

| PROGRAM | LOCATION | PROGRAM DESCRIPTION |
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| Medford Early Education Program (PK) | Brook Missituk McGlynn Elem Roberts | Half day am/pm and full day integrated developmental preschool programs that address the whole child, including cognition, language, communication, social interaction, play skills, motor abilities, and self help skills. Emphasis on communication, ABA and self-management skill development based on individual student needs. Methodology includes multi-disciplinary collaboration between instructional staff, related service providers and parents. |
| ACCESS Program | McGlynn Elem McGlynn Middle | Highly staffed intensive with specialized therapeutic work to accommodate individual students. Curriculum is aligned to the Massachusetts Curriculum Frameworks as the access/entry skill levels of complexity. Methodology includes strong multi-disciplinary collaboration between instructional staff, related service providers and parents. Students participate in standards-based instruction while addressing social, motor and communication skills. Opportunities for facilitated inclusion components. |
| ACCESS High School Program | MHS | This program is an extension of the middle school ACCESS program , but includes an enriched transitional component to facilitate community access, prevocational work skills, via on-campus and off-campus training opportunities, as well as focus on transition planning with community-based agencies. Methodology includes strong multi-disciplinary collaboration between instructional staff, related service providers and parents. |
| Project Transition | MHS | This is a post-high school opportunity for students who will continue within a school program between the ages of 18-22. Curriculum is focused on individual student transition from school to adult life. Each student designs an individual transition plan, which is implemented through the collaborative efforts of the student, school team, family and state agencies as appropriate. |
| Connections Program | Roberts Elem McGlynn Middle | Programming based on principles of ABA, use of direct teaching, natural environment teaching, peer modeling, and a total communication approach within both group and 1:1 settings, incorporated throughout the day to facilitate generalization of learned skills to the natural environment. Methodology includes strong multi-disciplinary collaboration between instructional staff, related service providers, outside agencies and parents. |
| Developmental Program | Brooks K-2 | Addresses development of the whole child. Focus on academic, communication, social and emotional needs of students. Facilitated inclusion components. |
| Language Based Program | Brooks Andrews McGlynn Middle | Grade level content for ELA, Reading, Math, Social Studies and Science. Teachers use specialized instructional methods and pedagogy to address the specific learning needs of students identified with significant language-based learning disabilities; including rule based reading and writing programs, strategies to address executive functioning, organizational and social skills. Facilitated movement from small class setting into highly staffed general education classrooms as well as daily facilitated inclusion components. |
| Learning Group Program | MHS/MVTHS | Curriculum aligned with Massachusetts Curriculum Frameworks, modified based on student needs, grade level academic courses including ELA, Reading, Math, Social Studies and Science, plus elective courses to build transition skills, while addressing executive functioning, organizational and social skills. Use of rule-based reading and writing programs are prominently woven within the program curriculum. With team recommendation and application process, students access MVTHS CTE programs and related shops. |
| Resource Room Learning Centers | MHS/MVTHS | Small group academic instruction for Reading, ELA, Math, Science, Social Studies and Academic supports. Curriculum is fully aligned with the Massachusetts Curriculum Frameworks, with course specific skill focus. |
| Therapeutic Learning Program | Missituk Andrews MHS/MVTHS | Instruction to address individual learning needs of students with moderate-severe social, neurological, health or mental health disorders. Individual counseling, group counseling, and pragmatic language instruction are integrated elements. Facilitated inclusion components. |
| Curtis Tufts High School | Curtis Tufts | Public therapeutic day school program with Clinical services. Instruction to address individual learning needs of students with moderate-severe social, neurological, health or mental health disorders. Individual/group counseling, and pragmatic language instruction are integrated components. Facilitated transition to HS/MVTHS CTE programs as students demonstrate progress towards goals. |

Inclusion support services including in-context, pull out, and related services are available in all schools.

Enrollment in Special Education Programs can only be made through Special Education Team placement determination.