# 2005-2006
# Program Descriptions
# RJ Grey Junior High School

# Raymond J. Grey Junior High School
# Special Education Program Descriptions

**Overview**

The Acton-Boxborough Regional School District offers a wide range of identification, diagnostic, educational, therapeutic and support services for students in Grades 7-12.

**Therapy Services Available** – this list is an example and not exhaustive

Speech and Language Services
Psychological and Counseling Services
Occupational Therapy
Physical Therapy
Mobility Services
Vision Services
Deaf Education

**Program**

**Language Learning Program (LLP)**

**General Overview**

All Language Learning program students have a unique learning style as well as a specific learning and/or communication disability. All students exhibit one or more of the following characteristics:

- Difficulties with oral and written expression
- Difficulties with reading and reading comprehension
- Difficulties with math computation and applications
- High anxiety levels, distractibility and/or focussing difficulties
- Significant difficulties with all aspects of organization and academic production

Although frustration and school failure may be common for students recommended for the Language Learning Program, students with primary social, emotional and behavioral difficulties are addressed in other special education programs. The Language Learning Program provides individualized programs including individualized instruction when necessary to students motivated to achieve socially and academically.

Students in LLP require a high degree of monitoring and academic support. In general, students in this program are functioning below grade level in one or more basic skill areas.

**Curriculum Methodology**

For some students, not all-academic classes are taken in a mainstream setting. In small group special education classes, students' individual learning styles are addressed within content areas. The focus is to parallel the mainstream curriculum as much as possible while enhancing skill levels that will enable students to work towards increased mainstream participation.

## Program

## Supported Transition Program

### General Overview

The focus of this program is to provide an age appropriate, functional and inclusive education for students with moderate to intensive special needs. Students are considered unique individuals with diverse learning styles and skills. A highly individualized educational program is provided to each student that includes a signification amount of time within the general education curriculum as well as small group remediative basic skill instruction where appropriate. Flexible staffing and scheduling allows for students to learn in the company of their peers in general education classrooms as well as small group instruction geared to meeting individual needs. Each student's schedule is determined based on his/her individual needs and priorities.

### Curriculum Methodology

In general, a three-year junior high school experience is recommended. Service delivery is broken down into the following categories: supported mainstream class participation, small group special education classes, reading and language arts instruction, computer and keyboarding instruction, counseling, speech and language and life skills training.

### Specialized Services

Speech and language services are provided to all students in small group or individually several times weekly. Students also participate in small group and individual counseling where conflict resolution, self-esteem and social issues are targeted. Adaptive physical education classes are offered to students within the STP program based on individual need. Emphasis is on developing motor coordination, increasing strength, playing games, following rules and directions, and improving social relationships. Some students also participate in mainstream physical education classes and in extracurricular activities, sports, and school clubs.

**Program**

**Learning Centers – Grade 7 and 8**

**General Overview**

Learning Center programs provided special education services to students who have diagnosed learning disabilities and require varying degrees of skill development and academic support. The goal of the Learning Center is to assist students to become independent learners in the regular education setting. The great majority of students are fully enrolled in mainstream classes.

**Curriculum Methodology**

All students receive small group remedial instruction in the Learning Center. The time spent in the Learning Center depends on individual needs and scheduling priorities. Learning Center staff work cooperatively with regular education teachers to individualize or supplement the curriculum to meet the needs of students. In general, however, classroom materials are used to develop skills in reading comprehension, written expression, mathematics, and study skills such as note taking, outlining, report writing and test preparation.

Within the Learning Center, special education staff support many regular education courses. A supported mainstream experience allows special and regular education teachers to share instructional techniques and strategies, and coordinate services for individual students. While not all students require this additional degree of support, supported classes are available across curriculum areas.

**Program**

**Center for Learning and Student Services (CLASS) – Grade 7 and 8**

**General Overview**

The CLASS program is a therapeutic program for students who demonstrate social/emotional and behavioral challenges. The program is designed to facilitate behavioral change in students through appropriate peer modeling and academic success in a mainstream experience. This process is reflected in the behavioral programming offered, as well as individual and group counseling. Each student can anticipate personal growth in areas of self-esteem, decision making, communication, and problem solving as well as in assuming increased responsibility for his or her own behavior. All students are expected to participate in the counseling component of the program and most students also participate in counseling outside of school as well. Students are fully included in regular education classes whenever possible with daily classroom support and are expected to manage the regular education curriculum within their classes. All students exhibit one or more of the following characteristics:

- Difficulties with aspects of executive functioning
- Difficulties with attention, focus and academic production

**Curriculum Methodology**

Special education staff support all academic classes in order to assist students with any difficulties they may have. Special education staff work closely with classroom teachers in providing individualized classroom accommodations and instructional strategies to address each students' varied academic and clinical needs.

Within the resource room, each student receives individual and/or small group instruction on a daily basis to reinforce academic skills, receive social/emotional support and direct organizational instruction.

- Individualized expectations for attendance and personal behavior
- Daily monitoring of attendance and personal behavior
- A consistently applied system of consequences and rewards to promote positive behavior
- Ongoing therapeutic support