

General Policies

A Resource Service Plan will be developed for each Resource student. The plan will include:

- A narrative summary of the student's present level of performance
- Any current test results
- Specific accommodations and modifications to be made in the general education classroom

The Resource Director will meet with each classroom teacher to discuss the needs of the Resource student and to review the Resource Service Plan.

Each student must have a signed contract on file prior to placement in the Resource program. Contracts are signed by the parent/guardian and forwarded to the Business Office by the Resource Director. Financial aid for the Resource program may be awarded on the basis of availability and financial need. Parents/guardians may request financial assistance directly on the signed Resource contract.



Resource Department

Policies and Procedures



Mark 10:45

“For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many.”

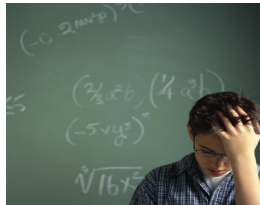
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Mission Statement

The Mission of the Secondary Campus Resource Department is to:

- Support and equip students with the learning tools necessary for success in the academic setting
- Develop student accountability for one's own learning
- Encourage parental support and involvement in the student's learning experiences
- Assist the student in discovering his/her own God-given abilities and talents, and to develop them for His glory



Modifications in the Classroom

Modifications are changes in the specific information a student is expected to learn. Modifications are made when the academic expectations go beyond the student's level of ability. All proposed modifications will be listed on the student's Resource Service Plan and should be reviewed by the parent/guardian, teacher, and Resource Director throughout the school year. Changes in modifications may be made at any time, per parental or teacher request, when deemed necessary and appropriate.

Examples of such modifications are:

- Reduction in quantity of written assignment
- Use of a calculator (not provided for other students)
- Provision of a specialized word bank
- Oral testing

In order to maintain academic standards, any graded assignment/assessment done under such modifications may be scored from 90 down in order to reflect a more accurate picture of the student's performance in comparison to his peers and will be indicated on the student's RSP. Students will be given the opportunity to retake any failed quiz/test. The 1st and 2nd scores will be averaged together for a final score.

Accommodations in the Classroom

Accommodations are changes in how a student accesses information. When necessary, accommodations in the classroom may be provided to assist the Resource student in understanding content area information. Accommodations for how the student demonstrates his/her knowledge may also be made, when appropriate.

Examples of such accommodations are:

- Preferential seating near the front of the classroom
- Oral testing privileges through Resource Director
- Hands-on projects vs. a standard written project
- Extended time to complete an assignment or test
- Increased use of visuals and manipulatives, as needed
- Written study guide for tests, provided by the Resource Director, whenever possible
- Oral review in Resource for quizzes/tests

All accommodations to be provided will be listed on the student's Resource Service Plan and should be reviewed by the parent/guardian, teacher, and Resource Director throughout the school year. Changes in accommodations may be made at any time, per parental or teacher request, when deemed necessary and appropriate.

The main objectives of Resource are as follows:

- To provide assistance in core subject areas of difficulty - specifically, English, math, science, and/or history
- To utilize classroom curriculum to develop individual educational strategies
- To develop a strong collaboration among parents/guardians, teachers, and students
- To assist the student in developing study skills, time management skills, and personal organizational strategies
- To participate in scheduled parent/teacher conferences, when requested
- To assist parents/guardians and faculty members in understanding best practices for the instruction of students with exceptionalities

Eligibility

The Referral Process

Students who consistently perform below average in one or more core subjects may be referred by a parent/guardian, teacher, or an administrator.

A Resource Referral Form may be obtained in the school office. However, other interventions such as tutoring and additional parental support should be utilized first before the referral process is initiated.



Upon receiving the referral, the Resource director will contact the parent/guardian to discuss outside testing of the student in order to assess ability and present levels of achievement. This testing may include IQ tests, achievement tests in math/reading, as well as cognitive processing tests.

Test results will be evaluated to determine the student's eligibility for special education under the Individuals with Disabilities Education Act, 2004.

General Education Teacher Responsibilities

Teachers desire to see students succeed at their best personal level. Therefore, teachers will closely collaborate with both the Resource Director and parents/guardians to provide as much academic support as possible.

We expect our teachers to:

- Maintain a copy of your student's Resource Service Plan and refer to that plan as needed throughout the academic year.
- Contact parent/guardian at the first concern regarding behavioral or academic issues
- Maintain frequent contact with the Resource Director regarding your student's progress
- Suggest adjustments to the Resource Service Plan, when deemed appropriate



Parental Responsibilities

Parents/guardians are the leaders in the educational process. ASCS partners with parents/guardians to provide a quality, Christian education, both in the general education classroom and the Resource setting. Therefore, open and frequent communication between parents/guardians and teachers is vital to the success of the program.

The Resource Director will maintain contact with parents/guardians through email, phone, or face-to-face meetings, when appropriate. Parents/guardians are encouraged to contact the Resource Director regarding their questions or concerns at any time.

We depend on parents/guardians to:

- Follow specific agreed upon teacher recommendations regarding their child
- Provide a designated study time and study area in the home each evening for homework
- Review grades on RenWeb weekly with their student and guide the student toward specific academic goals
- Monitor any pattern of incomplete or missing work noted
- Encourage and praise their student for notable accomplishments and improvements made

A learning disability is defined as “a significant discrepancy between achievement and intellectual ability in one or more of the following areas”:

- Oral Expression
- Listening Comprehension
- Written Expression
- Basic Reading Skills
- Reading Comprehension
- Mathematic Calculation
- Mathematic Reasoning

Should testing indicate that a Specific Learning Disability exists, parents will be informed as to the types of services available through Resource, as well as those offered through the public school system. If the parent wishes to enroll their child in Resource, a Resource Service Plan will be drafted based upon test data.



Students with Other Exceptionalities

In addition to learning disabilities students, the Resource Department currently serves students who qualify for services under the Individuals with Disabilities Act, 2004, within the category of Other Health Impaired. This category includes Attention Deficit Disorder . ADD must be present to the degree that it significantly interferes with the student's academic performance. Documentation of the disability from a physician or psychologist/psychiatrist must be submitted to the Resource Director in order to verify eligibility.

If a student is under a 504 Plan, their enrollment into the Resource program will also be considered but not necessarily required when his/her accommodations are minimal and can be met without the Resource environment.

Additionally, the Resource Department serves students who typically function below average academically and require such assistance as:

- Individual attention in the Resource setting
- Additional review of quiz/test material
- Distraction-free setting in which to study
- Reduced assignment load, when appropriate

Student Responsibilities

The students bear the primary responsibility of developing the skills necessary to succeed in and out of the classroom.

We expect our students to:

- Follow directions
- Complete all classes' assignments (including Resource) on time
- Demonstrate a cooperative attitude
- Demonstrate effort
- Attend all help classes offered by general education teachers
- Ask for help whenever necessary
- Be in class on time with proper materials
- Take notes in class
- When absent, make up all missing work in the given time allotted

