



Temple Christian School

Learning Support Services

Faculty Handbook

Learning Support Services

Purpose

To offer student learning support in order to achieve grade-level success

Objectives

- support student's individual learning needs with specific educational practices
- achieve student success within the established TCS curriculum
- develop student as a self-directed, lifelong learner

Elementary: Students needing minor tutoring or extra help will be given one-on-one, small group, and/or in-class assistance. TCS employs an elementary aide to support these students. Any elementary student requiring more in-depth help may be asked to enroll in one of the levels provided at the secondary level.

Eligibility and Benefits

(Students may be eligible at parent request or teacher referral.)

Level 1 - Extended Testing Only – Student with current (within 3 years) diagnostic documentation on file, who qualify for extended testing, may receive up to 50% extra time on quizzes, tests, and final exams.

Level 2 – Student requires remedial academic, organizational, and time management assistance; has weak foundational skills or gaps in learning; has difficulty with success in the classroom. This level will provide:

- Level 1 benefits (with current documentation)
- Assistance for student during the school day (including but not limited to tutoring/homework help, study skills, critical thinking, organizational assistance, etc.)
- Weekly monitoring of academic progress
- Minor accommodations beneficial to learning success
- A liaison between teacher, parents, administration, and student
- Students, parents, and teachers with academic resources and strategies

Level 3 – Student has a current (within 3 years) medical or educational diagnosis and requires specific accommodations and/or modifications for success in the classroom. This level will:

- Provide all benefits as listed in Level 1 and Level 2
- Include an *Academic Plan for Success* with individualized accommodations and reasonable modifications to instruction, assignments, time, and testing.

II. The benefits of *Learning Support Services* for teachers may include the following:

- support implementation of a student's Academic Plan for Success
- provide information regarding accommodations/modifications and assist in any way
- research practical, hands-on instructional strategies in a specific area
- be the liaison between teacher, parents, administration, and student
- provide teachers with resources, strategies, recommendations, and reports
- research ANYTHING a teacher might need or ask for
- provide and/or coordinate professional development opportunities

What should I do if my students are struggling?

As part of regular classroom instruction, all attempts should be made to meet the needs of every child in your classroom. Intervention attempts may include adjustments to instruction, student expectations, or classroom environment; conferences with parents; tutoring, etc.

1. Identify student's weaknesses (struggle or learning difference)
2. Identify if it's academic or behavioral
3. Make simple accommodations for your student
 - a. different way of studying
 - b. different way of doing homework
 - c. location in the classroom
 - d. change privileges or responsibilities
4. Teach and give seatwork/homework according to student's learning style; use a Multi-Sensory approach

Student Referral Process

When normal efforts have been exhausted, a teacher may refer a student to *Learning Support Services*. The student referral process is as follows:

1. Complete a *Student Referral Form* and return to the director of *Learning Support*
2. Teacher meets with the director of *Learning Support* to discuss student options
3. LSS director will contact parents regarding the referral and meet with parents and student to discuss options
4. Student enrollment into *Learning Support Services*

Student Enrollment

1. Parent requests enrollment or a teacher may send a referral
2. Complete the *Learning Support Services* enrollment packet, including consent form and student and parent questionnaires
3. Meet with the *Learning Support* director to determine the appropriate level of service
4. Have current (within 3 years) diagnostic documentation on file, *if requesting Level 2*
5. Sign contract and pay appropriate fees

Fees

See website for current fees per level.

Learning Support Team

Director of Learning Support
Guidance Counselor
Principal
Assistant Principal
Teachers
Academic Assistant
Parents
Student

Members of the team may meet periodically to review the student's progress, monitor data and determine the need for continuing, modifying or concluding the intervention.

A Team Approach

Parents

A student's education requires a partnership of all the responsible parties: the school, the parents, and the student. In the case of a student who has specific learning needs, this partnership becomes even more important. Parents are a valuable source of information about their student's academic needs and as such are considered to be a significant part of academic support.

To ensure timely support that provides students with the best opportunity to take advantage of their academic program, we ask parents for the following:

1. Provide the *Learning Support* director with any educational/neuropsychological testing or history of accommodations along with initial enrollment into *Learning Support Services*.
2. Provide complete, accurate, and up-to-date information regarding the child's medical, psychological, and educational background when learning or behavioral problems arise after admission into *Learning Support Services*.
3. Share their unique knowledge of the child's learning and behavioral strengths and weaknesses.
4. Participate in the plans developed for their student by providing support in the home learning environment.
5. Regularly communicate with the *Learning Support* director and teachers about issues that affect their child's academic performance, requesting assistance when needed.
6. Participate in the development of either an Academic Plan for Level 2 students or informal learning suggestions for Level 1 students.

Teachers

Teachers work with students daily and are an excellent source of information about student performance and learning styles. Teachers are seen as the first source of intervention when a student is in need of extra help. Teachers may be asked to meet with a student outside the normal class period to provide extra assistance. Teachers will provide timely feedback to parents, students, and the *Learning Support* director about the benefit and effectiveness of interventions, academic improvement or concerns.

Student

Students, when they experience academic difficulty, are expected to actively pursue and receive additional help from their teachers and/or *Learning Support Services*. Students may be assigned to work with the Learning Support director or they are welcome to take the initiative to seek out support elsewhere. Students can best facilitate the process by meeting with the *Learning Support* director or Guidance Counselor to discuss issues in person. Students are expected to keep appointments and follow through with any responsibilities agreed upon. Students are expected to complete homework, projects, and study for assigned tests and quizzes. Students are expected to work toward their academic goals.

Director of Learning Support

The *Learning Support* director provides academic support to students who are experiencing academic difficulty and want assistance. The director acts as a liaison to promote communication between students, parents or guardians, teachers, and administrators. Through a collaborative process, the director will develop and monitor written plans that outline specific interventions and responsibilities.

General responsibilities include consulting with teachers regarding classroom needs of students with learning differences and disabilities; assisting with the development, implementation and monitoring of academic plans; assisting in the support and training of faculty regarding learning differences and disabilities; providing communication to parents regarding the learning needs of their students; providing direct support to students either individually or in small groups; responding to specific trends and needs of the school; and consulting with the guidance counselor and other administrators.

Guidance Counselor

The Guidance Counselor at TCS is available to secondary students who may have questions or need assistance regarding classes, credits, transcripts, standardized testing, and post-secondary education.

Learning Support Academic Assistant

The Learning Support Academic Assistant will work with struggling elementary student(s) in the classroom, one-on-one, or in small groups during reading/math instruction. The assistant's help may include tutoring, homework assistance, test taking skills, organization, and/or planning strategies. The assistant will also administer assessments, document intervention, record observations, make recommendations, create reports of student progress, and oversee elementary Title I students (if applicable). The assistant will work closely with the *Learning Support Services* director and the elementary principal.

Accommodations & Modifications

Accommodations and modifications are determined on an individual basis and may affect instruction, lessons, materials/tools, environment, testing, homework, timing/scheduling, and student responses.

For the purpose of meeting the needs of all learners at Temple Christian School, accommodations and modifications will be defined as the following:

Accommodations may be made for any student and does not alter what the student is expected to learn or accomplish. An accommodation makes learning accessible to every student and allows the student to demonstrate what he/she knows. Accommodations may be made to a student's environment or in the form of differentiated instruction.

Modifications are made for a student on an *Academic Plan for Success*, but do not alter what a student is expected to learn. Modifications may affect materials and tools a student is allowed to use, how a student is tested, adjustments to homework expectations, timing/scheduling, and/or how a student may respond to instruction. Modifications are targeted for a Level 3 student's specific needs.

The *Learning Support* director is available to offer information, assistance, and support to faculty and staff implementing accommodations and modifications for students receiving learning support.

Reasonable Accommodations

The *Learning Support* director writing the Academic Plan or learning suggestions will determine which recommendations are considered reasonable for the school setting and the academic program at Temple Christian School. Some learning issues are managed with growth and maturity. In such cases, it may be determined that special accommodations are no longer necessary.

Accommodations that are **not** provided:

1. Extensive tutoring of skill deficits
2. Extended time on tests beyond 50% (see note below)
3. Scribing that is required on a daily basis for all assignments
4. Any accommodation that places an undue burden on the school, interferes with the established school schedule and policy, or poses a risk to test security or academic honesty

Extended time on tests will not exceed 50% (time plus one half) on in-class tests and end of semester exams. Extended test time accommodations are provided to the best of our ability. In an attempt to ensure test security, we strive to make sure that, whenever possible, tests are administered in one continuous session. It is possible however, that extended time accommodations will be impacted by teacher and student schedules. As a result, how extended time accommodations are administered, not including the amount of additional time allowed, may look different from class to class and year to year.

Academic Plan for Success

As part of Level 3 services, an *Academic Plan for Success* will be designed to meet the specific needs of each student. The student's plan will include targeted and reasonable accommodations and modifications determined through discussion between the Learning Support director, teachers, student, and parents. Academic plans will include a description of the student's strengths, identify areas of concern and will delineate individual student goals, responsibilities, and learning strategies.

The Learning Support director will aide with retyping tests, student testing modifications, instructional strategies, and/or any other needs the teacher might have in fulfilling this academic plan.

**** Please be familiar with each student's report as you teach throughout the year. Teacher and Learning Support documentation is required for all Level 2 and 3 students twice a year (after each semester).**

Confidentiality

All learning support records are kept separately from the student's regular academic records. Both the Director of Learning Support and the Guidance Counselor keep copies of these records. All evaluations and pertinent learning support data are confidential. *Learning Support Services* does not release plans to anyone outside Temple Christian School without prior written consent from the parent or guardian. Learning suggestions and Academic Plans are provided to the student's teachers and faculty members who have an educational "need to know." Learning suggestions and Academic Plans do not include specific scores (such as IQ or achievement scores) or medications, but they may include the student's specific diagnosis. Academic Plans are labeled with a clear message indicating that the information in the plan may not be shared or released without consultation with the Director Learning Support or Guidance Counselor.