

Wallaceburg Christian School Society - Board Policy Manual

Section: Students Subsection: Retention
Subject: 605-Promotion and Retention Standards Effective: February 2008

Retention and Program Modification Policy

Staff Report to Education Committee

Introduction

Christian educators realize that every student is unique. It is part of the responsibility of staff and administration to recognize the strengths and weaknesses of each child. When the identification of strengths and weaknesses is completed; then program modification may be required. Program modification is not intended, however, to replace retention. Retention is a viable option.

Background information for teachers:

ADHD/LD

- Do not do well with multiple choice tests
- Let student put on ear phones and listen to quiet music while they do their work in order to help them concentrate
- Give children copies of notes. If other students complain, then the teacher may say, "They learn differently than you."
- Set up study buddies to review notes
- Allow for the use of laptops
- Dragon Naturally Speaking
- when teacher wearing a microphone lectures words come up on screen
- Overhead transparencies
- make a copy for child
- leave blanks for them to fill out
- Test accommodation
- give one page at a time
- underline key words on test so the child does not have to read every word

Our Responsibility (The teachers in relation to the IEP)

- We need to know the strengths and weaknesses of our students
- Set up what a child should do and be accountable. The student will sit with the teacher and they will explain and agree together
- Meet with parents
- Keep long and short term goals
- As a teacher you need to be willing to be flexible, to adapt to a student's needs

Types of Modification

Modify Content/Process

- Model what you expect
- Preferential seating
- Use oral books
- Use calculators, computers, tape recorders, etc.

- Use matrices or manipulative
- Headsets
- Use a planner to teach organizational skills
- Use a chart or overhead
- Peer tutors
- Give positive feedback in written form
- Use behaviour medication
- Give LD students a review sheet

Modify Product

- Reduce assignments
- Encourage choice
- Request alternated project or assignments
- Accept point form
- Accept oral/visual reports
- Provide a model
- Extend time frame
- Develop contact for work completion
- Set up a check list
- Enlist parents to help (communication book)
- Assist student to organize and draft plans for reports and assignments

Modify Evaluation

- Oral/taped evaluation
- Alternate tests or portions of test
- Open book tests
- Provide practice tests and review sheets
- Allow rewrites
- Divide the test into sections so it can be done in more than one sitting
- Adjust weighting of daily work/test
- Provide a private place for testing

Types of Accommodations

Physical

- Preferential seating (near teacher, between well-focussed students, away from distractions)
- Use of checklist to assist student in getting organized
- Use of colour codes
- Organize work-space
- Academic
- Extended time for assignments
- Break assignments into segments or shorter tasks
- Limited quantities of problems/questions to answer
- Use concrete examples
- Provide a copy of teacher's notes of the lesson
- Allow for spelling errors without penalty
- Establish realistic expectation for neatness
- Allow student to use either cursive or manuscript or typing
- Proofreader for editing purposes
- Study buddy
- Allowing the student to type, record or give answers orally instead of writing

- Use of a laptop or other assistive technology such as a calculator
- Utilize manipulative, hand-on activities whenever possible
- Write down key words on board to aid in note-taking

Testing Accommodation

- Extended time on test (usually 50%)
- Permission to answer on test booklet rather than on separate sheets
- No penalty for spelling errors
- Permission to write essays for test in outline form or web form
- Reader provided to read and/or paraphrase questions
- Alternative environment
- Allow student to scribe a test (Recite answer to helper and he or she writes them)

Program modification is implemented in two ways

- 1) The student receives extra attention within the classroom context and is given additional practice that includes homework and parental supervision. In some cases, the student's program is modified so that a minimum requirement can be met.
- 2) The student receives remedial or a modified program in the learning resource room by the resource teacher in consultation with the classroom teacher. In addition to extra classroom attention, the student works one-on-one with the resource teacher, or volunteers employing various strategies including drill practice, rote learning and related computer software.

Retention implementation:

The student receives an opportunity to gain exposure to the same material and is retained at the end of the year to the same grade level.

Background towards a Policy Statement

When a teacher has employed teaching strategies as suggested in the first method of program modification with certain unsuccessful student outcomes, and then the second strategy of resource learning is implemented.

WCS is blessed to have a resource program that is committed to meeting student needs in areas of academic learning.

However, both placements in the learning resource program and classroom teacher availability is limited because of the number of students requiring program modification. Hence, placement considerations need to be put into this policy so that each student can receive optimum benefit from the curriculum while at WCS.

Placement Standards

Our aim is to provide a structure and process that will guide student placement in a modified program of learning. Such a policy will assure a degree of fairness and equality for all students who are in need of a modified program or who need to be retained in the present grade.

Evaluative Resources

When teachers realize that a student may need the opportunity for greater time to master required learning tasks, the following resources may be used to evaluate that perception:

- 1) Unit Skill Lists, Mathematics unit
- 2) Subject Skill List, OACS Language Arts Skill checklist
- 3) Student Evaluation Form Grades (Report Cards)
- 4) Non-Content Based Assessment

In-school:

CTBS Scores
Woodcock-Johnson Scores
Briggance Test Levels (Kindergarten to Grade 1)
Informal Tests Results

External:

Physiological Reports (hearing, speech, etc.)
Intellectual Assessments
Psychological Assessments
Social Assessments

Factors to be Considered

The student's:

- 1) Previous academic performance
- 2) Self-image
- 3) Relationship with his peers
- 4) Position in the family
- 5) Birth date
- 6) Grade sequence
- 7) Physiological development
- 8) Attendance pattern
- 9) Composite of receiving class
- 10) Current rate of skill development
- 11) Results of current program modifications
- 12) Home support of current program modifications

D.A.R.T. Team (Diagnostic And Remedial Team)

The purpose of DART is to review and assess each student who potentially requires program modification. The DART team is comprised of the classroom teacher, resource teacher, principal and parent or guardian.

Process

The following will be the guidelines in terms of time and notice for the application of this policy.

1. (i) Teacher identifies student for modification program by mid-term report of the first term
- (ii) Teacher and resource teacher develop documentation of support and examples of student work.

2.
 - (i) Concerns and documentation is shared with the principal
 - (ii) Principal establishes record of concern
 - (iii) Teacher, resource teacher and principal decide to proceed to testing.
3.
 - (i) Nature of concerns shared with parents by classroom teacher and DART team is established.
4.
 - (i) Note of concern included on end of first term report
5.
 - (i) Additional in-school testing done early second term
 - (ii) Preparation of documentation by classroom teacher and resource teacher
 - (iii) DART conference
 - (iv) analyse results form recommendation.
- (i) Second DART conference by the end of April to determine present
 - (ii) Documentation and Recommendations
 - (iii) Determine parental response
 - (iv) Discuss any further action or documentation required.
 - (v) Third DART conference by end of May
 - (vi) Review documentation
 - (vii) Ask for decision.

Decision-making Process

If agreement with recommendation, recommendation implemented;

If disagreement with recommendation, recommendation not implemented:

Consequences of non-implementation explained:

- There is only a limited resource time available; therefore, a conference will be held between the parent(s) and teacher for the purpose of determining extra-curricular support. It needs to be clear that it becomes the parent(s)' responsibility to take on the role of a resource provider.
- If a situation arises where it is clear that the school is unable to meet the needs of a child, the parent may choose to continue to send their child to this school with the understanding that they need to take the responsibility to provide resource for their child.
- You (teacher) will still need to modify the program or set up an Individual Educational Program (IEP) within the classroom within reason.
- If all measures taken are found to be ineffective, then the child will need to be re-evaluated. One possibility might be that our school doesn't meet the needs of the child; therefore, another school may better serve the child and their special needs.