



SHARON PUBLIC SCHOOLS

75 Mountain Street, Sharon, MA 02067 Tel: 781-784-1570 Fax: 781-784-1573

Dr. Peter Botelho, Superintendent | Dr. Meg Dussault, Assistant Superintendent

Sharon High School RISE Program Reaching Individualized Success in Education

The Reaching Individualized Success in Education (RISE) program is designed for students in grades 9-12 that require behavioral and social support in order to make effective academic and social/emotional progress. Our students may experience a range of school adjustment difficulties, inappropriate social functioning, poor academic performance, developmental delays, and/or immature peer relations. Students in RISE take MCAS with accommodations, and are on a diploma track to meet Sharon High School's graduation requirements. It is important to note that many, but not all RISE students will remain at Sharon High School through their IEP and receive post secondary instruction and training via the POST Program.

Comprehensive academic, behavioral, and clinical services are provided throughout the school day from a Special Education Teacher, along with specialized support staff trained in the principles of Applied Behavior Analysis. A strong home-school relationship, through ongoing communication and collaboration, is a critical and essential part of the student's success. The goal of the RISE program is to assist students in becoming engaged learners through the use of innovative and empirically-based instruction, and to overcome behavioral and social challenges by practicing effective behavioral alternatives.

Each student's Individualized Education Program (IEP) and Transition Plan is based on assessment information and ongoing quantitative data collection. The data collected is analyzed in order to maximize student independence and participation within the school and community environment when appropriate.

RISE offers individual and small group instruction as prescribed by each student's IEP. General educators, speech and language pathologists, school psychologists, occupational therapists, vocational teachers and outside agencies (as needed), work in collaboration to provide a wide range of direct services and support.

The development of skills related to academics aligns with and meets the Massachusetts Curriculum Standards. The curriculum is/can be modified to each student based on ongoing data collection and benchmark assessments. Students' abilities and personal areas of strength and weakness are carefully examined and programming is tailored within the Team process.

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RISE is an academically focused program that allows for students to access a full inclusion* or partial inclusion** setting within the general education classes as appropriate based on individual student needs.

RISE utilizes a structured system in which the generalization of the previously taught skills are targeted. Previous material that may have been taught in 1:1 settings or through more restrictive teaching strategies (such as Discrete Trial Training) are broadened and developed. Students benefit from learning and practicing the life-long functional skills required to learn in a larger environment and greatest level of independence possible. The student's individual post-secondary goals are always considered, and staff work collaboratively with students and the families to reach these goals. We want each student to develop the community, academic and pre vocational skills needed for them to reach their post secondary goals.

Staffing:

Special Education Teacher, Instructional Assistants, Speech and Language Pathologist (as applicable), BCBA consult, Occupational Therapist, School Psychologist, and Physical Therapist (as applicable)

Entrance Criteria

Students' for which RISE may be proposed for-

- Identification of a Social Communication Disorder, Autism Spectrum Disorder or related disability.
- On an MCAS track to meet graduation requirements
- Requires social skill and/or behavior support in and out of the general education classroom
- No longer require (or did not require) Discrete Trial Training as the main modality for instruction
- With support, accommodations and modifications are able to access the general education curriculum
- Typically students transition to the RISE from the Bridges Program at Sharon MS.

Exit Criteria

- Support is decreased based on data collection and a pattern of independence as appropriate, ensuring students are included in the general education curriculum as independently as possible.

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- Students' in the RISE program typically remain or under the auspices of the program until the completion of their chronological grade 12 school year.

***Full inclusion=** IEP services are provided outside of the general education classroom <21% of the time (80% inclusion).

****Partial Inclusion=** IEP services are provided outside of the general education classroom at least 21% of the time, but no more than 60% of the time.

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