

The Public Schools of Dover and Sherborn

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Commitment to Community

Equity and Excellence

Respect and Dignity

Climate of Care

Elizabeth M. McCoy, Superintendent

Denton Conklin, Assistant Superintendent

Dawn Fattore, Business Administrator

Kate McCarthy, Director of Student Services

Special Education Programming (SE 34)

The G.O.A.L.S. (Generalization of Academic, Language and Social Skills) Program at Pine Hill Elementary School is a specialized program for students in grades K-5 with a diagnosis of Autism or other related disabilities. Students spend their school day in both the GOALS classroom and grade-level general education classroom. The GOALS classrooms have a low student to teacher ratio in order to provide individualized and specialized instruction. Communication and social skills instruction are embedded throughout the students' day. Students participate in the general education setting to generalize or learn new skills.

Language Based Learning Disability Programming at Middle and High School is a program that supports the learning of students with Language-based learning disability (LBD). LBD is the inability of individuals with average to above average cognitive ability to learn at their level of potential and to access curriculum through traditional educational techniques due to neurologically-based challenges with the processing and expression of language. Students with LBD require explicit skill-based, strategy-based instruction to develop literacy and support executive function. Executive function coordinates the cognitive and psychological processes necessary for effective communication.

The G.R.I.T. (Growth, Resiliency, Integrity, Tenacity) Program at Middle and High School is based on a therapeutic learning center model, which services students with emotional disabilities, social-emotional challenges, behavioral obstacles, and academic challenges. The main structure of the support is delivered through a home-base setting to support all areas of students' functioning when students require more assistance than they can receive in a traditional model of intervention. Students receive support through a special education liaison and the program's counselor and educational assistant(s) within one classroom available throughout the entire school day.