

# **Milton Public Schools**

## **A Parent's Guide to Special Education Programs**

*The Milton Public Schools Guide to Special Education provides an overview of programs and specialized services that are available at the pre-school, elementary, middle and high school levels. Town-wide programs are located in the specific school listed, but are open to eligible students across the district.*

Revised: October 2010

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# **Milton Public School's Mission, Vision and Core Values**

## **Mission Statement**

The mission of the Milton Public Schools is to educate, challenge, and empower all students to be productive, caring, and contributing members of society.

## **Vision Statement**

The Milton Public School System is a dynamic community that challenges all students to thrive and achieve. Our schools provide a well-funded teaching and learning environment in state-of-the-art facilities. In partnership with the community, we equip our students with the skills and knowledge necessary to adapt and contribute to a changing world.

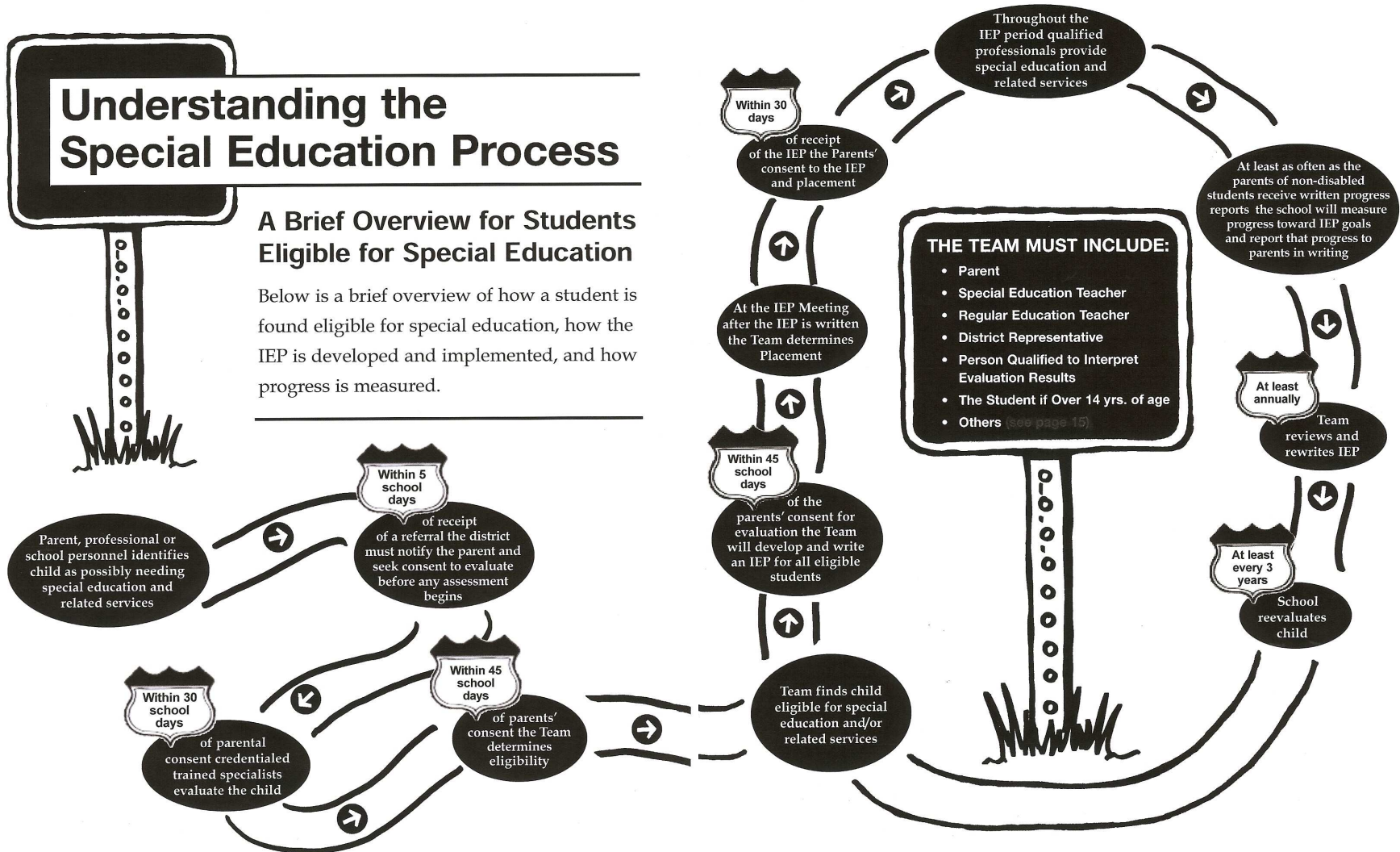
## **Core Values**

- High Academic Achievement for all Students
- Excellence in the Classroom
- Collaborative Relationships and Communication
- Respect for Human Differences
- Risk-Taking and Innovation for Education

# Understanding the Special Education Process

## A Brief Overview for Students Eligible for Special Education

Below is a brief overview of how a student is found eligible for special education, how the IEP is developed and implemented, and how progress is measured.



\*Source: A Parent's Guide to Special Education, A Joint Publication of The Federation for Children with Special Needs and The Massachusetts Department of Elementary and Secondary Education, December 2001

## **Special Education Mission Statement**

The Milton Special Education Department is committed to providing all students with disabilities an outstanding education to meet their academic and social needs and to maximize their individual education potential. Deliberately planned around our Core Values, learning opportunities are designed to meet students' unique needs in the least restrictive environment.

**Program****Grades****School(s)****Early Childhood Pre-School**

Integrated Program  
Substantially Separate Classroom

3-5 year olds

Collicot

**Elementary School Programs**

Co-taught Classrooms  
Co-taught Classrooms  
Co-taught Classrooms  
LEAP  
STEP ONE  
Language -Based  
NECC  
Learning Center Support

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

Tucker  
Glover  
Collicot/Cunningham  
Cunningham  
Cunningham  
Collicot  
Collicot/Cunningham  
All Schools

**Middle School Programs**

Team Taught Inclusion  
Transitions  
STEP TWO  
REACH  
Literacy  
Math Plus  
Organizational Prep

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

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

**High School Programs**

English Inclusion  
Language-Based English  
ACHIEVE Program  
TRANSITIONS A  
TRANSITIONS B  
Study and Organization

Grades 10-12  
Grades 9-12  
Grades 9-12  
Grades 9-12  
Grades 9-12  
Grades 9-12

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

## Specialized Services

*Milton Public Schools offers a variety of specialized services to eligible students. The services listed below are offered in all grade levels, unless otherwise noted. Some of these services are offered through consultation to the classroom teacher, as opposed to direct service to the student.*

<b>Service</b>	<b>Description</b>
Academic Support	Academic support services are generally available at all grade levels and provided by a special educator. Services are most often in a pull-out setting, but in some instances, within the general education classroom with a focus on providing assistance with classroom assignments, homework, comprehension of material and remedial instruction.
Adaptive Physical Education	Adaptive Physical Education is provided to students who would otherwise be unable to participate in the general physical education program because of physical, cognitive or behavioral challenges. In those cases, Adaptive Physical Education is provided within a sub-separate small group setting.
Applied Behavior Analysis	Applied Behavior Analysis (ABA) is a very structured and systematic teaching approach which breaks down learning into small discrete units, which are taught in small steps. Data is collected to monitor individual progress.
Alternative Assessments	Alternative Assessments are often a portfolio which may consist of work samples, instructional data, videotapes, and other supporting materials based on the student's performance in the subject(s) being assessed. When the nature and complexity of a student's disability present unique and significant barriers to standardized testing, the student's IEP or 504 Team may designate that the student take a MCAS- Alternate Assessment.
Adjustment Counseling	Adjustment Counseling is available in the elementary and middle school STEP Programs. The role of the adjustment counselor is to support students along with their parents and teachers 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.
Deaf/Hard of Hearing Services	Deaf/ Hard of Hearing services are provided for the purpose of inclusionary access for students with hearing loss and may include classroom consultation, teacher meetings, student observation, teacher in-service, as well as, other services deemed necessary by the school.
Emotional/Behavioral Support	Emotional/Behavioral support is available through School Adjustment counseling and/or a Functional Behavioral Assessment, which is a process used to determine the cause (or "function") of a behavior before developing an intervention.
Occupational Therapy	Occupational Therapy (OT) services are designed to enhance the student's ability to fully access and be successful in the education environment. Areas affecting students' performance may include handwriting skills, fine motor coordination, sensory integration processing, and poor strength and endurance needed to maintain upright posture.
Physical Therapy	Physical Therapy (PT) services in the education environment generally address 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.
Reading Instruction	Specialized phonemic reading instruction is available through the use of research-based programs such as Orton-Gillingham, Wilson Reading and other phonemic programs.
Social Pragmatics	Social Pragmatics is designed for students with difficulties using language to communicate and socialize. Interventions, provided by the Speech/Language therapist, teach the skills needed to strengthen social interactions.

Specialized Curriculum	Specialized curriculum refers to the modification of the standard grade level curriculum which the student would otherwise be subject to.
Speech and Language Therapy	Speech and Language Therapy in the education environment generally addresses a student's receptive and/or expressive language skills to increase their understanding of classroom lessons and activities. The Speech Therapist provides a variety of service including helping students understand and use basic language concepts, as well as support in reading and writing.
Swim Program	Students in the LEAP, REACH and ACHIEVE programs go swimming one time each week at Mass Hospital School.

### **Team Chairperson Contact Information**

**Early Childhood Pre-School:** (Collicot) 80 Edge Hill Road Milton, MA 02186

**Director/ Team Chairperson:**

Ms. Mary Beth Callahan (617) 696-4282 ext. 1022

**Collicot Elementary School:** 80 Edge Hill Road Milton, MA 02186

**Guidance/Team Chairperson:**

Ms. Kerry O'Leary (617) 696-4282 ext. 1001

**Cunningham Elementary School:** 44 Edge Hill Road Milton, MA 02186

**Guidance/Team Chairperson:**

Ms. Kathy LaPierre (617) 696-4285 ext. 1014

**Glover Elementary School:** 255 Canton Ave Milton, MA 02186

**Guidance/Team Chairperson:**

Ms. Mary Duggan (617) 696-4288 ext. 1104

**Tucker Elementary School:** 187 Blue Hills Parkway Milton, MA 02186

**Guidance/Team Chairperson:**

Ms. Mary Downey-Tipping (617) 696-4291 ext. 1111

**Pierce Middle School:** 451 Central Ave Milton, MA 02186

**Special Education Chairperson:**

Ms. Deanna Magill (617) 696-4568 ext. 1110

**Milton High School:** 25 Gile Road Milton, MA 02186

**Team Chairperson:**

Ms. Tracy Grandeau (617) 696-5040 ext. 5521



## **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 disability 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, Health Impairment, and/or Specific Learning Disability.

The program include students whose cognition falls within the average range and present with a Language-Based Learning Disability. Students may also demonstrate disorders in receptive and/or expressive language and/or in language processing. Similarly, students demonstrating communication, social-behavioral, academic and functional skills disabilities including, but not limited to Pervasive Developmental Disorder, Autism Spectrum Disorder, Asperger Syndrome, Pervasive Developmental Disorder-not otherwise specified, and Nonverbal Learning Disability are included.

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

Students are 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 Team Meeting process. Students with a diagnosed disability and eligibility for an Individual Education Plan (IEP) are entitled to free services; typically developing peers are accepted as models. There is a private tuition scale for all 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.

The Integrated Pre-school offers an array of schedule options based upon IEP Team recommendations:

Four day morning session (Monday-Thursday) 8:30-11:00am

Five day morning session (Monday-Friday) 8:30-11:00am

Four day afternoon session (Monday -Thursday) 12:00-2:30pm

Two day afternoon session (Monday & Wednesday) 12:00-2:30pm

Two day afternoon session (Tuesday & Thursday) 12:00-2:30pm

### **Specialized Services Available:**

- Speech and Language Therapy (also available without classroom services)
- Occupational Therapy (also available without classroom services)
- Physical Therapy (also available without classroom services)
- Deaf/Hard of Hearing Services
- Emotional/ Behavioral Support

## **Early Childhood Pre-School**

### **Substantially Separate Classroom 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 including, but not limited to Pervasive Developmental Disorder, Autism Spectrum Disorder, Pervasive Developmental Disorder-not otherwise specified, and Nonverbal Learning Disability. Students with significant and intensive intellectual or developmental delays with impairments in communication, language or neurological abilities are included in this program.

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

Students are 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. Practicing Activities of Daily Living (ADL) is a component of this program and include, but is not limited to independent toileting and eating skills.

### **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 materials. 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, self-care, adaptive behavior, and fine and gross motor skill development. There is a state of the art sensory-motor room and an enclosed playground to provide a safe child oriented environment. As students acquire appropriate skills, they are included into the Integrated Program with supports. The program maintains a high staff to student ratio based upon the specific needs of each student.

The program session runs five days each week (Monday-Friday) 8:30am-2:30pm.

### **Specialized Services Available:**

- Speech and Language Therapy
- Occupational Therapy / Physical Therapy
- Deaf/Hard of Hearing Services
- Emotional/Behavioral Support
- Applied Behavior Analysis

## **Elementary School Program**

### **Co-Taught Program**

**School(s):** Glover, Tucker, Cunningham/Collicot complex

**Grades: K-5** (depending upon school occupancy capacities)

### **Disabilities Addressed:**

The Co-Taught Program is designed for students with specific learning disabilities, Autism Spectrum Disorder, Intellectual Impairments, Communication Impairments, or Health Impairments.

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

Students are 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.

Students with special needs must be recommended for the Co-Taught Program through the IEP Team meeting process, and have a signed IEP which indicates the co-taught inclusion placement and recommends a regular education setting with a high staff/student ratio.

Students must have the ability to successfully function academically, socially and behaviorally within the structure of a regular education setting with the appropriate supports, accommodations and modifications to the curriculum.

### **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 at a normal pace as their peer role models and develop socially and cognitively. The program provides an academically challenging experience for all students while providing the students with special needs the role models necessary to access the curriculum at a normal pace and quality to development socially and cognitively.

### **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 between 16 and 18 students per class, with approximately half of the students on IEPs. All students benefit from the small class size and the attention of two highly trained full time teachers, one a regular 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 regular education teacher and one full time special education teacher

- **Grade 4 and Grade 5** one full time regular 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 a high degree 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.

### **Specialized Services Available:**

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy

## **Elementary School Programs**

### **LEAP Program**

**School:** Cunningham Elementary School

**Grades:** 1-5

### **Disabilities Addressed:**

The LEAP Program is designed for students with significant developmental delays, intellectual, neurological, communication, health and multiple handicapping disabilities exhibited in a pronounced delay in learning and social development.

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

Students are 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 at through the IEP Team meeting process.

### **Program Goal:**

The goal of the program is to teach foundation academic and social skills as well as learning strategies to help students compensate for their area(s) of learning disabilities. The program also helps students understand their own strengths and weaknesses as learners and self-advocate for their own individual needs

### **Program Description:**

The LEAP Program is primarily a pull-out program for academic instruction. Foundation academic skills are taught using 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 range of direct services varies widely depending upon a student's individual needs. All programming is highly individualized to meet the student's unique needs. 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.

### **Specialized Services Available:**

- Speech and Language Therapy
- Physical Therapy
- Social Pragmatics
- Occupational Therapy
- Emotional/Behavioral Support
- Specialized Curriculum
- Alternative Assessment
- Applied Behavior Analysis
- Adaptive Physical Education
- Swim Program

## **Elementary School Program**

### **STEP ONE Program**

**School:** Cunningham Elementary School

**Grades:** 1-5

### **Disabilities Addressed:**

The STEP ONE Program is designed for students with significant behavioral, social and emotional needs. Primarily, students exhibit a lack of impulse control and overt acting-out behaviors which interfere with the child's ability to attend and learn. These behaviors are demonstrated over a prolonged period of time and significantly extend beyond the norm of accepted classroom behavior and generally fall into 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
- Inability to appropriately control anger, fear and sadness

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

Students are 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 ONE Program is designed to provide the therapeutic, academic, behavioral and structural supports necessary for emotionally disabled 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 behavioral, social and emotional 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 and may be given an individualized behavioral management system to structure their school day. Students who participate in the STEP ONE program are encouraged to spend as much time participating in their grade level, general education class as possible. STEP ONE provides supports for inclusive opportunities when necessary.

### **Specialized Services Available:**

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Adjustment Counseling
- Specialized Curriculum
- Behavioral Supports

## **Elementary School Program**

### **Language -Based Program**

**School:** Collicot Elementary School

**Grades:** 4 & 5

### **Disabilities Addressed:**

The Language -Based Program is designed for students with a language -based learning disability whose cognition falls within the average range. Students may also demonstrate disorders in receptive and/or expressive language and/or in language processing.

Students in this program are working considerably below grade level in the spectrum of academic subject areas and may have substantial organizational needs which impact their performance. Students generally display significantly reduced decoding, fluency, comprehension, written and verbal language skills and require a structured, sequential, multi-sensory phonetic approach to reading.

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

Students are 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 enhance grade level academic skills while remediating gaps in learning by providing support. The program also provides students with the language and literacy skills, learning strategies and tools to become independent learners and achieve success in their general education classrooms.

### **Program Description:**

The Elementary Language -Based Program provide students with systematic remedial instruction which is applied to reading, comprehension, mathematics, and oral and written language, across all disciplines; thus allowing students to access the standard curriculum. Students are included daily in their regular education Language Arts class with supports and are fully included within the regular education setting for all specials and lunch. Speech/Language services are embedded within the classroom as well as provided as pull-out services on an individual basis.

### **Specialized Services Available:**

- Speech and Language
- Occupational Therapy
- Social Pragmatics
- Specialized Curriculum



## **Elementary School Program**

### **NECC Partners Program**

**School:** Collicot/Cunningham Elementary Schools

**Grades:** K-2 (program is limited to 7 students)

### **Disabilities Addressed:**

The NECC Partners Program is designed for students with communication, social-behavioral, academic and functional skills disabilities, including, but not limited to Pervasive Developmental Disorder, Autism Spectrum Disorder, Asperger Syndrome, and Pervasive Developmental Disorder-not otherwise specified.

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

Students are 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 at 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 regular 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 on a consult basis. The NECC model encourages a consultation model for these therapies, as opposed to pull-out services. As a result, these skills are embedded throughout the student's day.

### **Specialized Services Available**

- Applied Behavior Analysis
- Specialized Curriculum
- Speech Language Consultation
- Occupational Therapy Consultation
- Physical Therapy Consultation
- Social Pragmatics

## **Elementary School Program**

### **Learning Centers Support Program**

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

**Grades:** 1-5

### **Disabilities Addressed:**

The Learning Centers Support Program is designed for students with specific learning disabilities, health impairments, communication and language disabilities, developmental delays, intellectual impairments, or autism spectrum disorders.

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

Students are 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 at the IEP Team meeting process.

### **Program Goal:**

The goal of the program is to teach foundation skills as well as learning strategies to help students compensate for their area(s) of learning disability. Understanding their own strengths and weaknesses as learners and self-advocacy are components of this program.

### **Program Description:**

The Learning Centers Support Program is a model provided in all elementary schools whereby special education teachers provide academic support to students in the classroom and 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.

### **Specialized Services Available:**

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Emotional/Behavioral Support

## **Middle School Program**

### **Team Taught Inclusion Program**

**School:** Pierce Middle School

**Grade:** 6-8

### **Disabilities Addressed:**

The Inclusion Program is designed for students whose cognition falls within the average range and present with a Language-Based Learning Disability. Students may also demonstrate disorders in receptive and/or expressive language and/or in language processing. The Language-Based Program is intended for students who primarily have difficulty with their language/reading skills and this difficulty affects their ability to succeed fully in the regular education curriculum independently.

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

Students are 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 at the IEP Team meeting process.

### **Program Goal:**

The goal of the program is to provide appropriate and challenging grade level work within the regular education classroom while providing comprehensive special education support services available in every Language Arts and Math section. The ultimate goal is to ensure that each student is instructed at their current grade level and to consistently increase their MCAS scores.

### **Program Description:**

The students are exposed to the grade level curriculum with the support of a Special Educator in the regular education class who is with them in both the Language Arts and Math classes. Students then have an additional or “get back” Language Arts and Math class with the special educator later in the day to review that day’s lesson, receive remedial instruction, organize assignments and 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. Classwork is modified based upon individual need and Team determination.

### **Specialized Services Available:**

- Speech and Language Therapy
- Occupational Therapy

## **Middle School Program**

### **Transitions Program**

**School:** Pierce Middle School

**Grades:** 6-8

### **Disabilities Addressed:**

The Transitions Program is designed for students with Intellectual Disabilities.

### **Entry Criteria and Process**

Students are 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 at the IEP Team meeting process.

### **Program Goal:**

The goal of the program is to teach students the core academic curriculum subjects of Language Arts, Mathematics, and Social Studies, as well as learning strategies to help students compensate for their areas of learning challenges within the structure of a small pull-out classroom setting. Understanding their own strengths and weaknesses as learners and self-advocacy are components of the program as well.

### **Program Description:**

The Middle School Transitions Program is designed for students with intellectual and language - based learning disabilities that require time within a substantially separate language-based program to maximize learning. This structured program provides intensive specially designed instruction that is individualized based on students needs for English, Math, and Social Studies; all other academic classes are provided within the regular education setting. Students are working within a modified grade level curriculum in each subject area. Instruction is provided within a relaxed pace, using a multi-sensory presentation with an emphasis on practice and spiraling of the material; class size range from 5 to 8 students. All instruction is provided by a certified special education teacher

### **Specialized Services Available:**

- Speech and Language Therapy
- Occupational Therapy

## **Middle School Program**

### **STEP TWO Program**

**School:** Pierce Middle School

**Grades:** 6-8

### **Disabilities Addressed:**

The STEP TWO program is designed for students with significant behavioral, social and emotional needs. Primarily, students exhibit a lack of impulse control and overt acting-out behaviors which interfere with the student's ability to attend and learn. These behaviors are demonstrated over a prolonged period of time and significantly extend beyond the norm of accepted classroom behavior and generally fall into 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
- Inability to appropriately control anger, fear and sadness

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

Students are 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 Team meeting process.

### **Program Goal:**

The goal of the program is to provide the therapeutic, academic, behavioral and structural supports necessary for emotionally disabled 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 behavioral, social and emotional 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 Program provides highly individualized services, programming, and special 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 TWO program are encouraged to spend as much time participating in their grade level, general education class as possible. STEP TWO provides supports for inclusive opportunities when necessary. The range of direct services varies widely depending upon student individual needs. All programming is highly individualized to meet the student's unique needs. The type and frequency of services are determined at the student's IEP Team meeting

## **Specialized Services Available:**

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Adjustment Counseling
- Specialized Curriculum
- Behavioral Supports

## **Middle School Programs**

### **REACH Program**

**School:** Pierce Middle School

**Grades:** 6-8

### **Disabilities Addressed:**

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

### **Entry Criteria and Process**

Students are 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 services and instruction to students according 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 pull-out program for academic instruction, the REACH 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.

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 program is staffed by a Massachusetts Department of Education 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 include students with their non-disabled peers. 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.

### **Specialized Services Available:**

- Speech and Language Therapy
- Physical Therapy
- Social Pragmatics
- Occupational Therapy
- Emotional/Behavioral Support
- Specialized Curriculum
- Alternative Assessment
- Swim Program

## **Middle School Program**

### **Literacy Program**

**School:** Pierce Middle School

**Grade:** 6-8

### **Disabilities Addressed:**

The Literacy Program is designed for students who have a specific reading learning disability.

### **Entry Criteria and Process**

Students are 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 process.

### **Program Goal:**

The goal of the program is to provide the necessary supports and remedial assistance to help students to become independent learners and achieve success within their regular education classes. Strategies include remediation of reading weakness and teaching strategies for becoming fluent readers.

### **Program Description:**

The Literacy class is designed to reinforce reading fluency and comprehension skills in students who are reading below grade level. Students in this program are capable of being in the regular education curriculum independently but they need support to improve their reading.

6<sup>th</sup> grade Literacy addresses:

- Reading fluency and comprehension
- Students read high interest novels that are used to develop reading strategies, analyze characters, identify themes and other literacy elements

7<sup>th</sup> grade Literacy addresses:

- The synthesis and analysis of language, roots, prefixes, suffixes
- Students read high interest novels that are used to develop reading strategies, analyze characters, and identify themes and other literacy elements.
- Students read a variety of grade level selections that are used to provide instruction in inferencing, context clues, and summarizing.
- Reinforcement of regular education curriculum such as answering *Open Response* questions, the organization and development of essays and focus on developing specific details to support ideas
- Opportunity to review, preview and reinforce grade level English curriculum as needed

8<sup>th</sup> grade Literacy addresses:

- Focus on the curriculum -based model
- Students get assistance with the reading of assigned novels, classroom assignments, projects and tests



## **Middle School Program**

### **Math Plus**

**School:** Pierce Middle School

**Grade:** 6-8

### **Disabilities Addressed:**

The Math Plus program is designed for students with specific learning disabilities and neurological disabilities such as Attention Deficit Disorders and Executive Functioning disorders.

### **Entry Criteria and Process**

Students are 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 process.

### **Program Goal:**

The goal of the program is to provide the necessary supports and remedial assistance to help students to become independent learners and achieve success within their regular education mathematics program.

### **Program Description:**

The Math Plus class is designed to reinforce the regular education math curriculum. The regular education math teacher and the Math Plus teacher work together to support the students in the regular education curriculum by reviewing concepts taught in the class, as well as previously taught skills, and previewing upcoming topics. The class structure includes:

- Pre-teaching new math skills and concepts
- Reviewing previously learned skills and concepts
- Reviewing for tests and quizzes
- Homework assistance to ensure students can fully and confidently participate in class

## **Middle School Program**

### **Organizational Prep Program**

**School:** Pierce Middle School

**Grades:** 6-8

### **Program Goal:**

The goal of the program is to help students who require an organization support and structure to their approach to classroom assignments complete those assignments with the aid of a teacher.

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

Students are referred by their regular education teachers, guidance counselor and school administrators.

### **Program Description:**

Organizational Prep is a regular education program which provides skill development in content areas and organization support to students who struggle with structuring their classroom assignments due dates and the time management necessary to complete short and long term assignments. This is not a special education program but is highly recommended for any student who struggles with his/her preparation and follow through of classroom assignments.

## **High School Program**

### **Inclusion English**

**School:** Milton High School

**Grades 10-12**

### **Disabilities Addressed:**

The secondary-level Inclusion English program is designed for students with specific learning disabilities.

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

Students are 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 process.

### **Program Goal:**

The goal of the secondary-level Inclusion English Program is to provide an education in the least restrictive environment possible to students who have been diagnosed with learning disabilities, shaping instruction so that it is delineated by the goals and objectives set forth in the student's IEP within the context of the core curriculum.

### **Program Description:**

The secondary-level Inclusion English program is staffed by a Massachusetts Department of Education certified special education instructor who is both special education and English certified. *Students in Inclusion English include both students who have been diagnosed with disabilities and their non-disabled classmates. Inclusion English is deemed an on-level course.* This teacher serves as the liaison for students in the Inclusion program, and is responsible for the professional facilitation of the goals and objectives included in students' Individual Education Plans.

The content covered in the secondary-level Inclusion English classes directly correlates to Milton High School's English curriculum, in which students read and respond via discussion and writing to a wide variety of literature. The specialized inclusive approach is highly structured with direct instruction; and while students in Inclusion English read the same novels as those in other college preparatory classes, information is presented with more repetition and in a more concrete manner. Most students receive additional reinforcement provided through their Study and Organization support period (See Page 34).

- English IIA/B (Inclusion) is a close study of the major genres of literature: drama, nonfiction, poetry, the short story, and the novel. In addition, attention will be given to the various cross-genres such as parody, satire, and allegory. Sophomore English focuses on the principles of expository writing, building on the rudimentary composition skills taught in English I. Students continue to study vocabulary and grammar in context and in isolation. Over the course of the year by studying literature, transferring ideas into written form, and encouraging proper grammar and vocabulary

usage, students continue to develop effective reading and writing skills.

- English IIIA/B (Inclusion) is a course that approaches the literature of the United States including selections by the Puritans through late 19<sup>th</sup>, possibly 20<sup>th</sup>, century authors. Over the course of the year students become familiar with the cultural/historical background of each era as well as the influence of each upon the literature of that time period. Critical analysis, the continued development of writing skills, and vocabulary enrichment are the focal points of this course. Grammar review will be addressed based on student needs. Toward the end of the year a research paper will be required of each student.
  
- English IV A/B (Inclusion) is a survey of British and world literature in which students read many different forms of poetry, plays, short stories, novels, essays, and historical prose, ranging from the earliest days of written English to the modern day period. Over the course of the year this class addresses works from the Middle Ages, the Renaissance, the Age of Satire, the Romantic and Victorian periods, and the Twentieth Century and beyond. As students proceed, they become familiar with the cultural/historical background of each era as well as the influence of each upon the literature of that time period. Critical analysis, the continued development of writing skills, and vocabulary enrichment are the focal points of this course. Grammar review is addressed based on student needs.

### **Specialized Services Available:**

- Speech Language Therapy
- Specialized Curriculum

## **High School Program**

### **Language-Based English**

**School:** Milton High School

**Grades:** 9-12

### **Disabilities Addressed:**

The secondary-level 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 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 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 Massachusetts Department of Education certified special education instructor. 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 Plan.

The secondary-level 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 will be paid to proper punctuation, subject-verb agreement and pronoun-case agreement, and parallel structure.

## **High School Program**

### **ACHIEVE Program**

**School:** Milton High School

**Grades:** 9-12/ or until graduation or turning 22

### **Disabilities Addressed:**

The High School ACHIEVE Program is designed for students with significant developmental delays, intellectual, neurological, communication, health and multiple handicapping disabilities exhibited in a pronounced delay in learning and social development.

### **Entry Criteria and Process**

Students are 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 process.

### **Program Goal:**

The goal of the program is to prepare students for post-secondary education and employment by developing functional academic, social and vocational skills.

### **Program Description**

The ACHIEVE Program, primarily a pull-out program for academic instruction, 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.

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 program is staffed by a Massachusetts Department of Education 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 include students with their non-disabled peers.

The ACHIEVE Program has an extensive, structured, supported work component designed to provide students with internships, paid and unpaid 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. The ACHIEVE Program has a 2 day a week work training partner program with the Cardinal Cushing School in Hanover. 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.

## **Specialized Services Available:**

- Speech Language Therapy
- Physical Therapy
- Social Pragmatics
- Occupational Therapy
- Emotional/Behavioral Support
- Specialized Curriculum
- Alternative Assessment
- Swim Program

## **High School Program**

### **Transitions A Program**

**School:** Milton High School

**Grades:** 9-12

### **Disabilities Addressed:**

The Transitions A Program is designed for students with intellectual and specific learning disabilities

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

Students are 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 process.

### **Program Goal:**

The goal of the program is to teach student the core academic curriculum subjects of Language Arts, Mathematics, and Social Studies as well as learning strategies to help students compensate for their areas of leaning challenges within the structure of a small pull-out classroom setting. Understanding their own strengths and weaknesses as learners and self-advocacy are components of the program as well.

### **Program Description:**

The High School Transitions Program is designed for students with intellectual and language-based learning disabilities that require time within a substantially separate language-based program to maximize learning. This structured program provides intensive specially designed instruction that is individualized based on students needs for English, Math, and Social Studies; all other academic classes are provided within the regular education setting. Students are working within a modified grade level curriculum in each subject area. Instruction is provided within a relaxed pace, using a multi-sensory presentation with an emphasis on practice and spiraling of the material. **Transitions A is for students without challenging behaviors;** class size range from 5 to 8 students. All instruction is provided by a certified special educator.

### **Specialized Services Available**

- Speech Language Therapy
- Emotional/Behavioral Support
- Specialized Curriculum
- Social Pragmatics



## **High School Program**

### **Transitions B Program**

**School:** Milton High School

**Grades:** 9-12

### **Disabilities Addressed:**

The Transitions B Program is designed for student with intellectual and specific learning disabilities *and challenging behaviors*.

### **Entry Criteria and Process**

Students are 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 process.

### **Program Goal:**

The goal of the program is to teach student the core academic curriculum subjects of Language Arts, Mathematics, and Social Studies as well as learning strategies to help students compensate for their areas of learning challenges within the structure of a small pull-out classroom setting. Understanding their own strengths and weaknesses as learners and self-advocacy are components of the program as well. Additionally students are guided through social and behavioral challenges that may arise.

### **Program Description**

The High School Transitions Program is designed for students with intellectual and language-based learning disabilities that require time within a substantially separate language-based program to maximize learning. This structured program provides intensive specially designed instruction that is individualized based on students needs for English, Math, and Social Studies; all other academic classes are provided within the regular education setting. Instruction is provided within a relaxed pace; a multi-sensory presentation with an emphasis on practice and spiraling of the material. Students are working within a modified grade level curriculum in each subject area. **Transitions B) is for students who exhibit learning *and* challenging behaviors;** class size range from 5 to 8 students. All instruction is provided by a certified special educator.

### **Specialized Services Available:**

- Speech Language Therapy
- Emotional/Behavioral Support
- Specialized Curriculum
- Social Pragmatics

## **High School Program**

### **Study and Organization**

**School:** Milton High School

**Grades:** 9-12

### **Disabilities Addressed:**

The Study and Organization program 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 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 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.

### **Program Description:**

The High School Study and Organization Program'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. Class size varies from 8-12 students.

### **Specialized Services Available:**

- Speech and Language Therapy
- Emotional Supports
- Organizational Supports
- Academic Supports
- Social Pragmatics
- Specialized Supports

## Summer Programs

The number of school days per year which a student's program or services may be extended beyond the regular school year is determined by the IEP Team.

All students regress over long breaks in the school schedule. Extended Year Services are available to students who have demonstrated *substantial regression* in his or her learning skills or have a *history* of substantial difficulty in relearning skills if an extended year program is not provided.

Extended Year Service programs are a continuation of the educational benefits that accrues to a student during the regular school year and should be consistent with the students IEP goals and objectives addressed throughout the regular school year.

The Milton Public Schools provide a variety of programs which vary in length and are determined by the needs of the students.

Current programs include:

- Pre-School Integrated and Substantially Separate classroom programs
- Elementary and Secondary classroom programs for Developmentally Delayed Students
- Elementary classroom programs for students with a variety of learning disabilities
- NECC classroom for students with Autism Spectrum Disorders
- Reading/Wilson Reading tutoring
- Math tutoring
- Speech/Language Therapy
- Occupational Therapy
- Physical Therapy
- Applied Behavioral Analysis

## Milton PAC

The Milton special education Parent Advisory Council (PAC) is led by parents and provides information and support to all parents and guardians of children receiving special education services and other interested parties. Membership is **free**.

PACs are mandated and regulated by state law and receive assistance from the school committee. PAC duties include advising the school committee on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of special education programs. (MGLc.71B,sec.3)

The Milton PAC is also a proud member of MASSPAC, a statewide network of special education parent advisory councils, parents, and professionals working together on behalf of children receiving special education services.

*"Treat a man as he is and he will remain as he is.*

*Treat a man as he can and should be, and he will become as he can and should be."*

-- Johann Wolfgang von Goethe

**Email: [MiltonPAC@Yahoo.com](mailto:MiltonPAC@Yahoo.com)  
Web: [MiltonPAC.org](http://MiltonPAC.org)**



# MILTON SPECIAL EDUCATION PAC

## Parent Advisory Council

**MILTON PAC**  
**Information ❖ Advocacy ❖ Support**



## *Empowerment*

Parents and guardians of children with special needs or learning disabilities sometimes feel alone and confused when dealing with their children's unique learning styles, challenges and needs at school. **You are not alone!**

Approximately 15% of students enrolled in the Milton Public Schools receive special education services- - and the PAC is here to provide information and support to families with children of all ages on IEPs or 504s, and those who think their children might need special education services.

The PAC works collaboratively with the schools on the development, planning and evaluation of special education programs, and advocates for the best possible services for students.

**You are not alone!**

The PAC is led by an elected board of parents who host meetings, speakers and other events throughout the school year.

**We hope you will join us!**

*"The PAC helped me become a better advocate for my child, and connected me with other parents in Milton who share similar experiences."*

-Kate Fullam  
Parent

## MILTON PAC

### **Stay Informed, Find Support, Get Involved!**

#### **JOIN OUR EMAIL LIST**

Send an email to [MILTONPAC@YAHOO.COM](mailto:MILTONPAC@YAHOO.COM) and start receiving important information and updates directly from the PAC Board.

#### **JOIN OUR YAHOO GROUP**

Email our PAC listserv coordinator at [MiltonPAC-Owner@YAHOOGROUPS.COM](mailto:MiltonPAC-Owner@YAHOOGROUPS.COM) to join. The yahoo group provides another way for you to connect with other PAC members online about issues of mutual interest.

#### **ATTEND MEETINGS & EVENTS**

Check the PAC calendar for dates!

#### **CHECK OUR WEBSITE**

[www.miltonpac.org](http://www.miltonpac.org)

#### **OTHER HELPFUL WEBSITES**

Milton Public School:

[www.miltonps.org](http://www.miltonps.org)

Federation for Children with Special Needs:

[www.fcsn.org](http://www.fcsn.org)

