**Middle School Pathways Program**

Services students with disabilities which impact social communication and language processing. The program is comprised of a substantially separate schedule for students with more significant challenges and a partial inclusion schedule for students who are able to manage grade level curriculum in the regular education classroom with support.

The classroom space includes 2 rooms: one with a more traditional academic instruction set up and one that includes sensory break space, recreation and life skills spaces, and bathrooms. The more traditional classroom space includes small group instruction areas and individual work stations as well as student computers and other technology.

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**Mission:**

The goal of the program is to provide specialized interventions to meet the unique and

varied academic, social, and life skill needs of students, in grades 6-8, diagnosed with

disabilities that require more intensive services in order to access the school across all

domains. (academics, social, communication, daily living and pre-vocation)

**Components of the partial inclusion program:**

• Supported inclusion with a 1:3 staff student ratio

• High staff-student ratio throughout the day

• Re-teaching and modifications of both grade level curriculum and modified curriculum

• Integrated and individual therapies

• Preparation and accommodations for state assessments

• Use of assistive technology and augmentative communication as needed

\*Consultation by the district behavior therapist (BCBA)

\*Daily social skills class

\*Weekly social pragmatics and language instruction class with speech and language staff

\*Daily supported study period

\*Option for an alternative math class and/or English class

 -based on student skills and readiness

**Components of the substantially separate program:**

\*High staff-student ratio, opportunity for 1:1 support

\*Use of discrete trial instruction and methodologies based on theories of ABA

\*Consultation by the District behavior therapist (BCBA)

\*Access to community outings (library, grocery store, bowling, etc)

-dependent on student goals

• School -based work experiences

\*Alternative MCAS assessment portfolios

\*Use of augmentative communication and assistive technology devices

\*Supported inclusion in areas of interest as appropriate

\*Instruction in daily living skills

\*Daily social skills/communication class

\*Integrated and individual therapies

\*Focus on functional academic skills