, in addition to outside agency evaluations, are considered to determine student need and eligibility. Placement decisions are made through the IEP Team meeting process.

### **Program Goal:**

The STEP Program is designed to provide the therapeutic, academic, behavioral and structural supports necessary for emotionally impaired students to successfully function in a public school setting. Students requiring services in this program are viewed as a high risk for academic failure without appropriate social/emotional /behavioral supports.

### **Program Description:**

The program seeks to support students to maximize their school functioning while addressing their significant emotional needs. Students receive daily individualized academic support with an integrated behavior management system, to structure their school day. Students who participate in the STEP program are integrated in to their grade level, general education class as much as possible and are provided staff support for inclusive opportunities.

## **Elementary School Programs**

### **Milton Partners Program**

**School:** Collicot Elementary School

**Grades:** K, 1

### **Disabilities Addressed:**

The Milton Partners Program is designed for students with communication, social-behavioral, academic and functional skills disabilities, primarily those with an Autism Spectrum diagnosis.

### **Entry Criteria and Process:**

Students can be referred by parents, medical professionals, social service agencies, Department of Mental Health and/or Developmental Services, and/or members of Milton Public Schools. Team evaluations administered by school district personnel, in addition to outside agency evaluations, are considered to determine student need and eligibility. Placement decisions are made through the IEP Team meeting process.

### **Program Goal:**

The goal of the program is to teach students with Autism Spectrum Disorders the skills necessary to be successful learners in typical elementary classroom settings and in their community.

### **Program Description:**

The District contracts with New England Center for Children (NECC) to provide consulting services to this program, specifically designed to meet the educational and social needs of children with autism, the Milton Partners model utilizes the instructional curriculum, training and supervision systems that have been developed at NECC.

All programs are derived from the NECC Curriculum and NECC's Autism Curriculum Encyclopedia. Individual 1: 1 Applied Behavior Analysis (ABA) and Discrete Trial Training are employed, along with opportunities for supported inclusion in general education classrooms throughout the school day. Parents are encouraged to participate in a two hour a month home training program conducted at the student's home provided by the student's NECC-trained tutor to review, model and discuss home issues.

Speech and Language, Occupational Therapy, and Physical Therapy services are provided as Direct services, as well as on a consult basis. The NECC model encourages a consultation model for these therapies, in addition to pull-out services. As a result, these skills are embedded throughout the student's day.

## **Elementary School Programs**

### **NECC Partners Program**

**School:** Collicot Elementary School

**Grades:** 2-5

### **Disabilities Addressed:**

The NECC Partners Program is designed for students with communication, social-behavioral, academic and functional skills disabilities, primarily those diagnosed with Autism Spectrum Disorders.

### **Entry Criteria and Process:**

Students can be referred by parents, medical professionals, social service agencies, Department of Mental Health and/or Developmental Services, and/or members of Milton Public Schools. Team evaluations administered by school district personnel, in addition to outside agency evaluations, are considered to determine student need and eligibility. Placement decisions are made through the IEP Team meeting process.

### **Program Goal:**

The goal of the program is to teach children with Autism Spectrum Disorders the skills necessary to be successful learners in typical elementary classroom settings and in their community.

### **Program Description:**

The District contracts with New England Center for Children (NECC) to provide services to significantly disabled children with Autism Spectrum Disorders. Specifically designed to meet the educational and social needs of children with autism, the Partners model utilizes the instructional curriculum, training and supervision systems that have been developed at NECC.

All programs are derived from the NECC Curriculum and NECC's Autism Curriculum Encyclopedia. Individual 1: 1 Applied Behavior Analysis (ABA) and Discrete Trial Training are employed, along with opportunities for supported inclusion in general education classrooms throughout the school day. Parents are encouraged to participate in a two hour a month home training program conducted at the student's home provided by the student's NECC-trained tutor to review, model and discuss home issues.

Speech and Language, Occupational Therapy, and Physical Therapy services are provided as Direct services, as well as, on a consult basis. The NECC model encourages a consultation model for these therapies, in addition to pull-out services. As a result, these skills are embedded throughout the student's day.

## **Elementary School Programs**

### **Learning Center Support**

**Schools:** Cunningham, Glover, Tucker, Collicot (All Elementary Schools)

**Grades:** K -5

### **Disabilities Addressed:**

Inclusion and Learning Center Support is designed for students with varied disabilities and levels of need.

### **Entry Criteria and Process:**

Students are referred through the Team process. Evaluations administered by MPS personnel, in addition to outside agency evaluations, are considered to determine student need and eligibility. Placement decisions are made through the IEP Team process.

### **Program Goal:**

The goal of Learning Center support is to provide individualized accommodations and teach foundation skills, as well as, learning strategies to help students compensate for their learning disability. Inclusive services provided in the least restrictive environment, the general education classroom, is the preferred method of service delivery and academic support.

### **Program Description:**

Learning Center Support is a model provided in all elementary schools whereby special education teachers provide accommodations and academic support to students in the classroom and/or in separate special education settings. Students are supported through direct instruction and consultation models. The Learning Center teachers provide instruction in language arts, reading, mathematics as well as study and organizational skills. Learning Center teachers collaborate closely with classroom teachers, therapists and specialists to develop comprehensive, integrated services for students.

## **Middle School Programs**

### **Team Taught Inclusion Classes**

**School:** Pierce Middle School

**Grade:** 6-8

### **Disabilities Addressed:**

The Team Taught Inclusion Program is designed for special education students with various disabilities, who require support and accommodations to successfully access grade level curriculum.

### **Entry Criteria and Process:**

Students are referred through the Team process. Evaluations administered by MPS personnel, in addition to outside agency evaluations, are considered to determine student need and eligibility. Placement decisions are made through the IEP Team process.

### **Program Goal:**

The goal of the program is to provide appropriate and challenging grade level work and special education accommodations & support, within the general education English language arts and math classrooms.

### **Program Description:**

The students are exposed to the grade level curriculum with the support of a special educator in the general education class who is with them in both the language arts and math classes. Students then have the option of accessing an additional academic support class for a “second dose” of language arts or math with a special educator later in the day, to review that day’s lesson, receive remedial instruction, organize assignments and/or preview the next day's lesson. Students also receive support services in the two other core subject areas of science and social studies. Due to the additional language arts and math classes, students do not participate in a world language class.

## **Middle School Programs**

### **English Support and Math Support**

**School:** Pierce Middle School

**Grades:** 6-8

### **Disabilities Addressed:**

English Support and Math Support classes provide services for students with a wide range of disabilities and social needs, who require additional support in content areas of English language arts or mathematics.

### **Entry Criteria and Process:**

Students are referred through the Team process. Evaluations administered by MPS personnel, in addition to outside agency evaluations, are considered to determine student need and eligibility. Placement decisions are made through the IEP Team process.

### **Program Goal:**

The goal of the program is to provide a second dose of academic support in specific content areas, as well as, organization strategies, remediation and skill development.

### **Program Description:**

The Middle School English and math classes' primary focus is to provide academic support, skill development, and organizational structure in order that students achieve academic success within their core academic areas of study and within the school's social environment. Students are taught learning strategies to help them compensate for their area(s) of disability. A further goal of the program is to help students understand their own strengths and weaknesses as learners and to effectively self-advocate. The class is taught by a certified special educator.

## **Middle School Programs**

### **STEP II Program**

**School:** Pierce Middle School

**Grades:** 6-8

### **Disabilities Addressed:**

The STEP II Program is designed for students with significant Emotional Impairments and social/emotional/behavioral needs. Students may have dysregulated behaviors, difficulty with impulse control or overt acting-out behaviors which interfere with their ability to attend and learn.

Examples include one or more of the following categories:

- High levels of anxiety related to academics and/or diminished social skills
- Dysregulated coping skills
- Diagnosed emotional disorders
- Inability to appropriately manage anger, fear or sadness

### **Entry Criteria and Process:**

Participation in the STEP II Program is determined through the Team process. Team evaluations administered by school district personnel, in addition to outside agency evaluations, are considered to determine student need and eligibility.

### **Program Goal:**

The goal of the program is to provide the therapeutic, academic, behavioral and structural supports necessary for emotionally impaired students to successfully function in a public school setting. Students requiring services in this program are viewed as a high risk for academic failure without the appropriate social-emotional and behavioral supports. The primary goal of the program is to help students maximize their school functioning while addressing their significant emotional needs.

### **Program Description:**

The STEP (Structured Therapeutic Education Program) program is designed to provide students with the academic, behavioral and therapeutic supports they require to function within the Pierce Middle School. The STEP II Program provides individualized programming, supports and remedial instruction to students according to their needs. Students receive close monitoring, crisis intervention, and coordination with outside agency providers. Students who participate in the STEP II program participate with their grade level, general education class as much as they are able, with supports available to help them access inclusive opportunities when necessary.



## **Middle School Programs**

### **REACH Program**

**School:** Pierce Middle School

**Grades:** 6-8

### **Disabilities Addressed:**

The REACH Program is designed for students with significant intellectual, impairments and multiple handicapping disabilities exhibited in a pronounced delay in learning and social development.

### **Entry Criteria and Process**

Students can be referred by parents, medical professionals, social service agencies, Department of Mental Health and/or Developmental Services, and/or members of Milton Public Schools. Team evaluations administered by school district personnel, in addition to outside agency evaluations, are considered to determine student need and eligibility. Placement decisions are made through the IEP Team meeting process.

### **Program Goal:**

The goal of the program is to provide individualized and group instruction/services to students who require a modified curriculum due to their needs and IEP goals. The program strives to maximize the potential and independence of each student. The model works to eliminate the barriers between students with disabilities and their non-disabled peers.

### **Program Description:**

Primarily a substantially separate program for academic instruction, the REACH Program also offers students an inclusion component in the general education classroom as their abilities allow, with supports provided by the special education staff. Though most students spend at least 60% of their instructional time in the program, students are encouraged to participate in the general education environment as often as possible.

Subjects are taught using a structured multi-sensory design with spiraling and review of material. Instruction is broken down into manageable parts and modified to meet the individual needs of students. The program is staffed by a certified special education teacher with the assistance of para-professional staff. The special educator serves as the liaison for each student in the program and is responsible for the professional facilitation necessary to promote inclusive opportunities. The range of direct services varies widely depending upon a student's individualized needs. The type and frequency of service are decided at the student's IEP Team meeting.

## **High School Programs**

**Co-taught Classes: ELA, Alg/Geo I and II, Intro to Biology and Biology**

**School: Milton High School**

**Grade: 9-11**

### **Disabilities Addressed:**

Co-taught classes are designed for special education students with various disabilities, who require accommodations to successfully access grade level curriculum.

### **Entry Criteria and Process:**

Students are referred through the Team process. Evaluations administered by MPS personnel, in addition to outside agency evaluations, are considered to determine student need and eligibility. Placement decisions are made through the IEP Team process.

### **Program Goal:**

The goal of the program is to provide appropriate and challenging grade level work as well as special education accommodations and support, within the general education English language Arts, math, and science classrooms.

### **Program Description:**

The students are exposed to the grade level curriculum with the support of a special educator in the general education class who is with them in language arts, math, and science classes. Students then have the option of accessing an additional Academic Support class for a “second dose” of language Arts or math with a special educator later in the day, to review that day’s lesson, receive remedial instruction, organize assignments and/or preview the next day's lesson.

## **High School Programs**

### **Academic Support**

**School:** Milton High School

**Grades:** 9-12

### **Disabilities Addressed:**

The Academic Support class provides services for students with a wide range of disabilities and social needs, but is primarily designed for students with learning disabilities, Attention Deficit Disorders, and intellectual disabilities.

### **Entry Criteria and Process:**

Students are referred through the Team process. Evaluations administered by MPS personnel, in addition to outside agency evaluations, are considered to determine student need and eligibility. Placement decisions are made through the IEP Team process.

### **Program Goal:**

The goal of the program is to provide academic support, organization strategies and skill development in content areas. Students also work on skills related to transitional needs (i.e. resume writing, career interest inventories, self-advocacy skills). Some sections of Academic Support are focused on either ELA or math to provide a “second dose” of remediation or support on the content provided in the students ELA or Math class.

### **Program Description:**

The High School Academic Support class’s primary focus is to provide academic support, skill development, and organizational structure in order that students achieve academic success within their core academic areas of study and within the school’s social environment. Students are taught learning strategies to help them compensate for their area(s) of disability. A further goal of the program is to help students understand their own strengths and weaknesses as learners and to effectively self-advocate. The program is staffed by a certified special educator.

## **High School Programs**

### **Language-Based English**

**School:** Milton High School

**Grades:** 9-12

### **Disabilities Addressed:**

The Language-Based English program is designed for students who have specific learning disabilities. This program is recommended for students who need improvement in literacy skills, who may make ineffectual academic progress in a general education English class.

### **Entry Criteria and Process:**

Students are referred through the Team process. Evaluations administered by MPS personnel, in addition to outside agency evaluations, are considered to determine student need and eligibility. Placement decisions are made through the IEP Team process.

### **Program Goal:**

The goal of the program is to provide students with their grade level English requirement through a curriculum modified program while also focusing upon deficiencies in their language arts skills and literacy skills.

### **Program Description:**

The secondary-level Language-Based English program is staffed by a certified special education teacher. The special educator serves as a liaison for students in the language-based program and is responsible for the professional facilitation of the goals and objectives included in students' Individual Educational Program.

The Language-Based English classes parallel Milton High School's English curriculum, in which students will read and respond via discussion and writing to a variety of literature. The specialized language-based approach is highly structured with direct instruction implemented at a slower pace, with a high level of repetition and review, in a more concrete manner. These classes focus on two major areas: literature and written language.

- **Literature:** Students will read a wide range of literature including short stories, plays, and novels. While reading, students will utilize a wide range of reading strategies to interpret text such as activating prior knowledge, retelling, responding to and/or interpreting text, self-monitoring, and self-evaluating. Further, students will be drawing inferences, predicting outcomes, asking questions, summarizing, and clarifying information. Also, students learn vocabulary within the independent titles of the course readings.
- **Written Language:** Expository writing is emphasized, with students analyzing the literature in terms of characterization, theme development, conflict, author's choice of language and style, historical trend, etc. Students will use pre-writing strategies such as graphic organizers to organize ideas for writing, write a variety of essays, and edit assignments related to the literature read in class. Further, students will review concepts in grammar as necessary. Attention is paid to proper punctuation, subject-verb agreement and pronoun-case agreement, and parallel structure.

## **High School Programs**

### **ACHIEVE Program**

**School:** Milton High School

**Grades:** 9-12

### **Disabilities Addressed:**

The High School ACHIEVE Program is designed for students with intellectual impairments and multiple handicapping disabilities resulting in a pronounced delay in learning and social development.

### **Entry Criteria and Process**

Students can be referred by parents, medical professionals, and through the possible support of outside agencies such as the Department of Mental Health and/or Developmental Services, and/or members of Milton Public Schools. Team evaluations administered by school district personnel, in addition to outside agency evaluations, are considered to determine student need and eligibility. Placement decisions are made through the IEP Team process.

### **Program Goal:**

The goal of the program is to provide modified curriculum through individualized and small group instruction, to students whose disability renders them unable to access grade level classes. The program strives to maximize the potential and independence of each student in an effort to prepare students for post-secondary education and employment, by developing functional academic, social and vocational skills.

### **Program Description:**

Primarily a substantially separate program for academic instruction, the ACHIEVE Program also offers students an inclusion component in the general education classroom as their abilities allow, with supports provided by the special education staff. Students are encouraged to participate with their non-disabled peers in the mainstream environment as often as possible. Subjects are taught using a structured multi-sensory and systematic design with constant spiraling and review of material. Instruction is broken down into manageable parts and modified to meet the individual needs of students.

The ACHIEVE Program includes an extensive pre-vocational component, including supported paid and unpaid internships and work experiences in both sheltered and competitive work environments. To be eligible for the community work experience, students must meet specific readiness criteria to be determined by the Team process based upon teacher recommendation.

## **High School Programs** **Post-Graduate Program**

**School:** Milton High School

**Ages 18-22 (day before 22<sup>nd</sup> birthday)**

### **Disabilities Addressed:**

The High School Post-Graduate Program is designed for students with intellectual impairments and multiple handicapping disabilities resulting in a pronounced delay in learning and social development.

### **Entry Criteria and Process**

Students in the Post-Graduate Program previously attended Achieve.

Placement decisions are made through the IEP Team process.

### **Program Goal and description:**

The Post Graduate Program is designed as a follow up to the Achieve Program for young adult students with intellectual disabilities, up to age 22, who have completed 4 years of high school and received their Certificate of Participation from Milton High School. The focus of this program is vocational training and adult living skills. Students may attend one to two classes per day. Classes will emphasize skills related to functional academics, adult living, and vocational pursuits. They will then participate in a volunteer School-to-Work Training Program to prepare them for the world of work. Students will work up to five days per week at a training site either on campus, off campus, or within the community, depending on their individual interests, strengths & needs.

#### **Year 1 & 2**

- Students will take a Functional Academics class and instruction will focus on vocational, daily living/social and life skills. Students will also take electives geared to vocational/career interests at Milton High School.
- Students will continue exploring jobs/careers through work place visits/tours and hands-on volunteer job experiences.
- Students will work/volunteer up to 5 days per week with the assistance of a job coach.

#### **Year 3 & 4**

- Students will focus on choosing a career/realistic job, identify the qualifications for the job and will work/volunteer at a site related to his or her chosen career choice.
- Students will continue to take one to two classes at Milton High School. Staff will assist students in researching post- secondary options regarding future educational training related to vocational interests.
- With the assistance of staff, parents, and possible support from outside agencies such as Department of Developmental Services and MA Rehabilitation Commission, the student will transition to the appropriate adult service agency at or before age 22, depending on the needs of the student. The student will continue to work towards his or her career goals as well as adult living goals.

