

Academic Support at SLUH

SLUH students are provided a variety of resources to ensure their potential for academic and personal success is maximized. Below are a few of the resources available to our students:

- **One-on-one or group teacher tutor sessions:** each individual subject teacher has dedicated time during the day to engage students in additional support and tutoring.
- **SLUH School Counselors:** School counselors are available to support academic, social, and emotional needs. Each student is assigned a specific school counselor who will support that student through his four years at SLUH.
- **SLUH Learning Center:** dedicated space for all students recommended by the Academic Care Team to receive support on executive functioning skills (time management, organization, etc.)
- **Math and Science Labs:** dedicated space that is facilitated by a math and science teacher most school days after school (and one day a week during Activity Period)
- **Support for Students with Diagnosed Learning Disabilities:** Learning specialists are available to provide resources and accommodations to students with diagnosed learning disabilities (See more information below.)

SLUH Learning Center Frequently Asked Questions

What does the Learning Center at SLUH do?

The SLUH Learning Center's mission is to coach our students to independently demonstrate resilience and personal accountability in the successful managing of school and personal materials, competing time commitments, academic expectations and requirements, and personal stressors.

Who are the SLUH Learning Coaches?

Mr. Tim Curdt (tcurdt@sluh.org) : SLUH Learning Coach and Director of the Learning Center
Mrs. Lissie Tippet (ltippet@sluh.org) : SLUH Learning Coach and Services and Documentation Coordinator

For which students does the Learning Center provide services?

The SLUH Learning Center prioritizes two groups of students when determining services:

- Students with a formal diagnosis from a full Psychoeducational evaluation with a DSM V diagnosed learning difference
- Students whom the Academic Care Team at SLUH (in consultation with the administration) has prioritized as in need of immediate academic intervention

How does a student get referred to the Academic Care Team for services in the Learning Center if he does NOT have a documented learning difference?

Parents should contact the student's School Counselor to have a consultation as to whether specific services are required from the Learning Center. Often times, the School Counselor can offer direct assistance and academic coaching from their office, or help coach for better rapport with the student's individual teachers for further help.

Besides coordinating approved accommodations for those students with the correct documentation, what other programming or services does the Learning Center offer for those students *approved* for its services?

The Learning Center has a variety of programming it can offer for those students approved for its services:

ASAP: (After School Academic Program)

For those students recommended by Academic Care Team as needing acute academic support on a short-term basis in multiple subjects.

Students meet regularly with a learning coach to review the plan for the day and then determine the best use of their time either in general study or in goal-directed use of one of the three ASAP Academic Support Labs: Writing, Science, or Math. The coaching of specific Executive Functioning Skills such as task initiation and task completion, materials management, and metacognitive self-assessment takes priority.

This program is designed to be limited in duration so as to encourage independent acquisition of these skills.

PLEASE NOTE: simply having a diagnosis and a psychoeducational evaluation and being approved for accommodation does NOT guarantee that a student will be eligible for ASAP. Due to limited space and resources, ASAP will be limited to those students recommended by the

Academic Care Team and Administration as being in need of acute academic support in multiple classes.

SHARP: (Short-term Academic Recovery Program)

For those students recommended by Academic Care Team as needing acute academic support on a short-term basis in multiple subjects.

Students meet regularly throughout the week during an unscheduled period in the Learning Center as part of a group that allows both for brief one-on-one review of the student's plan and workload as well as individual, goal-directed use of the Learning Center for task completion. As with **ASAP**, the coaching of specific Executive Functioning Skills such as task initiation and task completion, materials management, and metacognitive self-assessment takes priority.

This program is designed to be limited in duration so as to encourage independent acquisition of these skills.

PLEASE NOTE: simply having a diagnosis and a psychoeducational evaluation and being approved for accommodation does NOT guarantee that a student will be eligible for ASAP. Due to limited space and resources, ASAP will be limited to those students recommended by the Academic Care Team and Administration as being in need of acute academic support in multiple classes.

One-on-one professional tutoring in *SOME* classes

SLUH does have access to *some* extra professional tutoring in specific subjects reserved for those in most academic need that the SLUH Learning Center will schedule and arrange depending on the Learning Center's determination of need and priority.

However, **ANY** SLUH student (whether approved for services in the Learning Center or not) and his parents can arrange sessions with a private tutor during the school day in the Learning Center.

Private tutors (those arranged and paid for by families), however, MUST be approved by the Learning Center and scheduled through our office in order to work at SLUH. Private tutors not approved by our office will not be given access to tutor on campus at any time before or after school.

ANY Student may also take the ***Plan of Attack*** Course offered once a quarter for a fee. (Financial Aid is available).

What if a student does NOT have an official diagnosis or has NOT been approved by the Academic Care team for services? How can the Learning Center still help?

Keep in mind that **every** student at SLUH has access to his school counselor who can help with academic coaching.

While the Learning Center has specific interventions and programming that it must reserve for its prioritized students, it can also support **ANY** student by offering the following:

- A quiet place to work and study in the Learning Center provided the space is not occupied by individuals or learning coaches engaged in direct group instruction, or supervising extended time testing. Students who are not willing to follow the strict guidelines for silence and focus in the space will NOT be allowed to work there.
- Access to the quarterly **“Plan of Attack” Executive Functioning, Study Skills, and Mindset coaching course**. That course is a fee-based course but financial aid is available for those with demonstrated need.
- Access to learning support materials and handouts posted in the Learning Center and the chance to purchase the **Learning Center SLUH Planner** for help in managing school-work and time commitments.

How does the Learning Center at SLUH support SLUH Parents who want to help their sons, regardless of whether they are approved for services or not?

The Learning Center offers a two-part parent-coaching workshop series on one Saturday morning in the first quarter and one Saturday morning in the third quarter of the school year.

The workshop is called **“The Self-Driven SLUH Student and the Calm Parent.”**

The workshop is free of charge but interested parents are required to RSVP.

The dates for each session will be announced at the start of each school year.

Support for Students with Learning Disabilities

SLUH is blessed with a student body full of individuals who learn in a variety of ways and face a diverse range of challenges. As a community that welcomes students with diagnosed learning disabilities, ADHD and medical disabilities who meet our overall academic admissions criteria, it is important that we are transparent in our **limited ability** to accommodate many special needs.

Although a diagnosing psychologist may suggest additional accommodations, SLUH is only able to provide the following:

- 50% extended time on tests, including mid-year and end of the year assessments (This accommodation does **not** extend to quizzes, projects, homework or written assignments).
- Preferential seating in classroom setting – We work with teachers to give students seating options in classrooms that best suit their individual learning needs.

Students seeking academic accommodations in the classroom should contact Mrs. Lissie Tippet, SLUH Learning Coach and Services and Documentation Coordinator, at ltippett@sluh.org to set up an initial consultation.

In order to receive academic accommodations, students must:

1. Provide documentation to verify disability. Please review **Documentation criteria** to ensure documentation being submitted will be sufficient. Documentation can be submitted via email to Lissie Tippet (ltippett@sluh.org)
2. Schedule a meeting with Lissie Tippet or Tim Curdt to review their accommodation plan. Both the student and parent must attend this meeting.
3. Follow the Testing Accommodations procedure to use accommodations for tests/assessments.

Documentation of Disability Criteria

In order to ensure students are provided the appropriate evaluation in order to receive academic accommodations at SLUH, please contact Lissie Tippet (ltippett@sluh.org) if you are needing assistance with process. Please note the following criteria when preparing to submit documentation for academic accommodations.

- Valid documentation for academic accommodations must:
 - Be completed by a licensed psychologist or educational diagnostician.

- Be a complete psychoeducational battery of testing which must include both a cognitive and an achievement test.
- Be *current documentation*: documentation older than three years will not be accepted.
- Documentation that is **NOT** acceptable:
 - Because of the variation in accommodations offered at the K-8 grade levels, IEP's and 504 plans should not be submitted as primary forms of documentation. However, they can be submitted as supplemental documentation.
 - Documentation handwritten on a prescription pad will not be accepted.
 - Documentation that is more than three years old will not be accepted.
- Submitting documentation:
 - Documentation should be submitted as soon as the student is accepted to St. Louis University High School.
 - Documentation must be submitted prior to the start of each semester. Deadline for submission of documentation to receive accommodations for the first semester is June 1st and deadline to submit documentation to receive accommodations for the second semester is January 1st.