

CARVER PUBLIC SCHOOLS
Special Education Department

P.O.S.T. Program (18-22)
(Preparing Our Students for Transition)

Services students ages 18-22 who have not met the criteria for a diploma and require continued vocational and life skills instruction.

Mission:

The mission of the program is to develop and provide quality educational and transitional programs for students who have already received a Certificate of Attendance by completing the twelfth grade. The goals of the program are to assist students to:

- Develop and awareness of career options
- Develop employability skills and understand the relevance of such skills to the workplace
- Develop the ability to set, attain, and evaluate reasonable goals
- Transition from high school to work
- Develop skills necessary to be self sufficient and as independent as possible, and
- To improve self-awareness and self-advocacy skills. The students are out in the community a minimum of eight hours per week.

The Components of the class may include:

The component of the program is highly individualized to meet the unique learning needs of each student. Students continue to work on reading, writing, money, time management, computer skills, and civics. Each student has the opportunity to work to his/her maximum potential in each of the above skill areas. The focus of the Life Skills component of the program is to further prepare the students for the demands of adult life and to maximize independence in the future. Emphasis is placed upon functional, everyday activities such as meal planning, nutrition, shopping, hygiene, telephone skills, first aid, home management skills, and sex education. Skills are also addressed and reinforced in other settings such as the cafeteria, stores, restaurants, etc.

If students meet identified criteria they have an opportunity to attend the T@B (Transitions at Bridgewater) Program at Bridgewater State University. The T@B program provides instruction on similar topics as their class in Carver but in an inclusion college program with students from other towns with similar abilities.

Preparation for entering a work environment is one of the highest priorities of the program. Students take the skills and experiences learned from the prevocational settings and apply them to a more formalized vocational setting. When appropriate and available, students work in either a paid or non-paid internship program. Individual productivity, quality of work, ability, and personal choice are closely monitored. The students are out in the community a minimum of eight hours per week.

Support Services:

A speech-language pathologist and occupational therapist conduct a weekly group session to enhance and maintain communication skills. Focus is on pragmatics and the appropriate use of speech in vocational, community, and social settings. An adaptive physical education educator conducts classes twice a week. Emphasis is on developing motor coordination, increasing strength and stamina, playing games, following rules, and improving social relationships.