***Special Education DCD/ASD
Andover High School
RIL Program***

**Ryan Nesvold Megan Freeman**DCD Teacher DCD Teacher
ryan.nesvold@ahschools.us megan.freeman@ahschools.us
763-506-8556 763-506-8634

**Program Offerings:**
RIL Math
RIL English
RIL Vocational
RIL Community Experience
 **Purpose:**
The purpose of the program is to give students a variety of transitional skills, functional and academic skills needed to be successful in real world situations. Students are provided structured environments to practice these skills and apply generalization to incorporate independence and choices into their day.

**Goal:**The goal of the program is to prepare students for life after high school through social, academic, functional and vocational/employment skills.

**DCD Program General Information:**

* Students are encouraged to communicate in the classroom with adults and their peers. Support the bonds made with peers.
* Support the unique development of academic skills that enrich the independence of learning after post-secondary programs.
* Support students learning through specific and unique adaptations, strategies, modification and programming for students to access their needs with minimal staff support.
* Support the students to be unique and independent and allow their personalities to show.

**Classroom/Set-up:**

* The classroom number is B132
	+ The classroom is smaller than a mainstream classroom with fewer students to provide individualized instruction.
* Lockers
	+ Lockers are located among their school peers.
	+ They are equipped with modified locks provided by the school.
	+ Students may share a locker with another peer in the program.

**Lunch:**

* Students eat lunch in the general education lunch room. Students will leave for lunch before their peers to go through the line right when it opens and make choices without the rush of students behind them. At lunch, students are able to pick what they want unless a parent gives direction for restrictions (no ala carte, no doubles, need a fruit and vegetable, need to not have a burger every day, etc.). Lunch is supervised and supported by paraprofessional staff who are monitoring behaviors and encouraging independence.

**Class Curriculum:**

**RIL Math:**

* Number worlds
	+ A comprehensive math curriculum for students with mild to moderate disabilities. It is standards-based curriculum and works from basic number sense through geometry.
* Functional Skills
	+ Money, time, measurement, and cooking will be done in this classroom in addition to the number worlds curriculum.

**RIL English:**

* Reading
	+ Raz Kids: Focused assessments and targeted lessons for helping every student become a better reader.
* Writing
	+ Students will write in a journal 2-3 times per week. They will also use a variety of other styles of writing such as short stories, poetry, research papers, speeches, and daily writing to increase sentence structure and vocabulary skills.
* Vocabulary
	+ Words Their Way: Provides specific guidance, strategies, and tools for helping students with literacy. Aids students with vocabulary, fluency, and comprehension.

**RIL Vocational Skills:**

* Topics relating to skills needed to function in the workplace. These topics include interests and abilities, obtaining and maintaining employment, purpose of work, soft skills, understanding paychecks, purpose of work, and work safety.
* Opportunities regarding school work experience will be offered to students. This will include working in the school store and other school related job services.

**RIL Community Experience:**

* Community Experience curriculum content is based off a 4-year course plan. This year, the focus will be around the following topics: How the Body Works, Good Nutrition, Health and Fitness, Problem Solving, Disciplinary, and Classroom Social Skills.
* Students go, on average, one time a month to the grocery store to purchase items for cooking units.
* Students will also go on one other outing (besides the grocery store).
	+ These activities are chosen based on our curriculum that aligns with the outing and will be chosen by staff.

**Advisory:**

* Student are placed in a homeroom with their case manager and classmates. The homeroom gives activities that are appropriate to their level and needs and addresses social skills, choice making, and community building.

**Learning & Grading Systems:**

* **Learning**
	+ Students will be given formative work based on their cognitive ability, classroom instruction, and IEP goals and objectives.  Students will have continued opportunities to master skill development in a variety of areas.
	+ Students will be given ample time to finish classwork during the assigned class time.  However, students who choose not to participate during work time, will miss out on preferred activities when given the option.
	+ Students will demonstrate an understanding of classroom learning targets and IEP goals and objectives through a variety of methods.  Students who may not reach competency with a specific learning target, or goals and objectives, will have reteaching opportunities to demonstrate growth within a given goal area (or learning target).
* **Grades**
	+ Students are given a letter grade to show progress on classroom units and goal areas.
	+ At the end of the trimester, letter grades will be replaced with a Pass/Fail option.
	+ These grades will be used in the General Education Classes and Special Education Classes.
	+ Students will show progress in general education classes by increasing understanding of the content of standards that are preselected for them.

**Inclusion**

* Students are joined with their general education peers 1-2 periods each trimester, depending on the student schedule, building schedule, goal areas, interests and needs of the student. Being in a mainstream classroom may be affected by a job placement; however, we try our hardest to fit electives in where possible. These classes are typically gym classes, art classes, foods classes, language classes, and other courses that the team feels will be a good fit for the student. These classes are often supported by a paraprofessional if the team feels it is necessary and the student needs the support.