

ROXBURY

ACADEMIC SUPPORT

PROGRAM

Cheshire Academy has a long and proud history of assisting students with their individual learning needs, helping them to better meet the rigors of a college preparatory program.

Founded in 1999, the Roxbury Academic Support Program is a unique and effective approach to supporting students and has grown to meet the demands of secondary education and the evolving needs of today's learners.

The Roxbury Program director and a dedicated staff of masters-level instructors have professional experience in education at the secondary and post-secondary levels and are skilled in meeting a range of learning needs. The goal of the Roxbury Program is to develop proactive, knowledgeable, and independent learners who take responsibility for their education and academic success.

To achieve this goal, we employ our signature academic coaching model, which utilizes a robust, theoretical framework and research-based practices tailored to Cheshire Academy's mission, approach to learning, and range of students at each grade level.

In essence, academic coaching aims to aid students in becoming more effective learners now and in the future, and is about responding to current and anticipated needs for each student. Roxbury instructors, who operate as academic coaches, support students across content areas by teaching strategies that help students to develop an organized and intentional approach to their learning.

Our model includes five core components, detailed below, designed to empower students to discover, master, and utilize effective tools and strategies. Students learn how to capitalize on their strengths, support areas of challenge, and become more productive learners. It is a transformational experience, and upon graduating, Roxbury alumni feel confident and are fully prepared for the demands of college.

Executive Functioning Skill-Building

Executive functioning skills are the neuropsychological processes that allow students to organize, integrate, and manage their behaviors to reach goals.

(continued)



They include skills such as planning and organization, problem solving, and initiating, completing, and monitoring progress on tasks.

Skill building is supported by:

- Teaching students to develop and utilize planning and time management systems for homework and assignments
- Establishing routines for monitoring performance across classes and balancing school and extracurricular obligations
- Developing systems for organizing paper and digital class materials
- Uncovering barriers to getting started in order to avoid procrastination
- Working with students to break down long-term assignments into manageable chunks and checking work in progress



One-on-One Student-Instructor Sessions

A key component of the Roxbury coaching model is the supportive relationship between student and instructor, built on a foundation of mutual trust and understanding. The student-instructor relationship is fostered through one-on-one coaching sessions. Sessions help students think more critically and flexibly to solve problems and to manage the daily academic stresses and pressures that might interfere with motivation and persistence.

During one-on-one sessions, instructors develop supportive relationships by:

- Helping students understand themselves as learners, including how they can grow from their strengths and overcome barriers to learning
- Modeling communication and encouraging positive interpersonal behaviors with teachers
- Supporting self-advocacy by encouraging students to seek out extra help, clarification, and information from classroom teachers
- Assisting students in taking advantage of opportunities to improve their grade, such as paper and test corrections and extra credit



Learning Strategy Instruction

Learning strategies are specific actions and operations that can be explicitly taught and implemented. Roxbury instructors are learning specialists with experience in strategies that support learning across content areas. Within coaching sessions, instructors work to match each student's needs and learning profile to specific strategies.

Examples of learning strategies are:

- Using mind maps and graphic organizers
- Employing active reading strategies such as predicting, summarizing, and visualizing
- Utilizing notetaking and test-taking strategies
- Understanding how and when to use different memory strategies such as rehearsal, mnemonics, linking, and chunking
- Exploring assistive technology such as speech-to-text, word prediction, digital calendars, and task lists

“Roxbury allows you, the parent, to know your child is well cared for and they are learning strategies that they’ll take on for the rest of their lives. Our son grew as a person and as a student. He learned how he learns. Now, seeing him in college and who he’s grown up to be, there’s no way Roxbury didn’t have a huge, positive impact.”

- Pamela, mother of a CA graduate

Goal Setting, Assessment, and Progress Monitoring

When students begin in Roxbury — and at the start of each academic year — instructors review educational records and utilize screening measures to understand each stu-

dent's strengths and unique learning needs. Results of screening measures, educational history, and student, parent, and teacher input inform goal setting. Instructors keep records on the student's progress toward their goals and reassess student skills on a regular basis.

Progress monitoring facilitates student growth by:

- Prioritizing collaborative goal setting, including specific and achievable goals, action steps to achieve those goals, and ways to measure progress
- Providing the opportunity for instructors to individualize support within sessions and proactively adjust strategies as needed
- Helping students develop a model for being a well-rounded and successful student, including specific and observable behaviors in which they can engage
- Encouraging students to chart their own progress and growth, thereby supporting motivation

Ongoing, Two-Way Communication Among all Stakeholders

Research shows that family involvement is an essential factor in overall school performance at all ages. Communication is necessary for involvement and effective communication is early, often, and two-way. Roxbury instructors help students understand feedback from their teachers, and weekly reports on student performance, strategy use, and progress toward goals are emailed to families.

Establishing and maintaining an ongoing conversation in service of student success involves:

- Collaborating with teachers to share effective strategies and understand students' profiles
- Discussing preferred methods of communication for all stakeholders

- Scheduling opportunities for in-person, virtual, or phone meetings with families and teachers as needed
- Co-creating mutually agreed upon student-instructor expectations for engagement in sessions

With parent and staff permission, students may enroll in Roxbury at any time during the school year. Any student can benefit from Roxbury and no disability or diagnosis is required for participation. Roxbury is not a special education program and does not implement Individualized Education Plans (IEPs).

“Our daughter was in a different school last year. We came to Cheshire Academy and enrolled her in the Roxbury program. She’s now getting As and Bs. She received an A on a paper and she was so proud... She’s excited again about learning and is enjoying herself academically.”

- Ed, father of a CA student

Enrollment

Students participate in Roxbury for many different reasons. The common thread is that students participate when it is beneficial for them to build skills, learn strategies, and develop an intentional approach to their learning that can help them now and in the future. No history of a disability, learning support, special education services, or diagnoses are required to participate in the program.

There are multiple pathways for enrollment. During the admission process, enrollment may be considered if the student or family has expressed interest and/or educational records suggest that the program may be beneficial. Additionally, placement of current students is considered given based on the requests of parents and families, teachers, and administrators. A student may enroll in Roxbury



at any time during the academic year if space is available and when mutually agreed upon by families and Cheshire Academy.

“The Roxbury Program is incredible. How our son’s teachers have helped him and worked with him is amazing... he is no longer only focused on sports and is enjoying being a student.”

- Parent of a CA graduate

Neurodiversity and strengths-based approach

Roxbury celebrates neurodiversity. Neurodiversity is the idea that there are many different ways in which individuals experience and interact with the world around them. The neurodiversity movement is about valuing the human differences that have often been pathologized, focusing on the strengths that each individual offers, the opportunities for growth, and how neurodiverse individuals can enhance the learning environment for everyone.

All students who are enrolled in Roxbury participate in the MindPrint online assessment. This is an hour-long online, self-administered cognitive assessment developed at the University of Pennsylvania’s Perelman School of Medicine. Roxbury instructors are trained in the implementation of the assessment tool and interpretation of results.

Unlike academic achievement tests that measure what skills a student has mastered, MindPrint evaluates how each student best absorbs, understands, and problem solves with different types of information and formats.

Roxbury Levels

Students are enrolled in Roxbury at the comprehensive or standard level. The comprehensive level of support includes approximately three weekly coaching sessions, allowing for deeper instruction to build a repertoire of executive functioning and learning strategies, guided practice and application on current coursework, point of performance feedback, and frequent follow-up. The standard level includes approximately two weekly coaching sessions, enabling strategy instruction, skill building, and follow-up which positions students to execute plans and apply skills and strategies outside of session time. After benefiting from participation in Roxbury at the comprehensive or standard



Results are utilized to help us individualize instruction in sessions and strengthen study skills in the way that will be most effective for each student. MindPrint is also used to help students develop self-awareness of their unique learning strengths and needs, set personalized goals, and to cultivate growth mindset, so students can take more responsibility for their own learning and success.

Scheduling

Roxbury sessions are scheduled as part of a student’s regular academic day for the entire year. From the student perspective, Roxbury appears as a class in their schedule that complements their current courses. While it does not appear on transcripts, Roxbury is an integral part of a student’s academic program. Students enrolled in Roxbury are able to participate in the full range of classes and academic programs that best suit their strengths, interests, and needs, including pursuing the IB Diploma.

level, students may be recommended for the reduced level of Roxbury, meeting approximately once per week. This level facilitates independence through accountability and centers student agency in designing sessions.

The Roxbury Academic Support Program is a supplemental, variable fee-based program and costs are not included in tuition. Annual fees:

Comprehensive Roxbury	Standard Roxbury	Reduced Roxbury
\$11,550	\$7,700	\$3,990