

ACADEMIC SUPPORT CENTER

The special education services at Walter Johnson serve students with identified learning styles/needs/disabilities that require specialized instruction and accommodations to meet the academic requirements/functional life skills as outlined by their Individualized Education Plan (IEP). The decision to provide services is made by the IEP Team after completion and/or review of evaluative data by the qualified examiners.

Schedule considerations for these students are made at their yearly IEP meeting. While students need to register for seven general education classes, their schedules will be modified to include their supported classes, outlined on their IEP, by the Academic Support Center Coordinator.

The services offered are:

RESOURCE

This model provides direct and/or consultative services. A variety of instructional models and strategies may be used to meet individual student needs. The resource service providers consult with school staff to provide intervention strategies and demonstration of effective instructional practices.

ASPERGERS

This model provides rigorous instruction across the academic areas while providing adaptations, accommodations, and needed social skills supports. Students need more support than can be offered through their home school resource model.

GIFTED AND TALENTED/LEARNING DISABILITIES

This model provides rigorous instruction in the students' area of strength, while providing adaptations and accommodations in the areas of skill that are affected by their disability. Students need more support than can be offered through their home school resource model.

LEARNING AND ACADEMIC DISABILITIES

This model serves students with learning and academic disabilities by utilizing supports that

may include components of self-contained classes, co-taught general education classes, and supported classes.

LEARNING FOR INDEPENDENCE

Learning for Independence (LFI) emphasizes individualized student learning in school, vocational, and community sites. These classes serve students with mild to moderate intellectual disabilities and/or multiple disabilities. These students learn functional life skills and basic academics in the context of general school environments and in community settings. The students, if appropriate, are included in general education learning environments with adapted curriculum.