Program	Grade Levels	Building	Program Overview
Special Class 12:1:(3:1)	6, 7, 8	BRMS	NYSAA-eligible students who need functional academic skill development and often have significant needs in the areas of communication, academic, social, behavioral and daily living skills. This is a full day program with services integrated into the program (speech, OT, assistive tech, behavioral specialist support, music therapy, adapted physical education). Students often transition from the 8:1:1 Thornell Developmental Program and transition to the 12:1:(3:1) Mendon High School program. Students in this program are working toward Alternate Achievement standards and are beginning to develop pre-vocational and daily living skills. Students are also provided access to specialized health and FACS instruction. Community-based instruction is integrated into the curriculum, with opportunities both within and outside of the school building. Students are generally eligible for the Extended School Year program.
Special Class 12:1:1	6-8	BRMS	Students in this program are anticipated to be working toward a diploma and/or a CDOS Commencement Credential. Students have academic, communication, executive functioning and social needs that require smaller, specialized academic instruction. Curriculum is skill-based; students are working toward grade level standards with significant accommodations to instruction and assessment based on the student's skill level. Students may be recommended for the 12:1:1 program in one or more subject areas. Students participate in general education settings with appropriate supports, on an individualized basis.

Special Class 8:1:1	6,7,8	CRMS	Students are generally academically capable of accessing grade level curriculum with social/emotional and sensory needs that require specialized instruction in a smaller class setting for one or more periods per day. Special Class - Core Support is provided one period per day for students and the classroom is available as a 'home base' as students need a break and to support their regulation during the day. Students generally receive core instruction outside of the 8:1:1 setting, with CT support provided by the 8:1:1 teacher. The program emphasizes the development of social language, social skills and coping strategies through the home base, core support and push-in related services. Students typically receive counseling. The behavioral consultant supports the program (direct and indirect supports to staff and students) and also pushes into Core Support for direct instruction.
8:1:2 RISE (Reaching Independence Socially and Emotionally) program	K-5 (2 classrooms)	JRE	Home-based setting for students who need a structured, supportive program in order to learn the social/emotional skills necessary to be able access general education settings with increasing independence. Students are of varying academic levels but are working toward grade level standards. Full-time speech/language services are embedded into the program to support students across contexts. PYS social work and behavioral consultation services are incorporated into the program to support students, staff and families, and to coordinate with outside service providers. Related services are pushed into the classroom as much as is possible.

Special Class 12:1:1	9-12	MHS	Students in this program are anticipated to be working toward a Diploma and/or CDOS Commencement Credential. Students have academic, communication and social needs that require smaller, specialized academic instruction. Curriculum in 12:1:1 content classes is skill-based and is modified from the grade level content and standards. Students may be recommended for the 12:1:1 program in one or more subject areas and access the 12:1:1 program as their primary classroom setting.
Special Class 12:1:(3:1)	9, 10, 11, 12+	MHS	Program serves students who are NYSAA-eligible who need functional skill development and often have significant communication, adaptive, social and life skill needs. Services are integrated into the program (including speech, OT, PT, assistive tech, behavioral specialist support, music therapy, transition specialist and adapted physical education). Students are anticipated to be able to manage a high school setting, initially with significant supports, and to be able to work toward accessing vocational experiences outside of the classroom. Work experience options can include BOCES Multi-Occ, FOCUS and work study programs both within the classroom or building and outside of the building. Students often come from the 12:1:(3:1) BRMS program and transition to gradually more independent work and community-based experiences as they move through their high school career in order to prepare for supported employment and/or adult services. Students in this program develop functional academic, vocational and daily living skills, including specialized Health instruction, and are given opportunities for community-based instruction in order to prepare to live and work as independently as possible after high school. The program results in a Skills and Achievement Commencement Credential.

Developmental Primary Program 12:1:1	K-2	PRE	• Program for students who require primary instruction in ELA, Math and school readiness. Students in this program need significant academic supports and accommodations, and participate in both the special class setting and the general education classroom setting throughout the school day. Significant communication supports and functional skill instsruction are also provided in the primary program. • Students also have significant sensory and behavioral needs that require a special class setting with the support of a multidisciplinary team (including speech/language, OT, PT, behavioral consultant, social worker and music therapy). • Most students require ESY.
Intermediate Developmental Program 12:1:1	3-5	PRE	• Program for students who require primary instruction in ELA and/or math and/or social/emotional/behavioral skill development in a special class setting with the support of a multidisciplinary team (including speech/language, OT, PT, behavioral consultant, social worker and music therapy) • Students in this program need significant academic supports and accommodations, and participate in both the special class setting and the general education classroom setting throughout the school day • Most students require ESY
Thornell District-Based Program 8:1:1	K-5 (2 classrooms)	TRE	Students with complex needs (significantly delayed academic, social, emotional, physical and/or communication skills) who are either determined to be eligible or for whom there is a strong probability they will be considered for eligibility for the NYS Alternate Assessment. Students are focusing on communication and functional/daily living skill development and are working toward Alternate Achievement standards, with inclusion into general education classrooms as appropriate. Services are integrated into this full-day program (speech, OT, PT, assistive tech, behavioral specialist support, music therapy). Students typically require ESY program and remain within the TDP program through the 5th grade at Thornell Road Elementary School. Students often transition to BRMS 12:1:(3:1) or 12:1:1 program.