

LAKE HIGHLAND PREPARATORY SCHOOL Edison Program Philosophy, Policies & Procedures 2011-2012

Lake Highland Preparatory School's vision is for all of our students to experience academic success, to love learning and to reach their highest potential. We acknowledge and celebrate the uniqueness of all children and take great pleasure in helping them discover their motivations, passions and unique needs.

For some those unique needs translate into challenges in the classroom. Lake Highland Preparatory School provides reasonable classroom accommodations for all students with a documented disability. However, where additional administrative or instructional support or coordination is needed beyond what the classroom teacher and administrators can reasonably provide, services through the Edison Program are available at an additional cost.

The Edison Program at Lake Highland Preparatory School serves Lake Highland students with documented learning differences by providing Edison Resource Teachers trained in learning disabilities for key instructional support and a variety of related services. By providing a supportive environment staffed by specialists in the area of learning differences and using the best research-based educational practices, our goal is to help each student learn about their own unique strengths and weaknesses, learn the appropriate skills and behaviors for their success and to raise their level of academic confidence.

The Edison Program believes that in working collaboratively with the parents, student, teachers, counselor, specialists outside LHPS, and the Edison Resource Teacher, the student is best served. Individual student services are provided during the regular school day during non-core academic classes.

Through enhanced instructional support, classroom accommodations, and directed teaching related to the student's disabilities, the ultimate goal for Edison students is to learn to adapt given their particular disability, gradually needing less individualized instructional support, and eventually independently advocating for themselves in any learning environment.

Edison Enrollment Criteria

- Like all Lake Highland students, those receiving Edison Program services must meet the school's standard admission criteria.
- After admission to Lake Highland, the student must provide documentation in the form of a current psycho-educational evaluation from a psychologist or psychiatrist that states the disability and its functional impact on the student's learning and provides recommendations for reasonable classroom accommodations.
- Evaluation must be within five (5) years and must remain current.
- The Edison Program reserves the right to make the final decision after review of documentation whether the necessary accommodations for a student's success are

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reasonable without fundamentally altering the educational program at Lake Highland Preparatory School.

Edison Entry Procedures

If any student continues to display ongoing learning difficulties after the classroom teacher, parent and counselor have collaborated on standard strategies for improved learning outcomes, the counselor may recommend additional testing. At this time a recommendation will be made for a complete psycho-educational evaluation by a psychologist or psychiatrist to rule out physical impairments, such as but not limited to vision and hearing, and to analyze a full battery of learning strengths and weakness.

When documentation substantiates a learning disability and the need for reasonable accommodations related to these learning differences, the student will be eligible for Edison Program services.

Initially, the testing results will be reviewed by the Edison Resource Teacher. The parents, counselor and Edison Resource Teacher will meet to review the testing recommendations and establish the specific services and accommodations to optimally support the student's documented disabilities. What accommodations are reasonable and necessary will be determined on a case-by-case basis, taking all factors into consideration.

The Edison Resource Teacher will assist and support the classroom teacher in the implementation of the student's accommodations. Periodic classroom observations may be completed by the Edison Resource Teacher to ensure that the student is making progress. Correspondence between the teacher-parent-Edison Resource Teachers will occur to ensure consistency across teaching environments.

Levels of Edison Services

Within the Edison Program there are three (3) tiers or levels of support available for qualified Edison students. Tiers 2 and 3 are fee-based levels of service which include individualized one-on-one sessions with the Edison Resource Teacher. Tiers 2 and 3 also provide the services identified in Tier 1. Tier 1 provides an Edison Resource Teacher to coordinate the review of the student's psycho-educational evaluation, to upon teacher request do classroom observations of the student, and to review the Edison student progress. In Tier 1 there are no one-on-one sessions or services from the Edison Resource Teacher. All three Tiers require a registration fee. See the "Edison Program Services and Charges" document for details on fees and services.

What Parents Can Expect

- Edison Program services are not designed to be used for homework or subject specific remediation unless the classroom teacher has requested that pre-teaching and/or additional strategies be used to re-teach a particular assignment. If a student needs remediation or supervised assistance in a particular subject, academic tutoring after school hours may be suggested.
- Student classroom accommodations will be related to the documented learning needs described in the student's psycho-educational evaluation. Every effort will be made to

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identify those reasonable accommodations that will strengthen the student's long-term academic success and will be determined on an individual case-by-case basis, taking all factors into consideration.

- At times due to scheduling issues, Edison students with similar skill needs may be grouped or paired for some sessions. This is not the norm though and if scheduling sessions continues to be an issue, the Edison teacher will contact the parent for consultation.
- Additional Individual Sessions may be added at the request of the parent as needed at \$65.00 per session. No more than 4 Additional Individual Sessions may be added per semester.
- The Edison Resource Teacher will be available for scheduled parent conferences to discuss progress related to the documented learning needs.
- The Edison Resource Teacher may make periodic classroom observations to substantiate the Edison student progress.
- The Edison Parent Support Group is an opportunity for parents to stay informed about learning disability issues and topics. It provides parents time, four times a year, to share and talk with other parents of students with disabilities. The combined efforts of parents and Edison Resource Teachers and administrators keep this group viable and pertinent to parent needs.
- The Edison Esgró Library is housed in the Academic Learning Lab and available as a parent and teacher resource.

More About Classroom Accommodations

Any LHP student with a documented learning disability is provided classroom accommodations facilitated by the counselor and classroom teacher at no cost; the Edison Program provides additional faculty who are available to work one-on-one with the student and provide personalized instructional support that goes beyond accommodations targeting the student's disability.

Selecting reasonable accommodations for instruction and assessment for students enrolled in the Edison Program is coordinated by the Edison Resource Teacher, and based on the student's documented learning disability and what can be reasonably accommodated in our classroom settings. Accommodations are based on four categories: (1) presentation accommodations, (2) response accommodations, (3) setting accommodations, and (4) time/scheduling accommodations.

Accommodations vs. Modifications

Accommodations do not reduce learning expectations – they provide access to learning for the student with learning disabilities. Accommodations are not intended to give students with disabilities an “unfair advantage.” Some accommodations are appropriate to use during instruction, but those same accommodations may not be appropriate for assessments. The Edison Resource Teacher will make that determination.

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Modifications to curriculum or expectations which change, lower, or reduce learning expectations are not reasonable accommodations as they would fundamentally alter the program offered at Lake Highland Preparatory School.

Edison Test-Taking Policy

Ethical testing practices must be maintained during the administration of any test with an Edison Resource Teacher as in the general classroom. Unethical practices include: allowing a student to answer fewer questions, changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way prior to and/or after a given student response on a test.

Students with extended time or quiet setting accommodations for testing will begin their test in their classroom setting and complete it, if necessary, with their Edison Resource Teacher. The typical classroom is quiet during tests. The advantages for the student in remaining in the general classroom are learning standard test procedures, learning self-awareness, learning personal limits and having direct access to their subject area teacher. This policy certainly will be reviewed as it pertains to individual students as necessary.

Standardized Tests Through the College Board and ACT

The College Board and ACT offer a number of standardized tests that older students take for college admissions, college placement, college credit and special programs. They include but are not limited to SAT, AP, ACT. *Having a diagnosis and receiving accommodations at LHPS (or any school) do not guarantee approval of those accommodations for the College Board or ACT.* College Board and ACT each have their own requirements for accommodations, and they make the final determination regarding appropriate and reasonable testing accommodations for individuals with documented disabilities. For exact and expansive information regarding College Board and ACT policies visit the following websites:

<http://www.collegeboard.com/ssd/student/index.html>

<http://www.act.org/aap/disab/policy.html>

The Edison Resource Teacher will provide guidance and assistance to Edison parents and Edison students in completing the paper work necessary to apply for accommodations for these tests.

Other Student Services

Lake Highland Preparatory School provides other services that students may need to optimize their learning. These other services do not require the same documentation as Edison Program services. Among these other student academic services are Reading Intervention (ILEAP), Speech & Language Therapy, Occupational Therapy, academic tutoring, Academy (afterschool) and summer classes. All of these additional services, though implemented separately, work in conjunction with the Edison Resource Teachers and the counselors as needed to create the most supportive and effective learning environment for each student.

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Edison Program
Services and Charges 2011-2012**

Goal of the Edison Program: To provide additional specialized instructional support for students with diagnosed learning differences.

Lake Highland Preparatory School provides reasonable classroom accommodations for all students with a documented disability. However, where additional administrative and specialized instructional support or coordination is needed beyond what the classroom teacher and administrators can reasonably provide, services through the Edison Program are available at an additional cost. *Please note that non-enrollment in the Edison Program does not preclude the provision of reasonable accommodations.* Any LHPS student who has a documented learning disability will have their documentation reviewed by the school counselor along with the parent, and reasonable accommodations provided by the classroom teacher at no cost. The Edison Program is a fee based service that provides additional learning support services by a specialized faculty with experience and training in learning disabilities.

Grades PK-2

Students in grades Pre-kindergarten through 2 are in a stage of rapid development and skill acquisition therefore close student observation, intervention and developmental support are provided by classroom teachers in collaboration with school learning specialists and counselors. Lower School specific faculty, services and programs are the primary support services. Although not typically provided in Grades PK-2, Edison Program services may be available if these Lower School services prove insufficient for a student.

Grade 3 – 12 Edison Program Services

Tier 1 – Level C

1. Initial review of full psycho-educational report by the Edison Resource Teacher
2. Parent meeting with the Edison Resource Teacher to review and discuss the student's needs, appropriate Edison services and Edison Program contract and policies
3. Edison Resource Teacher, counselor and classroom teacher consultation regarding the student
4. In Grades 9-12 the Edison Resource Teacher will provide assistance and coordination of paperwork necessary to request accommodations on standardized tests SAT ACT, AP. (See *Edison Policies and Procedures* for additional information regarding College Board and ACT policies.)
5. Upon teacher request, Edison Resource Teacher classroom observation(s) of the student to review student progress

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6. Transition meeting at end of school year
7. Parent Support Group
8. Edison Esagro Library

Tier 2 – Level B

1. Initial review of full psycho-educational report by the Edison Resource Teacher
2. Parent meeting with the Edison Resource Teacher to review and discuss the student's needs, appropriate Edison services and Edison Program contract and policies
3. Edison Resource Teacher, counselor and classroom teacher consultation regarding the student
4. In Grades 9-12 the Edison Resource Teacher will provide assistance and coordination of paperwork necessary to request accommodations on standardized tests SAT, ACT, AP. (See Edison Policies and Procedures for additional information regarding College Board and ACT policies.)
5. Transition meeting at end of school year
6. Parent Support Group
7. Edison Esagro Library
8. Individualized session with an Edison Resource Teacher **1 time per week**, during the regular school day but not during an academic subject, to address specific skills pertinent to the student's diagnosed disability. These skills may include but are not limited to *study skills, organization skills, time-management, reading skills, listening skills, test-taking strategies and self-advocacy skills*
9. Continue to identify gaps and causes which will guide content of sessions while providing a supportive learning environment
10. Quarterly review by Edison Resource Teacher, in consultation with teacher(s) and counselor, to determine if current level of support is appropriate and/or if additional specialists are needed for student progress. If student shows no improvement after two quarters, he/she will be recommended to receive more intensive intervention on Tier 3

Tier 3 – Level A Edison Program Services

1. Initial review of full psycho-educational report by the Edison Resource Teacher
2. Parent meeting with the Edison Resource Teacher to review and discuss the student's needs, appropriate Edison services and Edison Program contract and policies
3. Edison Resource Teacher, counselor and classroom teacher consultation regarding the student
4. In Grades 9-12 the Edison Resource Teacher will provide assistance and coordination of paperwork necessary to request accommodations on standardized tests SAT ACT, AP. (See Edison Policies and Procedures for additional information regarding College Board and ACT policies.)
5. Transition meeting at end of school year
6. Parent Support Group

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7. Edison Esgro Library
8. Individualized session with an Edison Resource Teacher **2 times per week**, during the regular school day but not during an academic subject, to address specific skills pertinent to the student's diagnosed disability. These skills may include but are not limited to *study skills, organization skills, time-management, reading skills, listening skills, test-taking strategies and self-advocacy skills*
9. Continue to identify gaps and causes which will guide content of sessions while providing a supportive learning environment
10. Quarterly review by Edison Resource Teacher, in consultation with teacher(s) and counselor, to determine if current level of support is appropriate and/or if additional specialists are needed for student progress

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Registration Fees & Charges for Services

<u>Lower School:</u>	<u>Per Year</u>
Tier 1 (C) Registration fee	\$200.00
Tier 2 (B) (Registration included)	\$1,800.00
Tier 3 (A) (Registration included)	\$3,600.00

<u>Middle School:</u>	<u>Per Year</u>
Tier 1 (C) Registration fee	\$200.00
Tier 2 (B) (Registration included)	\$1,800.00
Tier 3 (A) (Registration included)	\$3,600.00

<u>Upper School:</u>	<u>Per Year</u>
Tier 1 (C) Registration fee including Standardized Testing Coordination	\$400.00
Tier 2 (B) (Registration included)	\$1,800.00
Tier 3 (A) (Registration included)	\$3,600.00

NOTES:

1. Billing will be by semester.
2. Students who request to change from a more comprehensive level of service to a less comprehensive one must wait until the semester to change levels.
3. For students who need to change from a less comprehensive level to a more comprehensive level of service mid semester in order to meet with success, fees will be prorated.
4. Missed sessions will not be rescheduled unless the student's absence is excused in the school office.
5. Additional individual sessions as needed billed at \$65.00 per session. Maximum 4 per semester. See Policies and Procedures for more detail.