



## ***The Navigator Program: Grades 9-12*** *(formally known as Life Skills)*

(Number of classrooms are determined by student need and age ranges)

**Program Overview:** The Navigator Program serves students who have substantial multiple disabilities. These disabilities may include, but are not limited to autism, cognitive/intellectual impairment, physical, sensory, and/or medical. These students require significant support in order to learn and access the curriculum.

### ***How is a student enrolled/referred to the Navigator Program:***

MV School professionals, IEP teams, Parents, Medical professionals, social service agencies or developmental services may refer students for possible placement.

Placement decisions are made through the IEP team meeting process and following the below criteria/process.

### ***Eligibility Criteria:***

#### **1. All the following criteria are met:**

- Student is eligible for special education
- IEP addresses all areas of need, with documentation of the progress made toward meeting goals and objectives
  - Diagnosis of moderate to severe disability. These disabilities may include, but are not limited to autism, cognitive/intellectual impairment, physical, sensory, and/or medical. These students require significant support in order to learn and access the curriculum AND one or more of the following factors:
    - Significant behavior that impacts the ability to access and participate safely (to self or others) in the general education setting
    - Significant delays in language and functional communication
    - Significantly below grade level in multiple areas
    - Lack of appropriate social interaction skills that severely impact day to day interactions with peers and adults
    - Repetitive and restrictive stereotyped movements or behaviors

#### **2. The following steps are completed and an IEP meeting is scheduled:**

1. If significant behaviors are present, a Functional Behavioral Assessment is conducted (if hasn't been completed) and a behavior plan has been implemented and in place with ongoing data collection and analysis
2. Teacher observes the potential student and staff shares current information, behavioral, academic, cognitive, and achievement assessment results.
3. Staff clearly defines which, if any, skill deficits are preventing the student from making adequate progress in the general curriculum. (Please note: A determination should be made by the Team regarding the need for specially designed instruction in order to address skill deficits and clearly define desired outcomes.)

**3. The following items are completed before the student begins new services in the new placement:**

- IEP changes are made and IEP is signed and accepted by parent/guardian (services, nonparticipation justification & placement)
- All evaluations, eligibilities, & IEP's are completed
- Determine schedule of transition
- Schedule orientation for student

***Program Description:***

The Navigator Program is designed to meet the educational, communication and social needs of students with significant and pervasive needs. At age 14 student's individual teams will be discussing transition planning goals and will develop a individualized program that helps to build skills and lay the groundwork for the students to make progress at meeting their goal. This goal and transition planning will be discussed minimally every year at the IEP team meeting and will be the focus of planning and individual programming for the students four years in the Navigator Program.

The program services include a combination of supported and independent inclusion, small group activities, incidental teaching strategies, and 1:1 teaching. The program is based on the principals of Applied Behavior Analysis with a focus on reinforcement systems and consistent behavior management. Curriculum is highly structured, individualized, and utilizes multiple opportunities for practice and teaching of functional life skills to provide mastery and generalization.

Integration will be based on the Least Restrictive Environment for students per individualized IEPs and team decision. Students in this program are typically significantly behind grade level. Although much of the specialized academic instruction occurs within the program, students are provided with inclusion opportunities, structured peer interaction and community-based experiences as part of their educational program

The students receive interventions in various areas such as; communication skills, motor skills, daily living skills. Related therapies are provided through consultation and direct services. The majority of the students has participated in statewide assessments through an alternative portfolio and will do so for their Grade 10 requirement. In most cases they will earn a certificate of participation and may move into the Transition Program after their 4 years of High School.

***Related Services may include:***

- Physical Therapy
- Occupational Therapy
- Speech and Language Therapy
- Social Pragmatics
- Augmentative Communication Specialist
- TVI
- O&M
- Behavioral Supports
- Adapted Physical Education
- Transportation