

Lincoln Sudbury Regional High School

Student Services General Information

Student Services encompasses a broad spectrum of supports provided as part of any student's experience at Lincoln-Sudbury. In some cases the services are mandated by law, as with Special Education, English Language Learner Programs, and Section 504 Accommodation Plans (for non-special education students with disabilities who require only classroom accommodations in order to make progress in the general education curriculum). Other services provided include guidance counseling, clinical counseling, Title One remediation services, nursing/medical services, record-keeping related to student attendance, graduation and transcripts, and mandatory government reporting and compliance activity.

Special Education

Special Education services are mandated by law, which prescribes that eligible students should be placed in the least restrictive environment in which they can make progress in the curriculum. The "least restrictive environment" falls into two main categories: 1) services provided within the high school to students who have been determined to be eligible based on formal, established guidelines and have an Individualized Education Plan (IEP) and, 2) services provided outside of the district at a specialized school or institution equipped to support the specific disabilities of students whose needs cannot be served at Lincoln-Sudbury Regional High School. Lincoln-Sudbury pays tuition to the institution providing the out-of-district services, but remains legally responsible for the oversight of the service provision for those students being served in alternative settings.

Most students who are serviced within the district attend general education classes with their peers and receive specialized instruction from a special educator either individually or in small groups assisted by a teaching assistant. As deemed necessary based on individual special needs, some students may also require services such as one-on-one tutoring, speech/language therapy, social pragmatics training, behavior training, prevocational and vocational training, or clinical counseling. Periodic evaluation of all special education students is required by law in order to assess student progress. Approximately one hundred special education reevaluations must be conducted each year, as well as more than seventy additional initial evaluations required to be completed when a parent suspects of a disability.

For students who have specific disabilities that preclude them from functioning well in a typical classroom without special education, there are four programs at L-S that address their needs:

1. The Learning Center: Students assigned to the Learning Center typically attend eight blocks in a 10 day cycle, meeting in small groups with a special educator in order to receive specialized instruction to better express themselves in writing, improve critical reading skills, understand computation, organize their academic work and/or develop individual learning strategies which maximize their ability to make effective progress in their general education classes.
2. The LINK Program: Students assigned to the LINK Program typically have more complex learning disabilities including language communication disorders, executive functioning and organizational issues, specific Verbal and Nonverbal learning disabilities. Students also have secondary challenges with social, emotional, attention, pragmatics or medical concerns. They are assigned to this 'home-based' program and typically receive learning skills support a minimum eight blocks in a 10 day cycle. They have related services with the speech language therapist, clinical counselor and other professional providers such as a vision specialist, occupational and physical therapist. These include language instruction, social skills groups and clinical counseling.
3. ***Proposed Program for SY 2016-2017- ASD- Pending Funding***
This program is an expansion of the LINK program. It is designed to support students that have a primary diagnosis of Autism Spectrum Disorder (ASD). Students in this program are in need of specialized instruction, social skills development, individual and/or group counseling, and/or speech and language services while being able to attend mainstreamed content classes.
4. The EXCEL Program: Students assigned to the EXCEL Program typically have experienced depression, have needed hospitalizations, or are dealing with emotional issues that impede their ability to make progress in their classes without therapeutic support. EXCEL students typically receive learning skills support eight blocks in a 10 day cycle, individual counseling, group therapy, and the students participate in a small group therapeutic English or Psychology class within the program.
5. The REACH Program: Students assigned to the REACH Program typically are students whose cognitive disabilities have resulted in skill levels significantly below those needed to participate fully in general education classes. REACH students have individualized programs as dictated by their special needs which often include small group skills instruction in English Language Arts and Math, small group cognitive/language based instruction, teaching assistant support

in mainstream classes, social skills training and counseling, prevocational and vocational training, activities of daily living and/or a variety of other skills training as determined by their IEP teams.

Career Center

The center is available to all students who may wish and/or need assistance with exploring internship opportunities and/or paid employment. The Career Center vocational counselor works closely with school guidance counselors and special education staff to develop appropriate opportunities for students and to provide support throughout their placements.

For example, the school has a partnership with Volunteer Services at the Newton-Wellesley Hospital that arranges internships for students who are interested in careers in the healthcare field. LS also provides transportation and staff supervision eight afternoons per 10 day cycle to students who could benefit from exposure to a work environment so that they can develop good work behaviors and skills, grow in self confidence, and explore different career paths. Referrals for this program come from the student's guidance counselor or special education liaison and generally require a modified academic class schedule.

Beacon Program

The Beacon Program is a short-term program at Lincoln-Sudbury Regional High School that students may attend after extended absences due to illness, hospitalizations, concussions, and/or extended evaluations. Other students may access this program on case-by-case determination.

The Beacon Program will help students with their re-entry and re-integration to the school community and individual student schedule, if appropriate, by supporting their academic, social and emotional needs. This program is designed to minimize **returning students'** stress and anxiety when transitioning back to L-S, while encouraging their academic **progress**.

English Language Learners

State and federal laws mandate that Lincoln-Sudbury assess students whose primary language is not English and to provide "sheltered English instruction" for those whose English skills significantly impede their ability to make progress in the general curriculum. Sheltered English instruction and academic support for students as they participate in their general education courses at Lincoln-Sudbury Regional High School are provided by a half-time teacher with the certification in Secondary English

Instruction and ELL Instruction and a tutor with training in ELL instruction techniques for the classroom.

Academic Support Center

The Academic Support Center (ASC) is staffed by two part-time tutors funded by a Title 1 Federal grant designed to support our low-income population of students. Tutoring services may also be provided to students who have struggled to develop the skills necessary to pass the MCAS exams. Eligibility for this support is based on a priority list of students with previously poor MCAS scores from previous years, or who are referred based on classroom teacher concerns/referrals.

Interventionist-New Position SY 2016-2017-Pending Funding

The interventionist will be a certified teacher that will work with students struggling in areas such as: organizational skills, time management, executive functioning, writing skills, etc. Some students will be scheduled to attend a skill development course based on their need for additional support in the general education setting

ACE Program

ACE is an alternative program with a mix of students with and without IEPs. The ACE Program aims to provide students with a safe and nurturing student centered environment so they are better able to acquire the necessary academic, social, and emotional skill sets that will help them to successfully access the mainstream environment and to be able to seamlessly transition beyond the ACE Program. Students in the ACE Program benefit from a small student to staff ration and one-to-one mentoring, access to clinical supports and counseling groups, academic support in a small group setting with organizational and study skills instruction, and small English and History classes.

School Guidance/Clinical Counseling

Within each House at Lincoln-Sudbury, two school guidance counselors provide traditional guidance counseling. School guidance counselors provide academic and emotional support to students throughout their four years, culminating with the college admissions process, post high school education or employment. Each school guidance counselor monitors the academic progress of approximately 200 students. School guidance counselors communicate frequently with parents and coordinate efforts to support their students who are experiencing emotional crises or lack of success in school.

In additional to the traditional school guidance counselors, a limited number of clinical counselors provide therapeutic supports for the considerable number of students who experience emotional distress interfering with their ability to make progress in school. Clinical Counselors provide psychological services as required for some special

education students in their IEPs, as well as individual counseling for general education students who require short-term intensive and/or crisis intervention services. Clinical counselors also collaborate with outside treatment providers and programs to address students' school-based needs.

Nursing Services

Three part-time nurses manage the medical needs of the Lincoln-Sudbury community by maintaining students' confidential medical records, reviewing the status of physical examinations on file for student athletes as required by law, serving as liaison to the local board of health, administering medications to students when required by a physician and by providing medical/first aid support for students and staff as needed. Whenever possible, the nursing staff attends student review meetings in order to explore relevant illness and medication-related student needs and consult regularly with the school physician, who is contracted by the school for consultation and for required physical examinations.

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