



Temple Christian School

Learning Support Services

Family Handbook

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.

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 3 or extended testing accommodations
5. Sign contract and pay appropriate fees

Fees

See website for current fees. Fees are split out equally over 10 months.

<https://www.tcseagles.org/academics/intervention.cfm>

Learning Support Team

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

Members of the team will 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 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 3 students or informal learning suggestions for Level 2 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.

Learning Support Director

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 may 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 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.

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.

Standardized Tests

ACT and College board SAT (including SAT Subject tests)

Temple Christian School only administers the ACT and SAT when a student's accommodations cannot be met at a regular test site due to specified accommodations. Accommodations provided at Temple Christian School are accommodations that have been approved by testing organizations. There are some accommodations that cannot be met on the Temple Christian School campus. The determination of whether or not a student will be offered a standardized test accommodation and the type of accommodation is solely up to the testing organizations. The determination of whether the accommodations can be met at TCS is up to the TCS administration. **NOTE:** *All Juniors will sit for the ACT with Writing each spring during the school day at TCS. This test is free of charge. Accommodations may be made.*

The Guidance Counselor or *Learning Support* director will work with parents and students to ensure that all needed documentation is submitted to College Board and ACT, as outlined by those organizations and in the required time frame. It is imperative that parents familiarize themselves with the timeline for submission of documentation. Both testing organizations require several weeks to review accommodation applications. If accommodations are denied, the appeal process will take additional time.

Confidentiality

All learning support records are kept separately from the student's regular academic 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 *Learning Support* director or Guidance Counselor.

Grades and Transcripts

Assistance from *Learning Support Services* or accommodations provided to students do not affect TCS grading or discipline policies. All students are expected to follow the guidelines established in the *TCS Student and Parent Handbook*.

Students' transcripts do not reflect that he or she has an Academic Plan or received support from *Learning Support Services*. Families may choose, however, to discuss accommodations and special learning needs with their student's college adviser. This information may help the adviser and student find colleges that understand and can meet their learning needs. Students may choose to provide prospective colleges with an explanation or description of their learning challenges and the strategies they used to successfully meet those challenges. In order for students with diagnosed disabilities to receive accommodations at the post-secondary level, they must provide current diagnostic information (within 3 years) and may be asked to provide documentation that they received support at the high school level. The Guidance Counselor is available to discuss issues pertaining to the transition to the post-secondary level. Decisions about what to release or disclose beyond Temple Christian School is solely up to the parents, guardian, and the student.

FACTS

FACTS is the internet site we use for keeping grades, attendance records, homework, daily assignments, tests, quizzes, and projects. This is an imperative tool for you and your child. Remember to use FACTS regularly to keep up with grades and upcoming due dates. Please be sure the school has your current email.

This program is available as an app for your smart phone or tablet, which is highly recommended. It is also recommended that your child have access to this account to be able to check for homework independently. Students may request their own login from the administration office.