

# Learning Support Welcome Packet

## 2021-2022

### Learning Support Program Philosophy

The goal of the Learning Support Program at Depaul College Prep is to:

- Work with students to come to an actionable understanding of their individual learning styles, strengths, and challenges;
- Teach students how to use tools and strategies in order to develop into independent learners;
- Engage students in scaffolded learning opportunities that promote individual growth; and
- Create an environment that promotes confidence in independent learning.

### Program description

DePaul College Prep is committed to providing curricular support to students with diagnosed learning differences throughout the school. Learning specialists are able to offer targeted support in reading comprehension, written expression, math, and executive functioning. Instructional support is provided inside and outside the classroom.

Learning specialists also manage classroom and testing accommodations, ensuring that students receive recommended accommodations and modifications they need in order to meet their potential. Learning specialists maintain communication with teachers, parents, and outside professionals as information needs to be shared. In addition, learning specialists work with students to help them become independent learners by supporting their understanding of the success attributes:

- Self-awareness
- Proactivity
- Perseverance
- Goal setting
- Use of support systems
- Emotional coping strategies

### Case Manager Role

All students with a DePaul College Prep Accommodations Plan will be assigned a Case Manager. The Case Manager will work with students and families to manage reevaluations, make sure that accommodations are accurate and being used appropriately, and serve as primary liaison with the family regarding the student's learning plan.

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Dear DePaul Prep Families,

Over the past several months, our Learning Support Team, a committee of teachers and I have been studying our policies which support our Diverse Learners and have made some considerable changes to our approach, including expanding our personnel and support services to our students. This packet contains important information about these changes and we ask that you spend time reviewing this.

At DePaul Prep, we know that not every student learns in the same manner. At times, students will require a level of support. We have grown our Learning Support team to keep pace with our growing student body and the learning needs presented across our grade levels. Our goal will always be to support students academically and emotionally to maximize their potential. This is why our Learning Support Program is in place.

A critical aspect of our approach to supporting diverse learning is our partnership with parents. Parents hold the primary responsibility for their child and it is our desire to work in partnership with parents to ensure that all of our students are academically successful and prepared for college upon graduation from DePaul Prep. This means working closely with students and parents for the four years they are with us to ensure that home and school support are in sync and aligned with one another.



Megan Stanton-Anderson  
Principal, DePaul College Prep

## Meet the Team

### **Tier 3 - Learning Specialist Team**

#### **Math Support**

**Christopher Kuller**, ckuller@depaulprep.org

Students will work in one-on-one or small group settings to reinforce and/or re-learn current or prerequisite math concepts and procedures. Specific skills include calculator use, greater facility with rote algorithms, math literacy, and recognition of abstract math concepts with an aim of deeper conceptual understanding. An underlying goal is to increase student comfort with math to a minimum level of being willing and able to ask relevant questions and persist in attempting to achieve greater mathematical competence.

#### **Executive Functioning Support**

**Claire Kelley**, ckelley@depaulprep.org

Students will learn executive function strategies during weekly structured study halls, small group and one-on-one meetings, that help to promote academic success. Some of the key executive function processes include: goal setting, cognitive flexibility, organizing and prioritizing, accessing working memory, and self-monitoring and checking. By the end of the year, students will learn how to independently apply their knowledge of executive function processes to better understand themselves as learners.

#### **Literacy Support**

**Elizabeth Underwood**, eunderwood@depaulprep.org and **Tom Newman**,  
tnewman@depaulprep.org

Students will continue to develop their reading comprehension and written expression abilities during weekly small group and one-to-one sessions which support DePaul College Prep's curriculum.

Supported reading comprehension skills include: learning how to annotate in order to more deeply interact and understand fiction and nonfiction texts, distinguishing between fact-based and higher-order questions and learning how to fully answer these question types, vocabulary acquisition, understanding sentence structure, reasoning, and activating background knowledge.

Supported written expression skills include: sentence construction, paragraph organization, utilizing graphic organizers during the prewriting process, utilizing checklists throughout the writing process, and developing an understanding of the writing process.

Students will also develop skills around the use of assistive technology to support decoding, comprehension, and written expression.

## **Tier 2 Support**

**Katie Syc**, [ksyc@depaulprep.org](mailto:ksyc@depaulprep.org)

Tier 2 support is designed to bridge the learning gap for students who are approaching grade-level mastery. This intervention helps students who need additional support reach independence in their content area with supplemental instruction and guidance in addition to classroom instruction. Tier 2 supports include group interventions of practicing self-management, self-advocating, and academic content support.

## **EDGE**

**David Prosser**, [dprosser@depaulprep.org](mailto:dprosser@depaulprep.org)

The EDGE program (Every DePaul Graduate Excels) is a structured support built into student's daily schedule. It is dedicated to providing students with a focused space to complete their work and receive assistance from EDGE teachers. The team of EDGE teachers provides student specific support in math, reading and writing, and executive functioning. All EDGE classes are held in small groups of no more than eight students per teacher. Enrollment in the EDGE program is subject to eligibility based on Title 1 rules and requires signed parent permission for all participating students

## **Counseling Team**

Students will develop self-management, self-advocacy, and social skills necessary to achieve academic success in high school by working with their School Counselor both individually and in Advisory. The Department's goal is to ensure students and families have resources to remain knowledgeable, tools and strategies to handle bumps along the way, and referrals for additional support when necessary. Through the next four years, students and families will engage in regular dialogue to navigate through an optimal high school experience and maximize postsecondary options.

## **Extended Time Policy for Students with Accommodations**

### **Homework**

Homework is defined as an assignment designed to either review, practice, or preview important skills and concepts central to the unit of study in which students are involved and is time sensitive in terms of the pacing of student learning.

**Extended time provided:** Due to our Block Schedule, all students at DePaul College Prep are given 48 hours to complete nightly homework. Homework is only due on days when class is held. **This allows students 48 hours for all nightly homework responsibilities.**

### **Long term Assignments, Projects, and Papers**

Long term assignments, projects and papers have deadlines that are over a longer period of time. Teachers will provide final due dates at the time they are assigned. The student is encouraged to work directly with the teacher and/or case manager to create a scaffolded schedule for completion, unless the teacher already provides a suggested timeline.

**Extended time provided:** 24-hour extension, upon approval by the teacher

If a student needs extended time for completion of a long term assignment, project, or paper, the student must advocate at least **48 hours prior to the FINAL deadline** by sending an email directly to the teacher. **Once a student has been approved for an extension by the classroom teacher, they will be given an additional 24 hours to complete and submit the assignment.**

### **Classwork**

Classwork is defined as an assignment given during a class period that is expected to be completed before a student leaves the classroom that day.

**Extended time provided:** No later than 11:59 pm, the day of that class.

Classwork is assigned and worked on during the scheduled class period. Students will be provided this extension directly by the teacher, only in cases where the student was unable to finish the assignment during class. **In order to receive extended time, it is expected that the student use class time appropriately.** This means that the student is focused on completing work throughout the class period, asks the teacher questions to continue progress on the assignment, and advocates at the end of the period that they need extended time. **If a student misses the extended time deadline, the student is not given credit for completing the assignment.**

### **Policy Rationale**

As a college prep high school, our goal is to prepare students to potentially attend a four-year college or university. Included below are examples of some college and university policies. DePaul College Prep's goal is to prepare students for these possible expectations, should they need or want to receive accommodations on a post-secondary level.

[DePaul University](#)

[Johns Hopkins University](#)

[Marquette University](#)

## Testing Accommodations

### General Testing Accommodations given at DePaul College

*Student testing accommodations are determined through a Private Evaluation, 504 plan or IEP.*

Please reference your Student's Individual Accommodations plan for the approved accommodations at DePaul College Prep:

- Extended Time by 50 percent
- Read Directions Orally

### Standardized Testing Accommodations

*A student's testing accommodations are determined through a Private Evaluation, 504 plan or IEP and approved by the College Board and ACT organizations.*

Please reference your Students Individual Accommodations plan for the approved accommodations while testing at DePaul College Prep:

- Extended Time by 50 percent
- Administer in Small Group
- Administer in Separate Location
- Administer in location with minimal distraction
- Mark Answers in test booklet



## Extended Time Procedure for Classroom Assessments

Students that qualify for testing accommodations through their Learning Plan will take all assessments **in the classroom**, unless a student advocates for their test being **read aloud or has another exceptional circumstance**. An approved accommodation for reading a test aloud will be noted in the student's Individual Accommodations Plan.

Students will be responsible for speaking directly to their teacher about testing outside the classroom **no later than 48 hours prior to the test**. The teacher will then notify the Learning Specialist Team of the period and student name(s). Students will **only** receive this accommodation if it is scheduled ahead of the exam.

At the end of the period, if a student needs **extended time**, this will be provided **after school, the day of the assessment**. The student is responsible for speaking to the teacher at the end of the testing period to request extended time. From there the teacher will notify the Learning Specialist team that the student will be coming to the Learning Center after school to finish their exam. **Extended time by 50 percent** will be provided only on the day of the exam. **Students are responsible for planning ahead to stay after school** in the case that extended time is needed.

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## Freshmen Structured Study Hall

**This school year all Freshmen with learning plans will participate in a Structured Study Hall, run by the Learning Specialist Team.** The structured study hall block is designed with two primary aims:

- Executive Functioning Skills acquisition and instruction, using the SMARTS curriculum
- Academic curriculum support

**SMARTS** is an evidenced-based curriculum for teaching executive function strategies. The current curriculum is based on ten years of research and in-school studies completed by ResearchILD staff under the direction of Dr. Lynn Meltzer. The SMARTS Online curriculum has been successfully beta-tested in public, private, charter, and home schools across the United States. With SMARTS, students learn to identify which strategies work best for them as well as why, where, when, and how to use those strategies to complete their homework, to plan long-term projects, and to study for tests.

### [What is Executive Functioning?](#)

**Executive Functioning** is a set of mental skills that include working memory, flexible thinking, and self-control. We use these skills every day to learn, work, and manage daily life. Trouble with executive function can make it hard to focus, follow directions, and handle emotions, among other things.

## Email Communication

**All emails will be responded to within the school hours of 7:30am until 3:30pm. Emails received outside of this time will be responded to by the end of the next school day.**

Students will be held responsible for reading and responding to emails received by teachers and the Learning Specialist team directly. **Students must communicate on their own behalf.** Parents will be included in email communication from the Learning Specialist team; however, emails will be addressed to the student.

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## Learning Specialist Supports

**Location:** Learning Center (room 101); **Case Managers:** Kelley, Underwood, Kuller, Newman

- Direct 1:1 and small group services from a Learning Specialist
  - Freshman/Select Sophomores: Structured Study Hall
  - Students with a traditional Study Hall block: meet with Learning Specialist, as needed, in the Learning Center
  - Students without a Study Hall **must schedule** times with a Learning Specialist either during lunch or before/after school
- Teacher and parent consultation for students with a formal Learning Plan or those going through the transition from tier 2 to tier 3
- Management of paperwork (IEP, 504 plan, Private Evaluations)
- Reevaluations for students with formal paperwork
- Testing accommodations, as stated within Individual Accommodations Plan
- Classroom accommodations, as stated within Individual Accommodations Plan

## Tier 2 Supports

**Location:** Academic Resource Center / Office ( ) **Supervisor:** Katie Syc

- Small group services from the Academic Success Coordinator to help supplement instruction and guidance in addition to classroom instruction
- Interventions include:
  - Self-management
  - Self-advocating
  - Academic content support



## Individual Learning Plan Templates

Freshmen, Sophomores, Juniors

Families will receive Individual Learning Plans by Friday, August 20th, 2021.

Listed below are all accommodations that DePaul College Prep is able to offer students during the school day. Students' accommodations will be dependent on feedback received from an evaluation, (i.e., through Chicago Public Schools- IEP or 504 Plan, a neuropsychological evaluation, psychoeducational evaluation).

### DePaul College Prep Student Accommodations Plan

Student Name:	
Parent(s)/Guardian(s) Name:	

Type of Plan:	
Diagnosis:	
Date of Most Recent Evaluation:	
Date of Reevaluation:	

Case Manager Name:	<input type="checkbox"/> Elizabeth Underwood <input type="checkbox"/> Chris Kuller <input type="checkbox"/> Claire Kelley <input type="checkbox"/> Katie Syc
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Counselor Name:	<input type="checkbox"/> Crawford <input type="checkbox"/> Kucera <input type="checkbox"/> Abdalla <input type="checkbox"/> Sneed <input type="checkbox"/> Rand <input type="checkbox"/> Murphy <input type="checkbox"/> <input type="checkbox"/>
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Fill out at Beginning of the Year meeting:

Outside of School Academic Support	<input type="checkbox"/> Name: <input type="checkbox"/> Type of Support: <input type="checkbox"/> Contact:
Medication (if Applicable)	<input type="checkbox"/> Name: <input type="checkbox"/> Dose: <input type="checkbox"/> Last date of Doctor's Appt.:

Student Name

Date Updated:

\*Updates and Changes are made based on most recent evaluation (CPS or Private Evaluation) only

Accommodations Statement DePaul College Prep:

The accommodations listed below are those that DePaul College Prep commits to providing. Student accommodation plans will be updated every three years with Chicago Public Schools or directly with families through a private evaluation. Please read more about these accommodations in the Welcome Packet.

Testing Accommodations:

For All Classroom Assessments:

- Extended Time 50%
- Read Directions Orally

Classroom Accommodations:

- Extended time on:
  - Nightly homework (As stated in Welcome Packet and Student Handbook)
  - Projects, Papers, and Long Term Assignments
- Preferential Seating close to: (pick 1)
  - Board
  - Teacher/Instruction
  - Door/Exit
  - Separate Area of the classroom for limited distractions
- Allow the use of a calculator
- Access to audio books and text (Book Share Account)

Additional Accommodations specific to student:

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Parent Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Senior Learning Accommodations**

### **Senior Year Transition Plan**

**Senior students will transition to the following accommodations at the beginning of their Senior year.**

Listed below are all accommodations that DePaul College Prep will provide to Senior students with learning plans. The Senior Year Transition Plan reflects accommodations that colleges and universities offer students with learning differences. *Students at DePaul College Prep will receive the following accommodations throughout their Senior year to prepare students for these possible expectations, should they need or want to receive accommodations on a post-secondary level.*

#### **Classroom Assessments**

- Extended Time by 50 percent
- Read Directions Orally

#### **Standardized Assessments**

- Extended Time by 50 percent
  - Read Directions Orally
  - Administer in Small Group
  - Administer in Separate Location
  - Administer in location with minimal distraction
-