



Support Center Program

Students enrolled in the Support Center program receive instruction in a separate, special education classroom providing a much smaller learning environment than the typical regular education classroom. The learning environment in the support center is mindful of students' emotional or behavioral challenges which may prevent them from succeeding in the regular education classroom. A very small staff-to-student-ratio allows students to receive both behavioral and academic interventions in a highly individualized and supportive environment.

Students in the Support Center take one or more courses in the separate special education classroom. Most commonly, students participate in the regular education environment for physical education, elective courses and lunch. Other than the one or more classes that the student receives in the Support Center classroom, the student has access to and participates in the large regular high school environment.

The Support Center is capable of delivering instruction across a broad range of regular education courses and remedial special education courses. Each Support Center class has six students and is taught in a separate special education classroom by a certified special education teacher with the assistance of a teacher's aide or paraprofessional. Smaller classrooms responsive to a student's emotional or behavioral needs enable the student to develop greater self-confidence as a learner, experience academic success or improve classroom behaviors so that the student may eventually participate in the regular education classroom with peers. Students earn credit toward graduation for each Support Center course. Students in the Support Center program often take elective courses and physical education in the regular education environment with their peers.

Students whose disabilities prevent them from succeeding in a larger or regular education classroom may be enrolled in a combination of any number of Support Center classes along with other courses. Regular reports from each student's case manager regarding the student's progress in the Support Center allow school staff, the student and parents to monitor the student's readiness for participating in a regular education classroom. Each student's progress and IEP are reviewed at least one time each year. Students whose academic or behavioral progress indicates that they no longer need the supports provided in a smaller, separate instructional environment are considered for a return to the regular education classroom. Following a student's exit from the Support Center and return to the regular education classroom, the student's progress is monitored closely and, if needed, supplemental resource supports may be provided via the resource services center or a resource support period.

Students whose behaviors prevent them or others from learning may require behavioral interventions. Every effort is made to provide supportive and non-restrictive interventions prior to using more restrictive interventions and techniques. A student may be considered for a behavioral intervention plan if the student's behavior presents a

regular pattern of disruption, negative impact on the learning environment or need for support, supervision or removal.

In order for the services provided in the Support Center program to be effective, the student's participation and determination are essential. The following behaviors increase the chances that a student will be successful:

Take part in understanding the IEP, particularly the goals and objectives.

Help the teacher to identify and understand academic strengths, weaknesses and areas that need assistance.

Be prepared for classes. Have the necessary books, pens, pencils, paper, notebooks and assignments at every class.

Go to every class every day and on time.

Ask the teacher for help, extra time, or other assistance when needed.

Inform the teacher if any academic subject or skill area is particularly difficult.

Use the learning strategies that are taught.

Communicate with teachers and teacher assistants.

Assume responsibility for his or her own academic performance and behavior.

The Support Center program can be successful if the student exhibits the behaviors described above. While the program and its teachers provide a great deal of attention within a small environment designed to be encouraging, the ultimate responsibility belongs to the student.