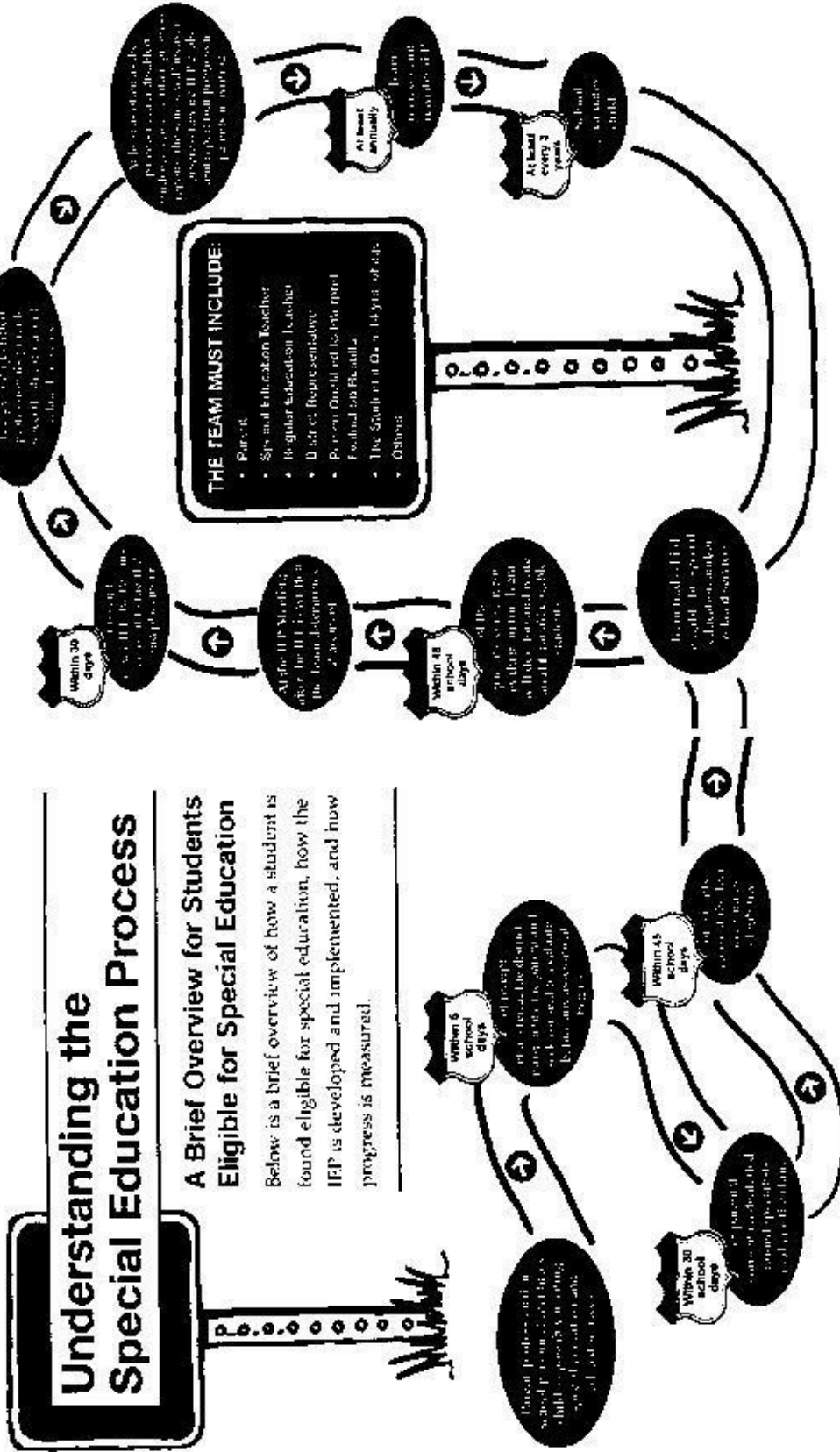


A Parent's Guide to Special Education Programs at Randolph Public Schools

The purpose of this guide is to provide a general overview of programs and specialized services that are available at the pre-school, elementary, middle and high school levels. All placements in special education programs are determined by individual student needs and full IEP Teams. This guide is an overview only of programs found throughout the District; more detailed specific information is available through the Office of Special Services and your child's school.

Non-Discrimination Policy

The Randolph Public Schools (RPS) do not discriminate on the basis of race, color, national origin, sex, gender identity, handicap, age, religion or sexual orientation in admission to or participation in its programs and activities. RPS does not tolerate any form of discrimination, intimidation, threat, coercion and/or harassment that insults the dignity of others by interfering with their freedom to learn and work.



*Source: A Parent's Guide to Special Education, A Joint Publication of The Federation for Children with Special Needs and The Massachusetts Department of Elementary and Secondary Education, December 2001

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Randolph Public Schools Related Services

Randolph Public Schools offers a variety of specialized services to eligible students. The services listed below are offered in all grade levels, unless otherwise noted. Some of these services are offered through consultation with the classroom teacher, as opposed to direct service to the student.

Academic Support	<ul style="list-style-type: none"> Academic support services are generally available at all grade levels and provided by a special educator. Services are most often in a pull-out setting, but in some instances, within the general education classroom with a focus on providing assistance with classroom assignments, homework, comprehension of material and remedial instruction.
Applied Behavior Analysis	<ul style="list-style-type: none"> Applied Behavior Analysis (ABA) is the science in which the principles of behavior are applied systemically to improve socially significant behavior. This is done through analysis and interpretation of the environmental variables responsible for behavior change.
Adjustment Counseling	<ul style="list-style-type: none"> Counseling in small groups or one-to-one is provided to students to practice communication, problem solving and other social skills.
Deaf/Hard of Hearing	<ul style="list-style-type: none"> Deaf/ Hard of Hearing and vision services are provided for the purpose of inclusionary access for students with hearing or sight loss and may include classroom consultation, teacher meetings, student observation, teacher in-service, as well as, other services deemed necessary as determined by the Team.
Emotional/Behavioral Support	<ul style="list-style-type: none"> Emotional/Behavioral support is available through School Adjustment counseling, Board Certified Behavioral Analysis and/or a Functional Behavioral Assessment, which is a process used to determine the cause (or "function") of a behavior before developing an intervention.

<p>Occupational Therapy</p>	<ul style="list-style-type: none"> Occupational Therapists (OT) identify and treat students with reduced postural control; visual perception; visual motor skills; fine motor skills and sensory processing disorder. Disabilities in these areas can lead to difficulties with classroom functioning; physical endurance; printing; drawing; and fine motor manipulation impacting the students' ability to complete daily classroom tasks.
<p>Physical Therapy</p>	<ul style="list-style-type: none"> Physical Therapy (PT) services in the education environment generally address a child's posture, muscle strength, mobility and organization of movement. PT interventions are designed to enable the student to travel throughout the school environment and school grounds safely; participate in classroom activities effectively with peers.
<p>Specialized Reading</p>	<ul style="list-style-type: none"> Specialized reading instruction is available through the use of research-based programs such as Orton-Gillingham, Wilson Reading and other phonemic programs.
<p>Speech Therapy</p>	<ul style="list-style-type: none"> School-based speech-language therapy is evaluation and treatment of speech, auditory processing, language, and communication disorders that affect educational progress. Speech-language therapy also involves counseling and education of teachers and families about these disorders and their management.

Integrated Preschool Program

Program Type: Integrated

Program Ages: 3 - 5 years

Location: John F. Kennedy Elementary School, 20 Hurley Drive

Phone Number: 781-961-6211

Disabilities Addressed:

The Integrated Preschool Program is designed to meet the needs of students with identified disabilities including, but not limited to, Autism Spectrum Disorder, Developmental Delay, Intellectual Impairment, Communication Impairment, Sensory Impairment (Hearing/Vision/Deaf-Blind), Neurological Impairment, Emotional Impairment, Physical Impairment, Health Impairment, and/or Specific Learning Disability which negatively impact effective progress in school.

Entry Criteria and Process:

Students are referred to the program from a variety of sources including, but not limited to, parents, Early Intervention (EI) programs, medical professionals, social service agencies, and private Preschool/Daycare teachers and administrators. To determine student need and eligibility, Team evaluations administered by school district personnel, as well as evaluations conducted by outside agencies, are considered. Placement decisions are made through the Team Meeting process.

Services are free for eligible students with identified disabilities for whom Individualized Educational Programs (IEPs) have been written. There is a tuition fee for students who attend as typically developing Peer Partners.

Program Goal:

The goal of the program is to provide developmentally appropriate learning experiences, tailored to meet individual needs, where children may discover, create, learn, and meet high expectations to reach their full potential, thoughtfully guided by the Common Core Standards for Pre-K approved by the Massachusetts Department of Elementary and Secondary Education.

Program Description:

The Integrated Preschool Program, offered to promote a child's social, emotional, physical, and cognitive development, provides an environment in which children with identified disabilities may learn both with and from peers with typical abilities in an inclusive setting. Although primarily provided to serve children with special needs, the Integrated Preschool Program features a comprehensive language-based, developmentally appropriate early

childhood curriculum designed to meet the needs of a variety of learners. In those classrooms, children from the community presenting with typical abilities are invited to join as Peer Partners to work, talk, and play alongside children with special needs. This partnership enhances the social, language, and overall academic development of all.

The thematic curriculum is aligned with the Common Core Standards for Pre-K students in Massachusetts, Teaching Strategies Gold, and the most up-to-date Guidelines for Preschool Learning Experiences.

The work and play of Preschool are important stepping stones to all future educational success.

Preschool days at JFK are well thought-out and busy. In addition to Literacy and Math, children are engaged in Circle, Science, Art, Music, Gross Motor/Movement, Fine Motor, Sensory, and Dramatic Play activities daily. All follow a balanced schedule that includes student-selected and teacher-directed activities, large and small groups as well as individual projects, and varying levels of activity, indoors and out. Social and Communication skills are fostered through structured, language-based activities as well as symbolic play focus. As necessary, accommodations and modifications are made utilizing various teaching techniques and strategies allowing for multiple means of representation, expression, and engagement so that all may access the curriculum.

The Preschool follows the same school year calendar as the Randolph Public Schools Kindergartens. A variety of schedule options are available based upon Team recommendations:

A.M. SESSION	8:20 – 10:50
P.M. SESSION	11:50 – 2:20
FULL DAY PROGRAM	8:20 – 2:20

Specialized Services Available:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Deaf/Hard of Hearing Services
- Applied Behavior Analysis (ABA) Services
- Emotional/Behavioral Support

Staffing:

The Preschool at John F. Kennedy School is staffed by highly qualified DESE certified Special Educators as well as Speech and Language Pathologists, an Occupational Therapist, a Physical Therapist, a Teacher of the Deaf, and a Board Certified Behavior Analyst (BCBA). In addition, paraprofessionals are assigned to each classroom. Specific staffing is determined by the needs and numbers of students requiring services.

Communication and Social Skills Learning Center (CLC) Program

Program Type: Substantially Separate

Program Grade Levels: Grades K-5

Location: John F. Kennedy Elementary School, 20 Hurley Drive

Phone Number: 781-961-6211

Disabilities Addressed:

The Communication Learning Center Program is designed for students with a diagnosed disability including, but not limited to Autism Spectrum Disorder, Sensory Impairment, Communication Impairment, Language Difficulties and Delays.

Students may also demonstrate disorders in receptive language, expressive language, and/or language processing. Similarly, students demonstrating communication, social-behavioral, academic and functional skills disabilities including, but not limited to Autism Spectrum Disorder, Asperger Syndrome, Language Difficulties noted in a Specific Learning Disability (SLD) and Nonverbal Learning Disability are included.

Entry Criteria and Process:

Students are referred to the program from a variety of sources, including but not limited to parents, teachers, administrators, service providers, medical professionals, social service agencies, Team evaluations administered by school district personnel. In addition, evaluations conducted by outside agencies are considered as part of the process to determine student need and eligibility. Placement decisions are made through the Team Meeting process. Students with a diagnosed disability and eligibility for an Individual Education Plan (IEP) are considered at the Team meeting for this environment.

Program Goal:

The goal of the CLC classrooms is to assist students in developing communication, academic and social pragmatic skills that will enable them to be successful in school as well as to provide them with daily living skills. Safe, predictable, and positive environments are provided to enhance the student learning process and to encourage student participation and motivation. Alternative resources and learning tools are provided to address each student's individual needs and to support the goal of the classroom. In addition, the CLC's focus is on developing a positive social atmosphere to promote each student's ability to work collaboratively and productively in a respectful and

pro-social manner.

The CLC programs welcome families and strive to allow parents to participate in the educational and socialization process utilizing their unique knowledge of the problems affecting their children. Communication is integral to the program and the success of students.

Program Description:

Communication and Social Skills Learning Centers (CLC) are self-contained classrooms available to students in grades kindergarten through five. These classrooms respond to the needs of students with autism or pervasive developmental delays. They provide small group instruction and a small student to staff ratio, consistent with strategies designed to promote academic and social success.

Students in these programs have Individualized Educational Programs (IEPs) which address their diverse learning styles and specific communication needs. All students are encouraged and given the opportunity to mainstream for non-academic classes as appropriate. CLC classrooms are staffed with certified special education teachers as well as with paraprofessional support to facilitate academic instruction.

A licensed Board Certified Behavior Analyst (BCBA) provides support to staff and individual treatment to students in the program.

Participation in the General Education Classroom:

Re-entry to general education classrooms occurs when parents and staff determine that a student has developed the ability to comply with school rules and regulations, and is capable of learning within the general education environment. Typically, students are transitioned into one general education class at a time to promote a successful outcome. The program staff works closely with the general education teachers to facilitate a smooth transition and to monitor student progress. In addition, the program staff is available to provide curriculum support in the mainstream classroom. Additional general education/inclusion classes are added when students have demonstrated consistent and positive behavior within their classes. When students reach the goal of full inclusion, supportive services are progressively diminished.

The CLC schedule follows the elementary school schedules of the Randolph Public Schools. Individual schedules could be modified based upon IEP Team recommendations.

Monday, Tuesday, Wednesday, Thursday, Friday

Starting Time: 8:30 AM

Dismissal Time: 3:15 AM

Specialized Services Available:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Deaf/Hard of Hearing
- ABA services
- Emotional/Behavioral Support

Staffing:

Currently the program is staffed by DESE certified and experienced special educators with a background in working with students with communication, social and learning delays. There are a number of paraprofessionals assigned to each classroom. A Board Certified Behavioral Analyst supports the program. The staffing of the program depends on the needs of students and the number of students requiring services.

Therapeutic Learning Classroom (TLC) Program

Program Type: Substantially Separate

Program Grade Levels: Grades K-5

Location: Elizabeth Lyons Elementary School, 60 Vesey Road

Phone Number: 781-961-6252

Disabilities Addressed:

The Therapeutic Learning Classroom (TLC) Program is designed for students with emotional, behavioral and learning disabilities with an emphasis on emotional support. Students in the program are typically students who are not successful in an inclusive classroom and require a smaller, more structured learning environment in order to be successful.

Entry Criteria and Process:

Students may be referred to the program from a variety of sources, including but not limited to parents, teachers, administrators, service providers, guidance/adjustment counselors, school psychologists, medical professionals, and outside service agencies. Special education evaluations that are administered by school district personnel and assessments from private agencies may be considered when determining eligibility for Resource Center services. Placement decisions are made through the IEP Team process.

Intake Protocol:

The following protocol is observed upon official admission of student to the TLC Program:

- The referring school will call or email the Principal or Assistant Principal.
- An observation by a TLC teacher or a support staff member will need to occur.
- Student academic data and other relevant documentation must be available prior to observation (FBA, BIP, etc.). A documented FBA/BIP must have been created and implemented before referral of a child in this program.
- The Assistant Principal and/or a TLC staff member will attend the Team Meeting whenever possible.
- The current school will email to schedule a visit.
- The parent will receive a call from a TLC staff member to schedule a tour.
- The student will visit the program for an appropriate amount of time, as determined by the Team.
- The parent will visit with the TLC teacher and social worker.
- The Office of Special Education and Student Services will receive signature/s to arrange appropriate transition.
- The Office of Special Education and Student Services will confirm the change of

placement and other services, if needed.

Program Goal:

The goal of the Therapeutic Learning Classroom (TLC) program is to assist students in developing skills that will enable them to be successful in less restrictive learning environments. The program creates a safe, predictable, and positive learning environment that encourages student participation and motivation in their education. Alternative resources and learning tools are provided to address each student's individual needs and to support the goals of the classroom. In addition, TLC focuses on developing student coping skills, self-esteem, socialization skills, interpersonal skills, emotional/behavioral self-regulation skills, and communication skills.

Program Description:

The Therapeutic Learning Classroom (TLC) Program is one that is designed to support students whose primary disorder is behavioral and/or emotional. Students who attend the TLC Program are students who are not successful in an inclusive classroom and require a smaller more structured learning environment in order to be successful.

The classrooms are self-contained settings for students in kindergarten through grade five. The program offers small group instruction with a low student to staff ratio.

Participation in the General Education Classroom:

The Therapeutic Learning Classrooms (TLC) program adheres to the Common Core Frameworks and follows the same curriculum as the inclusion elementary classrooms. The students referred to the program exhibit a wide variety of learning styles, skills, and talents which guides the learning process. Inclusion occurs when the parents and staff determine that the student has developed the ability to comply with school rules and regulations, and is capable of learning within the general education environment. Typically, students are transitioned into one inclusion classroom at a time to promote a successful outcome. The program staff works closely with the inclusion teachers to facilitate a smooth transition and to monitor student progress. In addition, the program staff is available to provide curriculum support in the inclusion subject. Additional inclusion classes are added when students have demonstrated consistent and positive behavior within their classes. When students reach the goal of inclusion, supportive services are progressively diminished. All students are encouraged and given the opportunity to mainstream for all special classes (i.e. music, gym, art, social studies, science and recess)

The TLC schedule follows the elementary school schedules of the Randolph Public Schools. Individual schedules could be modified based upon IEP Team recommendations.

Monday, Tuesday, Wednesday, Thursday, Friday
Starting Time: 8:30 AM
Dismissal Time: 3:15 AM

Specialized Services Available:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Visual Impairment Services
- Deaf/Hard of Hearing Services
- Applied Behavior Analysis (ABA) Services
- Emotional/Behavioral Support

Staffing:

Currently the program is staffed by DESE certified and experienced special educators with a background in working with students with moderate to severe behavioral needs. There are paraprofessionals assigned to the program. The staffing of the program depends on the needs of students and the number of students requiring services.

Developmental Learning Center (DLC) Program

Program Type: Substantially Separate

Program Grade Levels: Grades K-5

Location: Martin Young Elementary School, 30 Lou Courtney Drive

Phone Number: 781-961-6292

Disabilities Addressed:

The Developmental Learning Center (DLC) classrooms respond to the needs of students with intellectual impairments and global developmental delays and who need to have material presented at a developmental level commensurate with their cognitive abilities. Students generally are not able to demonstrate basic grade level academic, communication and social skills.

Entry Criteria and Process:

Students are referred to the program from a variety of sources, including but not limited to early intervention, parents, teachers, administrator, service providers, medical professionals, social service agencies, team evaluations administered by school district personnel, in addition to outside agency evaluations, are considered to determine student need and eligibility. Placement decisions are made through the Team Meeting process. Students with a diagnosed cognitive disability and eligibility for an Individual Education Plan (IEP) are entitled to placement in a DLC classroom.

Program Goal:

The goal of the DLC program is to assist students to develop skills that will enable them to be successful in school as well as provide them with the real life skills necessary for daily living. Safe, predictable, and positive environments are provided to enhance the student learning process and to encourage student participation and motivation. Alternative resources and learning tools are provided to address each student's individual needs and to support the goals of the classroom. In addition, the DLC's focus is on developing a positive social atmosphere to promote the students' ability to work collaboratively and productively in a respectful and pro-social manner.

The DLC program welcomes families and strives to allow parents to participate in the educational and socialization process utilizing their unique knowledge of the problems affecting their children. Communication is integral to the program and success of students.

Program Description:

Students in these programs have Individualized Educational Programs (IEPs) which address their diverse learning styles and specific needs. English Language Arts and Mathematics classwork is individualized to match each student's access level of grade-based common core curricular standards. All students are encouraged and given the opportunity to re-enter general education classes if they demonstrate growth and skill development in curricular areas.

Participation in the General Education Classroom:

This type of re-entry to the general education environment occurs when the parents and staff determine that the student has developed the ability to demonstrate success in maintaining success within the general education environment. Typically, students are transitioned into one general education class at a time to promote a successful outcome. The program staff works closely with the general education/inclusion teachers to facilitate a smooth transition and to monitor the student's progress. In addition, the program staff is available to provide curriculum support in the mainstream classroom. Additional general/inclusion classes are added when students have demonstrated consistent success within their initial 'mainstreamed' classes. When students reach the goal of full mainstreaming, supportive services are re-assessed, and as appropriate, progressively diminished.

The DLC schedule follows the elementary school schedules of the Randolph Public Schools. Individual schedules could be modified based upon IEP Team recommendations.

Monday, Tuesday, Wednesday, Thursday, Friday

Starting Time: 8:30 AM

Dismissal Time: 3:15 AM

Specialized Services Available:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Deaf/Hard of Hearing Services
- Applied Behavior Analysis (ABA) Services
- Emotional/Behavioral Support

Staffing:

The DLC classrooms are staffed with certified special education teachers as well as with paraprofessional support, to facilitate academic instruction.

Therapeutic Learning Center (TLC) Program

Program Type: Substantially Separate

Program Grade Levels: Grades 6-8

Location: Randolph Community Middle School, 225 High St.

Phone Number: 781-961-6243

Disabilities Addressed:

The Therapeutic Learning Center (TLC) Program is designed for students with a diagnosed disabilities including but not limited to Emotional and Health disabilities. Generally students exhibit behaviors associated with emotional, behavior, attention, organization and learning disabilities which hinder and significantly hinder their overall school functioning

Entry Criteria and Process:

Students are referred to the program from a variety of sources, including but not limited to behavioral observations, testing scores, teachers observations, and peer interactions. Placement decisions are made through the Team Meeting process. Please see enclosed entry criteria forms.

Program Goal:

The goal of the program is to provide developmentally appropriate learning opportunities that are individualized to meet the needs of each student. TEAM evaluations, administered by school district personnel, in addition to outside evaluations are considered to determine student need and eligibility. All decisions are made through the IEP Team meeting process. The goal of the TLC is to provide therapeutic interventions and supports to build strategies so students can eventually learn in the least restrict environment, which allows each individual to succeed within the school environment and generalize skills across all settings including community and home. The end goal is for students to transition to the general education environment and become independent, successful learners. The teacher student relationship and the promotion of adult/student trust is a cornerstone of the program.

Program Description:

The Therapeutic Learning Center is a program of self-contained classrooms available to students in grades six-eight. These classrooms respond to the needs of students dealing with a variety of behavioral, social, therapeutic and academic challenges. They provide small group instruction and benefit from a small student to staff ratio.

Specialized Services Available:

- Emotional/Behavioral Support
- Small student to staff ratio
- Functional Behavior Assessment

Staffing:

Currently the program is staffed by DESE certified and experienced special educators with a background in working with students with emotional impairments who also exhibit behavior challenges. There are paraprofessionals assigned the TLC program. A school adjustment counselor meets with each student as well.

Independent Learning Center (ILC) Program

Program Type: Substantially Separate

Program Grade Levels: Grades 6-8

Location: Randolph Community Middle School, 225 High St.

Phone Number: 781-961-6243

Disabilities Addressed:

The Independent Learning Center (ILC) Program is designed for students designed for students with significant language and cognitive deficits with diagnosed disabilities including but not limited to Autism Spectrum Disorder and intellectual and communication impairments.

Entry Criteria and Process:

Students are referred to the program from a variety of sources, including but not limited to teachers, administrator, service providers, medical professionals, social service agencies, Team evaluations administered by school district personnel, in addition to outside agency evaluations, are considered to determine student need and eligibility. Placement decisions are made through a variety of observations, evaluation scores, and teacher determinations. Please see enclosed criteria spreadsheet for more details.

Program Goal:

The goal of the program is to provide developmentally appropriate learning opportunities that are individualized to meet the needs of each child. The curriculum is designed to provide enriching opportunities for children to learn through age-appropriate structured learning activities. Students explore their school environment through a balance of individual and group activities. Life skills are developed through group and individual activities and responsibilities given in the classroom.

The primary goals of the program are to maximize the cognitive, academic, vocational, social and emotional growth of each student, develop receptive and expressive language skills and to provide mainstreaming opportunities with non disabled peers in the least restrictive environment.

Program Description:

The Independent Learning Center (ILC) Program is a self-contained classroom available to students in grades 6 – 8. It is located at the Randolph Community Middle School. These classrooms respond to the needs of students with intellectual impairments, who are unable to access grade level curriculum and need to have material presented a developmental level commensurate with their abilities. This program also provides services to cognitively impaired students on the autism spectrum. These programs provide small group instruction and a small student to staff ratio, consistent with strategies designed to promote academic success.

Specialized Services Available:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Applied Behavior Analysis (ABA) Services
- Counseling

Staffing:

Currently the program is staffed by DESE certified and experienced special educator with a background in working with students with severe disabilities. There are paraprofessionals assigned the ILC. School counselors, speech pathologists, and behavioral specialists are available to students.

Language Based (LB) Program

Program Type: Substantially Separate

Program Grade Levels: Grades 6-8

Location: Randolph Community Middle School, 225 High St.

Phone Number: 781-961-6243

Disabilities Addressed:

The RCMS Language Based Program is designed for students with language based learning disabilities whose cognition falls within the average to below average range. Students may also demonstrate disorders in language processing and executive functioning. Students in this program are generally working below grade level in a range of academic subject areas and may have substantial organizational and social adjustment needs which impact their performance. Students generally display significantly reduced decoding, fluency, comprehension and written and verbal language skills and require a structured, sequential small group supported approach to learning.

Entry Criteria and Process:

The Language Based Program is designed for students who exhibit a language- based disability which includes the following diagnoses but not limited to dyslexia, communication impairments, and Specific Learning Disabilities which substantially limits the student's ability to make progress within the general education setting. These students The Placement decisions are made through a variety of observations, evaluation scores, and teacher determinations.

Program Goal:

The goal of the program is to provide instructional supports necessary to the meet the needs of students who struggle with Language Based Disabilities.

The goal of the program is to enhance grade level academic skills while remediating gaps in learning and providing social skills and emotional support on an individual basis. The program provides students with the language and literacy skills, learning strategies and tools to become independent learners and achieve success in school. The goal for all students in the Language Based Program is to pass and excel in all sections of the state MCAS standard assessments.

The LBP is dedicated to fostering the independent and transition of students enrolled in the program. Students are provided with transition planning skills that prepare them for learning within the general education setting.

Program Description:

The Language Based Program is designed to meet the instructional needs of students who exhibit significant language based processing deficiencies and other overlays of cognitive learning issues which affect their ability to make adequate progress in mainstream classes.

The LBP offers curriculum that incorporates the development of executive functioning and organizational skills. The LBP uses multi-modal lessons as well as direct and explicit instruction that focus on individual needs. The LBP create inclusive opportunities that highlight individual strengths and interests.

Specialized Services Available:

- Speech and Language
- Counseling

Staffing:

Currently the program is staffed by DESE certified and experienced special educator with a background in working with students with language based disabilities. School counselors, speech pathologist, and behavioral specialists are available to students.

Randolph High School Language Based (LB) Program

Program Type: Substantially Separate

Program Grade Levels: Grades 9-12

Location: Randolph High School, 40 Memorial Parkway

Phone Number: 781-961-6220

Disabilities Addressed:

The Language Based Learning Program is designed for a small cohort of students with language-based learning disabilities in Randolph High School who require a substantially separate language-based program, paced to maximize learning.

This highly structured, language-based program provides intensive specially designed instruction that is individualized based on student needs. In addition to providing instruction to maximize learning, the development of a positive attitude, and the enhancement of self-esteem and self-confidence are major goals for each student. In order to ensure success, students are grouped academically according to their strengths and areas of need as well as their learning level.

Entry Criteria and Process:

Students are referred to the program from a variety of sources, including but not limited to parents, teachers, administrator, service providers, medical professionals, social service agencies, Team evaluations administered by school district personnel, in addition to outside agency evaluations, are considered to determine student need and eligibility. Placement decisions are made through the Team Meeting process.

The Language Based Learning Center is designed for students whose primary qualification for special education services is the presence of a Specific Learning Disability. Students with specific learning disabilities:

- Exhibit a primary diagnosis of: dyslexia, other reading disabilities, dyscalculia, and expressive/receptive oral or written language disorders
- Substantially limits the student's ability to make progress within the general academic setting
- Have not met with success with supports in the general academic setting
- Have low average to average cognitive abilities

Program Goal:

The Language Based Program is designed to meet the instructional needs of students who exhibit significant language based processing deficiencies and other overlays of

cognitive learning issues which affect their ability to make adequate progress in mainstream classes.

The LBP offers curriculum that incorporates the development of executive functioning and organizational skills. The LBP uses multi-modal lessons as well as direct and explicit instruction that focus on individual needs. The LBP create inclusive opportunities that highlight individual strengths and interests.

The curriculum is designed to provide enriching opportunities for students to learn through structured learning activities. Classroom discussions, small-group work, and presentations encourage students to become independent learners and thinkers and to refine their speaking and listening skills. The goal of the Language Based Learning Program is to provide the instructional, technological and therapeutic supports necessary to meet the needs of students who struggle with language based disabilities. Students are encouraged to participate in elective, vocational, athletic and recreational opportunities within Randolph High School.

Program Description:

The Language Based Program is designed to meet the instructional needs of students who exhibit significant language based processing deficiencies and other overlays of cognitive learning issues which affect their ability to make adequate progress in mainstream classes.

This specialized language-based approach for students provides a highly structured learning experience with direct instruction at a slower pace with a high level of repetition and review to meet individualized student learning needs in smaller classes to improve skills and knowledge that meet Massachusetts Common Core Curriculum Standards in the following areas:

- English Language Arts I
- English Language Arts II
- English Language Arts III
- English Language Arts IV
- Algebra 1
- Geometry
- Algebra and Trigonometry Applications
- Algebra II
- Spanish 1 & 2

The curriculum is based upon the Guidelines for Mass Core/Common Core as developed by the Massachusetts Department of Elementary and Secondary Education.

The High School offers after school extra help sessions Monday-Thursday from 2:15-3:30; Scheduled appointments with teachers or drop-ins can occur. Most teachers are available after school.

FULL DAY PROGRAM 7:20 AM – 2:13 PM

Specialized Services Available:

- Speech and Language Therapy
- Emotional/Behavioral Support

Staffing:

Currently the program is staffed by DESE certified and experienced special educator with a background in working with students with communication disabilities. In conjugation with the Special Educator a certified Speech and Language Therapist will have push in services with their students on their caseload. The staffing of the program depends on the needs of students and the number of students requiring services.

Randolph High School Pre-Vocational (PV) Program

Program Type: Substantially Separate

Program Grade Levels: Grades 9 until age 22nd

Location: Randolph High School, 40 Memorial Parkway

Phone Number: 781-961-6220

Disabilities Addressed:

The Pre Vocational Program is designed for students with a diagnosed disability including, but not limited to Autism Spectrum Disorder, Developmental Delay, Intellectual Impairment, Neurological Impairment, Emotional Impairment, Communication Impairment, Physical Impairment, Health Impairment, and/or Specific Learning Disability.

Students may also demonstrate disorders in receptive and/or expressive language and/or in language processing. Similarly, students demonstrating communication, social-behavioral, academic and functional skills disabilities including, but not limited to Pervasive Developmental Disorder, Autism Spectrum Disorder, Asperger Syndrome, Pervasive Developmental Disorder-Not Otherwise Specified, and Nonverbal Learning Disability are included.

Entry Criteria and Process:

Students are referred to the program from a variety of sources, including but not limited to ILC Programs at the Randolph Community Middle School, parents, teachers, administrators, service providers, medical professionals, social service agencies, team evaluations administered by school district personnel. Decisions are made through the Team Meeting process.

Program Goal:

The goal of the program is to provide developmentally appropriate learning opportunities that are individualized to meet the needs of each child. The curriculum is designed to provide students with the opportunity to access the appropriate level the curriculum based upon the Guidelines for Mass Core/Common Core as developed by the Massachusetts Department of Elementary and Secondary Education. Transitional skills development is an integral part of the program as provided by specific classes, as well as embedded in all curriculum areas.

Program Description:

The Randolph High School Pre-Vocational program is designed to promote a child's academic, social, emotional, physical, vocational and cognitive development. The program establishes an environment in which students in need of special education services are provided opportunities for classroom work within the program as well as supported in language based and general education classrooms, depending on their individual needs. The curriculum is based upon the Massachusetts Frameworks and offered at the level for the academic growth of each student. Classes also include Transitional Skills and Life Skills Management which are designed to assist students in developing their understanding of the workplace. This includes skills in finding, achieving, and maintaining employment. There is an emphasis on literacy skills within the core academic subjects as well as ancillary literacy based classes. Students are supported in achieving all of the Randolph High School graduation requirements. MCAS is provided in a traditional format as well as through portfolio presentation depending upon the students skills and the IEP team consensus.

After completion of the RHS requirements in their senior (grade 12) year students are eligible to return as post graduates. In this part of the program they receive core academics (Math, ELA, and Social Studies) during two morning periods and then attend a community-based partner agency vocational placement which concentrates on providing community based work experiences leading to employment.

FULL DAY PROGRAM 7:20 AM – 2:13 PM

Specialized Services Available:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Applied Behavior Analysis (ABA) Services
- Counseling

Staffing:

Currently the program is staffed by DESE certified and experienced special educators with a background in working with students with special needs. There are a number of paraprofessionals assigned to the program. The staffing of the program depends on the needs of students and the number of students requiring services.

Randolph High School Intensive Pre-Vocational (I-PV) Program

Program Type: Substantially Separate

Program Grade Levels: Grades 9 until age 22nd

Location: Randolph High School, 40 Memorial Parkway

Phone Number: 781-961-6220

Disabilities Addressed:

The Intensive Pre-Vocational (I-PV) at the Randolph High School is designed for high school students with significant developmental delays, intellectual, neurological, communication, health and multiple handicapping disabilities exhibited in a pronounced delay in learning and social development.

Entry Criteria and Process:

Students are referred to the program from a variety of sources, including but not limited to I-ILC and ILC Programs at the middle school, parents, teachers, administrator, service providers, medical professionals, social service agencies, Team evaluations administered by school district personnel, in addition to outside agency evaluations, are considered to determine student need and eligibility. Placement decisions are made through the Team Meeting process.

Program Goal:

The goal of the program is to provide developmentally appropriate learning opportunities that are individualized to meet the needs of each child. Social and communication skills are fostered through structured language-based activities and functional living skills. The curriculum is designed to provide students with the opportunity to access the appropriate level the curriculum based upon the Guidelines for Mass Core/Common Core as developed by the Massachusetts Department of Elementary and Secondary Education. Students focus on developing independent daily living skills, self-help skills, and community access skills. Transitional skills development is an integral part of the program as provided by specific classes, as well as embedded in all curriculum areas.

Program Description:

The Randolph High School Intensive Pre-Vocational program is designed to promote a child's academic, social, emotional, physical, vocational and cognitive development. The program establishes an environment in which students in need of substantial special education services are provided opportunities for classroom work within the program as well as supported within the pre-vocational, language based and general education classrooms, depending on their individual needs. Students are encouraged to participate with their non-disabled peers in the least restrictive environment as often as possible. The curriculum is based upon the Massachusetts Frameworks and offered at the level for the academic growth of each student. Subjects are taught using a structured multi-sensory and systematic design with specialized instruction broken down into manageable parts and modified to meet the individual needs of students. Classes also include Transitional Skills and Life Skills Management which are designed to assist students in developing independent living skills. This includes skills in self-advocacy, daily living skills, safety skills, and caring for their health and wellbeing. There is an emphasis on basic literacy skills and math skills for functional use though out all subject areas. MCAS is provided through portfolio presentation based upon the student's skills.

After completion of the RHS requirements in their senior (grade 12) year students are eligible to return as post graduates. In this part of the program they receive core academics (Math, ELA, and Social Studies) during two morning periods and then attend a community-based partner agency vocational placement which concentrates on providing community based work experiences leading to employment.

FULL DAY PROGRAM 7:20 AM – 2:13 PM

Specialized Services Available:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Applied Behavior Analysis (ABA) Services
- Counseling

Staffing:

Currently the program is staffed by DESE certified and experienced special educators with a background in working with students with special needs. There are a number of paraprofessionals assigned to the program. A Board Certified Behavioral Analyst supports the program. The staffing of the program depends on the needs of students and the number of students requiring services.

Randolph High School AIM Academy Program (Achievement Inspires Metamorphosis)

Program Type: Inclusion-based alternative education

Program Grade Levels: Grades 9-12

Location: Randolph High School, 40 Memorial Parkway

Phone Number: 781-961-6220

Disabilities Addressed:

The AIM Alternative Program is designed for students with significant and persistent behavior challenges that impede progress in a mainstream classroom setting, which may include diagnosed disabilities such as Post Traumatic Stress Disorder (PTSD), Oppositional Defiance Disorder (ODD), Attention Deficit Hyperactivity Disorder (ADHD), or other social-behavioral disabilities.

Entry Criteria and Process:

Students are referred to the program by the high school or sending school administrators in conjunction with their evaluation teams, which include service providers, medical professionals, and social service agencies. The intake process begins with the initial referral, which is accompanied by documented evidence of individualized intervention plans, supports, and accommodations. Students are observed at least twice in their current setting, and an eligibility meeting is held with AIM administration, the student and their caregivers. Placement decisions are made by the AIM administration.

Program Goal:

The goal of the program is to provide developmentally appropriate learning opportunities that are individualized to meet the needs of each student. The academic program is designed for students to complete the high school curriculum in small class settings, with personalized learning goals, and specialized instruction and accommodations to support students' individualized education plans (IEP). Academic and life skills support includes standards based curriculum, online credit recovery, and vocational and employability skills development. There are also opportunities for students to take electives and other classes in the mainstream high school. Students who make significant progress in behavior management and impulse regulation have the opportunity to fully return to the mainstream high school with appropriate support.

Program Description:

The AIM Academy is an alternative education program designed to provide students with the academic, behavioral and therapeutic supports they require to function within the high school setting. The AIM Academy provides highly individualized services, programming, and specialized instruction to students according to their needs. Students receive close monitoring, crisis intervention, and behavioral intervention supports. This program primarily services students who exhibit a lack of impulse control and overt acting-out behaviors that are demonstrated over a prolonged period of time and significantly extend beyond the norm of accepted classroom behavior.

FULL DAY PROGRAM 8:00 AM – 2:13 PM

Specialized Services Available:

- Emotional/Behavioral Support
- Speech and Language Therapy
- Applied Behavior Analysis (ABA) Services
- Counseling

Staffing:

Currently the program is staffed by DESE certified and experienced special educators and high school specialists in the core content areas of math, English, social studies and science. There are a number of paraprofessionals assigned to students and designated classrooms. A Therapeutic Mentor and Guidance Counselor support the program. The staffing of the program depends on the needs of students and the number of students requiring services.