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STUDENT SUPPORT VOCABULARY

Intervention: A specific skill-building strategy implemented and monitored to improve a targeted skill (i.e., what is actually known or demonstrated) and to achieve adequate progress in a specific area (academic or behavioral).

Accommodation: Tools and procedures that provide equal access to instruction and assessment for a student. Accommodations level the playing field for students by reducing or eliminating the effects of the student's disability. Accommodations are implemented with an active IEP and do NOT change or reduce the curriculum expectations.

Modification (Not available in the VCS Middle and High School): A change whereby the student is expected to learn something different than the general education standard (i.e., what is expected to be learned). Indicates that what is being taught, the content, is modified. The instructional level or general education benchmarks or number of key concepts to be mastered are changed.

Individualized Educational Program (IEP): The Individual Education Program (IEP) is a written plan/program developed by a team of professionals which specifies the student's academic goals and the method to obtain these goals. The law expects school districts to bring together parents, students, general educators and special educators to make important educational decisions with consensus from the team for students with disabilities; those decisions will be reflected in the IEP. The IEP will focus only on the areas that are affected by the disability. The IEP will identify supports and services the student needs for success.

Individualized Student Plan (ISP): *(Available to students with an active IEP)* The Individualized Student Plan (ISP) is a plan developed at VCS to ensure a student receives appropriate accommodations based on the IEP. Individual goals will be set to monitor student progress. The ISP will not include accommodations unavailable at VCS.

Student Success Team (SST): The purpose of the SST is to design a support system for students having difficulty in the classroom. The SST is formed to further examine a student's academic, behavioral and social-emotional process. An SST, which will consist of teachers, counselor, administrator, parents and student, can propose interventions for the student and a strategy for overall success. (SST takes place during Tier 2)

STUDENT SUPPORT TIER MODEL

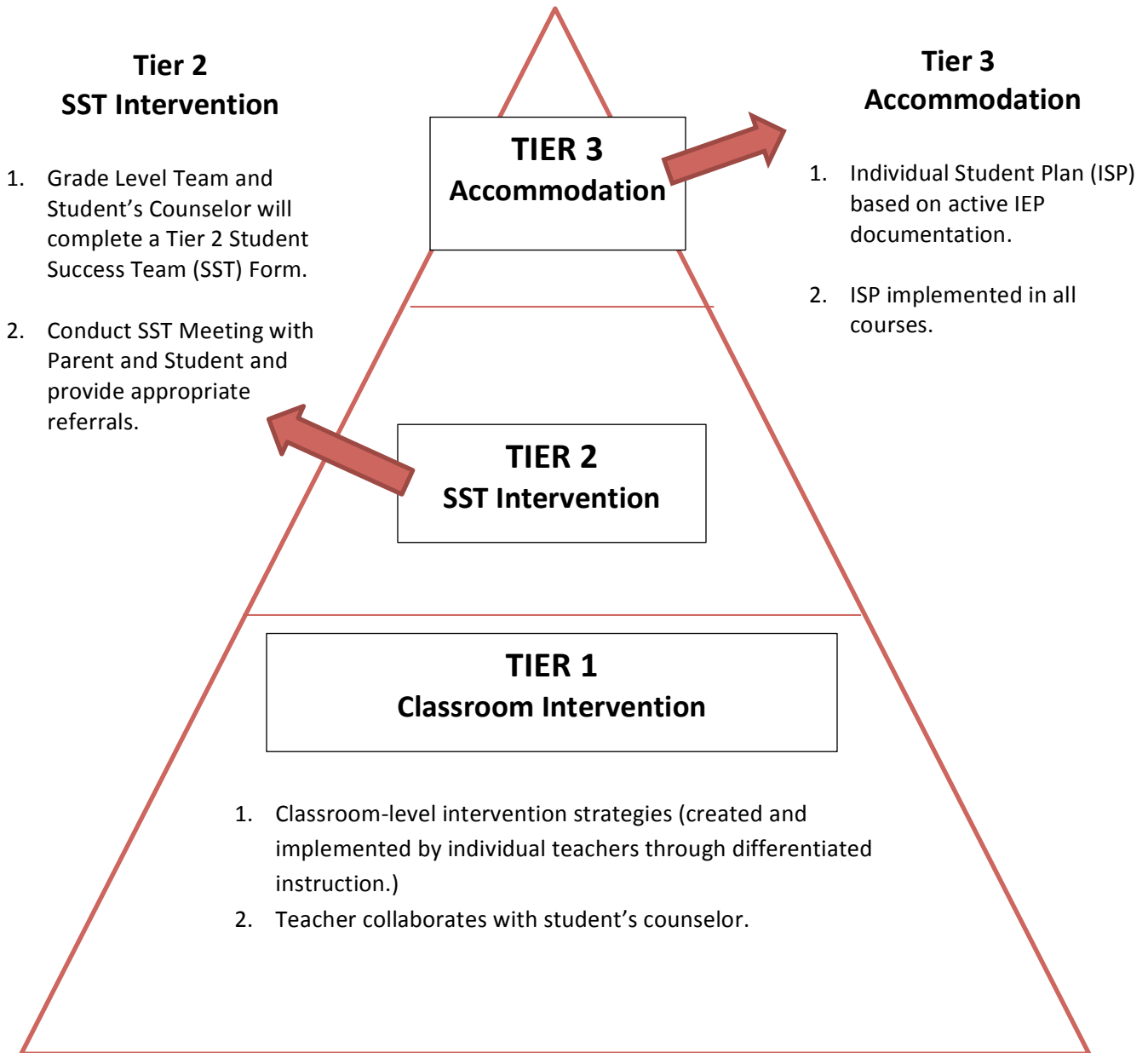
The student support tier model is a framework consisting of 3 tiers for service delivery that is systematic, data-based and focused on identifying and resolving student academic and behavioral difficulties. This is done through the implementation of scientifically based instructional practices that are based upon the individual needs of the student.

The tiered model provides the following:

- High-quality instruction and intervention that is matched to the student's individual needs.
- Frequent assessment through progress monitoring to make decisions about change in instructional strategies and goals.

TIERS OF STUDENT SUPPORT AT VCS

The mission of Village Christian School is to provide a CAREing, Christ-centered education producing students who *thrive*. In order to ensure all students thrive, Village Christian Middle and High Schools have developed a three-tiered intervention program to support all students' learning.



STUDENT SUPPORT FLOW CHART

When a student's learning shows gaps in achievement, or when the teacher is concerned by lack of academic progress, we initiate the following process:

Tier 1 - Classroom Intervention

1. Teacher will conference with the student to problem-solve and encourage success.
2. Teacher will notify the parent for home support and communication.
3. Teacher will collaborate with student's counselor for added academic support and to determine if Tier 2 interventions are needed.

Tier 2 - SST Intervention

1. Student's teachers and counselor meet to coordinate grade level intervention.
2. Counselor emails SST Parent Preparation Form for future Student Success Team (SST) Meeting (see appendix for form.)
3. Tier 2 SST Intervention Plan Developed.
4. SST meeting conducted (Teachers, student, parents, counselor, and administrator.)
5. Action plan will be implemented in all courses.
6. Counselor will review student progress at the next grading period.
7. Action Plan revised, as needed.
8. If further testing is recommended, the counselor will meet with parents and student to start the process.
9. If a student qualifies for an Individualized Education Program (IEP), student moves to Tier 3 accommodations.

Tier 3 - Accommodations (For students with an active IEP)

1. Counselor develops an Individual Student Plan (ISP) based on current IEP accommodations.
2. ISP will be implemented in all courses until IEP review.

STUDENT LEARNING SUPPORT - PARENT TIP SHEET

We believe a partnership between school and home is the most effective approach to intervention. We hope that the following tip sheet will assist you in supporting your child academically at home.

Homework Tips

Some things to remember when helping your child with homework:

- Check student planner, itsLearning, and FamilyLink on a regular basis for upcoming assignments, projects, and test dates.
- Establish a set time and place for homework and studying which is free from distractions.
- Articulate and enforce family expectations and standards for homework behavior.
- Structure homework within the flow of family life; ensure parental availability, as needed.
- Monitor and supervise the homework process.
- Reinforce and reward student homework efforts, completion and correctness.
- Encourage scheduled breaks during homework time which can increase productivity.

itsLearning/FamilyLink

itsLearning and FamilyLink are valuable tools for both parents and students. We encourage you to consistently check itsLearning and FamilyLink to see how your child is doing in his/her classes. itsLearning and FamilyLink allow you to see classroom activities, homework, and grades for your child's classes. It may be helpful to print out homework plans weekly to ask clarifying questions of your child before contacting the teacher.

Teacher Communication

In addition to checking FamilyLink and itsLearning, encourage your child to communicate through email or during teacher office hours to clarify or get extra help on an assignment. Do not hesitate to communicate with individual teachers for any academic or personal concerns.

Support and Intervention

Throughout a child's learning, there are times when extra support might be needed. Students learn at different rates and are at different levels of performance. A student might have missed key instruction, or sometimes a student might need additional instruction. VCS teachers employ in-class interventions as needed, however, sometimes additional steps are recommended.

Teacher Office Hours – All teachers provide additional help before school, during lunch, or afterschool. Their office hours provide additional support and instruction for strengthening in each content area. Please refer to teacher's office hours for each department at www.villagechristian.org under Academic Support.

Peer and Group Tutoring – In order to support your child, peer tutors and group tutoring sessions are available in various content areas for an additional cost. Tutor request forms are available on the website under Academic Support. To apply for a tutor, please turn in your completed request form to the high school office.

Outside Educational Resources – Students who are struggling academically, even after additional time and support in the classroom, may benefit from additional educational support programs. In the appendix of this handbook, there are educational resources that are available in the area.

Tier 2 Student Success Team (SST) Parent Preparation Form

VILLAGE CHRISTIAN  MIDDLE/HIGH SCHOOL

STUDENT SUCCESS TEAM (SST) PARENT PREPARATION SHEET

PLEASE COMPLETE AND EMAIL TO STUDENT'S COUNSELOR, PRIOR TO SST MEETING.

STUDENT: _____ GRADE: _____

PARENT(S): _____

BRIEFLY **DESCRIBE** YOUR CHILD, INCLUDING HIS/HER PERCEPTION OF SCHOOL ABILITY, SOCIAL RELATIONSHIPS, OUTSIDE ACTIVITIES / INTERESTS AND GOALS / DREAMS:

WHAT ARE YOUR CHILD'S **STRENGTHS**, AS YOU SEE THEM?

WHAT ARE SOME **CONCERNS** YOU HAVE ABOUT YOUR CHILD?

HAVE THEIR BEEN ANY **RECENT CHANGES** IN YOUR CHILD'S LIFE THAT MAY BE IMPACTING HIS/HER PERFORMANCE?

RELEVANT HEALTH INFORMATION (IE. MEDICAL CONDITIONS, VISION OR HEARING IMPAIRMENTS)

OPTIONAL INFO:

WHO LIVES IN THE CHILD'S PRIMARY RESIDENCE?:

DO ANY SIBLINGS RECEIVE ACADEMIC ACCOMMODATIONS OR TUTORING?

PLEASE **LIST** ALL SIBLINGS AND THEIR AGES:

COMMUNITY RESOURCES

ORGANIZATIONS

Davis Educational Services
The Burbank Tutor
Mathnasium
C2 Education
Academic Advantage
Free Tutoring LA County
Elite Educational Institute
Princeton Review
Compass Education Group
Revolution Preparation
Catalyst
ACTive Prep (ACT)
College Board
Assistance League of Glendale

CONTACT INFORMATION

<http://www.reneedavis.org/>
www.theburbanktutor.com
www.mathnasium.com
www.c2educate.com
www.academicadvantage.com
<http://dcfs.lacounty.gov/edu/freetutoring/tutoringbycity.html#S>
www.eliteprep.com
www.review.com
www.compassprep.com
www.revolutionprep.com
www.catalystprep.com
www.act.org
www.collegeboard.org
www.alglendale.org

This list is not exhaustive nor does it imply endorsement, by Village Christian School, of any of the above named organizations.