



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 P.O.S.T. Program (Providing Opportunities for Student Transition)

The focus of the POST Program is to provide an age appropriate, functional and inclusive education for students with moderate to intensive special needs. The program is highly individualized to meet each student's unique learning needs. The curriculum includes functional academics (reading, writing, math, current events), functional life skills (community based, work based, and independent living skills), activities of daily living (home based living skills), social skills instruction, and pre-vocational training. Students may also require behavior support across their educational settings. The goal is to teach skills that can be applied at the greatest level of independence.

There are two sections of the POST Program, POST I and POST II. Students are involved in community-based learning experiences that target vocational and life skill development. Students hold unpaid internships with an array of community partners in fields such as: retail, clerical, food service, media and animal care. The intent of this vocational program is not to train the student for a specific job, but to refine a student's vision and to build and master general employable skills. These skills include following directions, responsibility and time management, completing a task, troubleshooting and quality of work, and engaging in appropriate social behavior.

Students practice life skills both in the classroom and in the community. Students are transported to local stores, restaurants, and businesses. Prior to any trip to the community, students practice executive functioning skills by preparing and planning for the trip. Students have the opportunity to practice banking and money management, shopping and cooking. These trips and activities are coordinated with families so that the students engage in meaningful activities.

The POST I Program partners with the Transitions at Bridgewater Program (T@B) at Bridgewater State University. At the T@B Program, students meet with other 18-22, year-old students from Massachusetts school districts and participate in lessons that prepare students for the transition to adult living at age 22. In addition, students have the opportunity to network and build friendships.

The POST II Program provides classroom and community-based instruction for students 18-22 with disabilities who have earned diplomas or are on a diploma track. In class, students develop vocational skills, daily living skills, and social skills and then apply them in different settings, with the goal of preparing students to live independent lives as adults. Across the year, students develop and refine their visions for the future, creating SMART (specific, measurable, attainable, realistic and time based) goals that take into account their

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interests and strengths. Students learn about vocational skills and practice soft skills through interactive activities and on-the-job training. The program allows the students to form partnerships with agencies that will provide adult services, such as MRC, DDS, and the Boston Center for Independent Living. POST II also teaches different life skills necessary for independent living: personal hygiene, healthy lifestyles, cooking, household chores, financial management, accessing community resources, and leisure skills. Students will also work on their social skills using the PEERS curriculum. This curriculum covers topics such as safe electronic communication, handling arguments, having appropriate two-way conversations, and handling bullying. Throughout the year the students save their work and compile it all into a transition binder that they will be able to keep once they graduate from the program.

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 the POST I Program may be proposed for-

- Identification of an Intellectual Impairment, Communication Impairment, Multiple Disabilities, Emotional Impairment or an Autism Spectrum Disorder or related disability.
- Typically, students have completed either the RISE or Pathways Program
 - Students from RISE or PATHWAYS will transition to the POST program after completing their chronological grade 12 year.
- Students who are considered for the POST Program typically require services and programming until their 22nd birthday

Exit Criteria

- The Team determines that the student is able to transition to a community-based program or;
- The student has reached their 22nd birthday and is no longer eligible for special education services.