**Elementary:**

**Autism Programs:**
Programming includes a continuum of services from PK-5 as well as intensive to inclusive supports. Services include, but are not limited to ABA services, para support, speech and language therapy, occupational therapy, physical therapy, adaptive physical education, sensory integration therapy, academics, social skills. Extended School Year Services (ESY) are also offered to students in these programs.

<table>
<thead>
<tr>
<th>Ashley</th>
<th>Campbell</th>
<th>Step-Down PK-5</th>
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<tr>
<td>Step-Down K-5</td>
<td>Integrated PK</td>
<td>Inclusion clusters PK-5</td>
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<tr>
<td>Brooks</td>
<td>Inclusion clusters</td>
<td>Gomes</td>
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<td>Carney Academy</td>
<td>Integrated PK</td>
</tr>
<tr>
<td></td>
<td>Intensive PK-5</td>
<td>Inclusion cluster</td>
</tr>
</tbody>
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**Deaf/Hard of Hearing Programming:**
Fully inclusive programming for students who are deaf, hard of hearing, or have cochlear implant surgery. The program combines American Sign Language and spoken language for all students.

**Pulaski**
**Language-Based Program:**
Language-based instruction is a teaching approach that explicitly builds skills in each of the four overlapping areas of language: listening, speaking, reading, and writing. All students benefit from language and literacy instruction that teaches them how to understand and use language accurately, efficiently, and with the confidence and independence needed for higher education, professional employment, and positive social relationships.

**Lincoln**
K-2 classroom
3-5 classroom

**Reaching Independence thru Supportive Education (RISE Academy):**
RISE Academy is designed to facilitate intensive socio-emotional/behavioral and academic interventions primarily in a substantially separate, special education classroom. Students enrolled in Rise Academy require an intensive program that honors diversity, teaches skills to promote self-regulation, builds a love of learning, a sense of belonging in school and community so that students feel empowered and capable of embracing learning and experiencing academic growth and success.

**Pulaski**
PK-5
Substantially Separate Classrooms:
Programming includes all subjects being provided in a setting outside of general education. Disabilities include intellectual, severe specific learning disabilities, neurological impairments, etc.

Ashley Gomes
Hayden McFadden

Hathaway Pacheco
Pulaski

Transitional Resource Program:
These are specialized classrooms designed for students with severe developmental delays, intellectual and/or neurological impairments. Each student will develop vocational, academic, social/emotional, and adaptive daily living skills to the maximum of his/her/their potential. Students will be integrated into the general education setting to the maximum extent possible.

Hayden McFadden
PK-5
Middle School:

**Autism Program:**
Programming includes services in grades 6-8 for students requiring more intensive support. Services include but are not limited to ABA services, para support, speech and language therapy, occupational therapy, physical therapy, adaptive physical education, sensory integration therapy, academics, social skill, and life skills training. Extended School Year Services are also offered to students in these programs.

**Roosevelt**
6, 7, 8

**Comprehensive Behavior Intervention Program (CBIP):**
An intensive behavior management program to meet the behavioral, academic and social needs of students. The CBIP program is designed to facilitate intensive behavioral support provided primarily in a substantially separate, special education classroom. The students in this program have not previously been successful in their general education setting due to significant and persistent behavioral difficulties that have impacted their educational progress and learning.

**Roosevelt**
6, 7, 8
**Deaf/Hard of Hearing Programming:**
Fully inclusive programming for students who are deaf, hard of hearing, or have cochlear implant surgery. The program combines American Sign Language and spoken language for all students.

Keith
6, 7, 8

**Language-Based Program:**
Language-based instruction is a teaching approach that explicitly builds skills in each of the four overlapping areas of language: listening, speaking, reading, and writing. All students benefit from language and literacy instruction that teaches them how to understand and use language accurately, efficiently, and with the confidence and independence needed for higher education, professional employment, and positive social relationships.

Keith
6, 7, 8

**Supportive Academics Program:** These are substantially separate classrooms that service students with complex disabilities. These students may be working on a modified curriculum with extensive accommodations.

**Normandin**
6, 7, 8

**Roosevelt**
6, 7, 8
**Transitional Resource Program:**
These are specialized classrooms designed for students with severe developmental delays, intellectual and/or neurological impairments. Each student will develop vocational, academic, social/emotional, and adaptive daily living skills to the maximum of his/her/their potential. Students will be integrated into the general education setting to the maximum extent possible.

Normandin  
6, 7, 8

Keith  
6, 7, 8

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**High School:**

**Alternative Learning Classroom (ALC):**
Similar to the CBIP program, the Alternative Learning Classroom (ALC) is a behavior management program designed to meet the behavioral, academic, and social needs of students. The ALC program is designed to facilitate behavioral support provided primarily in a substantially separate classroom. Not all students attending the ALC classroom are special education students, however they are students who have not previously been successful in their general education setting due to significant and persistent behavioral difficulties that have impacted their educational progress and learning.
Autism Program:
Programming includes a continuum of services from PK-5 as well as intensive to inclusive supports. Services include, but are not limited to ABA services, para support, speech and language therapy, occupational therapy, physical therapy, adaptive physical education, sensory integration therapy, academics, social skills. Extended School Year Services (ESY) are also offered to students in these programs.

*Intensive
*Clusters

Deaf/Hard of Hearing Programming:
Fully inclusive programming for students who are deaf, hard of hearing, or have cochlear implant surgery. The program combines American Sign Language and spoken language for all students.

Language-Based Program:
Language-based instruction is a teaching approach that explicitly builds skills in each of the four overlapping areas of language: listening, speaking, reading, and writing. All students benefit from language and literacy instruction that teaches them how to understand and use language accurately, efficiently, and with the confidence and independence needed for higher education, professional employment, and positive social relationships.
Supportive Academics Program:
These are substantially separate classrooms that service students with complex disabilities. These students may be working on a modified curriculum with extensive accommodations.

Transitional Resource Program:
These are specialized classrooms designed for students with severe developmental delays, intellectual and/or neurological impairments. Each student will develop vocational, academic, social/emotional, and adaptive daily living skills to the maximum of his/her/their potential. Students will be integrated into the general education setting to the maximum extent possible.

Alternative Schools:

Parenting Teen Program: The Parenting Teen program enrolls students in middle and high school who are pregnant or who are parenting children ages newborn to 3 years of age. The program utilizes a blended learning model and also houses a daycare program for children of students attending the program.
Trinity Day Academy:
Trinity Day Academy is a public, special education day school for students in grades 4-12. All students who attend Trinity Day Academy require intensive social/emotional clinical support as part of their educational programming. All classes take place in a small group setting and combine the efforts of special educators, school adjustment counselors, behaviorists, and paraprofessionals. Individual and group counseling are provided by licensed school adjustment counselors and are available to all students. The clinical interventions and educational strategies utilized at Trinity Day Academy are designed with the intention of providing students with everything needed to transition students to mainstream schools, college, military and/or the workforce.

Whaling City Alternative:
Whaling City Jr./Sr. High School is an alternative educational program designed for students in grades 6-12. Students are enrolled at Whaling City for a variety of reasons which include, but are not limited to: demonstrating “at-risk” behaviors within the comprehensive academic setting, being transferred in accordance with MGL Chapter 71 Section 37H ½ as a result of being charged with a felony violation, or require access to alternative academic pathways. The vision at the Whaling City Jr./Sr. High School is to provide a safe and positive learning environment that serves and supports at-risk students by addressing the whole student. Program supports are designed to provide students with the tools necessary to transition back to the comprehensive middle/high school(s), college, the military, or into the workforce.