Southland Academy
Student Support Program

Southland Academy Student Support Program

Purpose:

The mission of the Student Support Program is to provide a small group learning environment for students who have been diagnosed with a learning disability through an academic or behavioral psychological evaluation. Our program is intended to maximize student learning based on their individual strengths and learning styles in order to help them progress academically. Our goal is to give appropriate support to each student while implementing the college preparatory curriculum provided by Southland Academy for them to become independent learners.

Southland Academy Student Support Program Accommodation Policy

Southland Academy provides academic services and accommodations for students with diagnoses that impact learning. For a student to receive academic accommodations, the student must submit comprehensive testing, documenting the current functional limitations that impact the student in an academic setting.

Documentation serves as the basis for decision-making about a student's needs for mission appropriate accommodations in the challenging and competitive academic environment of Southland Academy. A current and complete psycho-educational evaluation must be on file with the Student Support Program to apply for and receive accommodations in grades 3-12. **Current** testing is defined as testing conducted within the past five years by a licensed psychologist. Students with an **ADHD only** diagnosis that would like to receive accommodations will be considered on a case-by-case basis. Parents must provide the evaluation for which the diagnosis was determined. The Student Support Team and parents will meet to determine the best plan for the student.

General Guidelines for Documentation

● Documentation should be provided by a licensed or otherwise properly credentialed professional who has appropriate and comprehensive training, relevant experience, and no personal relationship with the individual being evaluated.

● Documentation includes a clear diagnostic statement that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression or prognosis of the condition. The documentation should include the diagnostic criteria, evaluation methods, procedures, test dates of administration, as well as a clinical narrative, observation, and specific results. Diagnostic tests should be based on age-appropriate norms.

● Documentation should address how the limitations impact the student in an **academic** setting. Documentation that does not address an individual's current level of functioning or need for accommodation(s) may warrant the need for a new evaluation.

Specific Guidelines for Documentation of Learning Disabilities

A Psycho-Educational Assessment should include the following:

1. DSM-V and/or ICD-10 diagnosis, date of diagnosis, and last contact with the student

2. A diagnostic interview including, but not limited to, the following:
    - Presenting problem
    - Developmental history
    - Relevant medical history
    - Thorough educational history
    - History of academic strengths/weaknesses
    - Previous accommodations or any
    - Additional academic resources
    - Relevant grades, standardized test performance, etc.
    - Family history
    - Relevant psychological history
    - Relevant employment history

3. At least one aptitude test and one achievement test are required, to include a full-scale IQ. (Submit all standard and subtest scores.)

4. Description of functional limitations and how they affect the student in an academic setting.

5. All accommodations must be recommended and included in the academic learning plan provided by the psychologist and accompanied by a rationale as to why these accommodations are warranted based upon the student's functional limitations.

Documentation and Paperwork Procedures

● Any paperwork requesting input from a Southland teacher or administrator for a pediatrician, psychologist, or other clinician will be managed through the Student Support Program. Any materials delivered directly to a teacher will be sent to the SSP for processing and confidential handling.

● Parents must sign a consent form authorizing Southland Academy to submit materials to a provider before any documents will be released.

● If parents choose to request accommodations following an evaluation with a psychologist, the current psychological evaluation report should be submitted directly to the Student Support Program or the Program Coordinator who will reference the recommended accommodations in building a SSP file for the student. See the Student Support Program's Accommodation Policy for further details on accommodations.

● Parents and teachers must approve and sign the plan for their child/student for the Student Support Program before the plan is implemented.

● Paperwork and documentation materials are handled confidentially and kept in a secure location in the Program Coordinator's office. The Student Support Team members are the only faculty members with access to these materials.

Program Descriptions

K-2nd grade Early Intervention Program

The **K-2 Reading Intervention Program** uses the Voyager Passport program which provides comprehensive, explicit, and systematic instruction in the five essential components of reading as well as language and writing. It focuses on phonemic awareness, phonics, fluency, vocabulary and comprehension skills. Structured lessons are taught 30 minutes a day, 5 days a week, and can be taught individually or in small group settings. This program is a research based and proven intervention solution that accelerates student literacy achievement by targeting critical skills and providing strategies that learners need to become fluent, on-level readers.

The **K–2 Math Intervention Program** is designed to support early learners who may benefit from additional instruction in foundational math skills. This intervention aims to strengthen students' understanding of key math concepts such as number sense, counting, addition and subtraction strategies, and problem-solving skills. This intervention can be taught individually or in a small group setting. The goal is to build confidence and fluency in math through targeted, small-group instruction.

Students are selected to participate in one or both of the interventions based on **teacher recommendations**, which consider classroom performance, assessments, and observed learning needs.

3rd-5th grade Student Support Program

In grades 3-5, students begin to take information and knowledge that they have learned and apply reasoning skills to problem solving. By this point in their academic career, the Student Support Team will require a diagnosis for a student to be actively involved in the program. Please see the Southland Academy Student Support Team Accommodation Policy as well as the Specific Guidelines for Documentation of Learning Disabilities for entrance into the program.

Once a student is established into this program, they receive support through small and/or individual learning with a member of the Student Support Team. They are given instruction for 30 mins a day, 4 days a week as well as receive accommodations for testing. The Student Support Team will send home a weekly log outlining instructional activities and strategies covered, included in the student's sign-and-return folder.

6th-12th grade Student Support Program

The Student Support Program continues to require a diagnosis for these grades for a student to be established into this program. The same Specific Guidelines for Documentation of Learning Disabilities and Southland Academy Student Support Team Accommodation Policy will be required for entrance into the program for grades 6-12.

For these students, the Student Support Program is a part of their academic schedule. They attend a class in which they receive support in their areas of weakness. They are required to complete the same classwork as their peers (NO modifications), but they do receive support through strategies and accommodations to achieve academic success. It is important for these students to become independent learners; however, we are mindful of their weaknesses while striving to build their strengths. Through this program, our goal is to provide consistency and active engagement in the material that Southland teachers provide by giving them a support system to become confident and successful in completing schoolwork through a college preparatory curriculum.