



General Studies Program

The General Studies program provides a remedial curriculum designed to improve academic skill levels in students whose disabilities prevent them from succeeding in the general curriculum. The program is designed to provide an individualized, supportive educational environment in which students can successfully develop academic and social skills.

General Studies courses are taught in a separate special education classroom by a certified special education teacher. Smaller classrooms, a specialized curriculum and increased support provide students an encouraging environment in which they can develop greater independence, confidence and academic skills. Students earn credits toward graduation for each General Studies course.

Students whose disabilities prevent them from succeeding in the general curriculum may be enrolled in a combination of General Studies and regular education courses. Academic subjects taught in the General Studies program include English, reading, mathematics, social studies, science and vocational preparation. Along with regular reports from the student's case manager regarding the student's progress toward his or her IEP goals, a student's progress in the General Studies curriculum and readiness for the general curriculum is considered in an IEP meeting at least one time each year.

Students whose academic or behavioral progress indicates that they no longer need a remedial academic curriculum or the supports provided in a smaller special education classroom environment are recommended for a return to the general curriculum and regular education classroom. When a student returns to the regular education classroom and general curriculum, the student's progress is followed closely and supplemental resource supports may be provided. Students in the General Studies program often take elective courses and physical education in the regular education environment with their peers.

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 General Studies 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 General Studies program can be successful if the student exhibits the behaviors described above. While the program and its teachers provide a specialized curriculum and smaller environment designed to be encouraging, the ultimate responsibility belongs to the student.