

Learning Support Program Description 2022-2023

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

Student documentation of learning needs such as a 504 plan, IEP, Private Evaluation, Neuropsychological Evaluation, or Psychoeducational Evaluation received after August 1st will be accepted; however, direct Learning Support services cannot be guaranteed. This includes any information regarding testing or evaluations in progress after your student's acceptance date.

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.

Table of Contents

<i>Letter from the Principal</i>	3
<i>Meet the Team</i>	4
<i>9th-12th Grade Learning Support Scope and Sequence</i>	6
<i>Getting Organized</i>	7
<i>Individual Accommodations Plan</i>	8
<i>Extended Time Procedure for Classroom Assessments</i>	9
<i>Structured Study Hall</i>	10
<i>Foreign Language Requirements</i>	11
<i>Email communication</i>	11
<i>College and University Considerations College Board and ACT Information</i>	12

FROM THE DESK OF THE PRINCIPAL

Dear DePaul Prep Families,

Along with our Learning Support Team, I am pleased to share with you our unique approach to the support systems we have created for our Diverse Learners. At DePaul Prep, we know that not every student learns in the same manner. At times, students will require a level of support that provides guidance and coaching about how to realize success in school. 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 Learners 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. We look forward to building relationships with our newest families and strengthening those partnerships with our current families. Your child's growth and development is a priority for us and we commit to working with you to maximize their time with us here at DePaul Prep.



Megan Stanton-Anderson
Principal, DePaul College Prep

Meet the Team

Tier 3 - Learning Specialist Team

Learning Specialist Supports

- Direct 1:1 and small group services from a Learning Specialist
 - Freshman/Select Sophomores work with Learning Specialists during their Structured Study Hall
 - Students without a Structured Study Hall must schedule times with a Learning Specialist
- Teacher and parent consultation for students with a formal Learning Plan or those going through an initial evaluation
- Management of:
 - Paperwork (IEP, 504 plan, Private Evaluations)
 - Reevaluations for students with formal paperwork
 - Communicating testing accommodations, as stated within Individual Accommodations Plan
 - Communicating classroom accommodations, as stated within Individual Accommodations Plan
 - Submission of standardized testing accommodations to CollegeBoard and ACT

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

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Tom Newman, tnewman@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

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.

ADHD Support

Anne Byrne, abyrne@depaulprep.org

Work with teachers, counselors and learning specialists to support students who have a diagnosis of ADHD or are looking to be evaluated for ADHD.

For students seeking an ADHD evaluation, supports include:

- Providing a list of Chicago licensed clinicians and assisting in making a connection.
- Acting as the liaison between the clinician and the school to assist with any information they may need for the evaluation process.

For students diagnosed with ADHD, supports include:

- Offering information on DePaul Prep resources available to support the student.
- Offering information on resources in the Chicago community to support the student.
- Offering an informational session to parents and students that will assist them in understanding the strengths and challenges of the diagnosis.
- Meeting regularly with the student to follow progress and help them with self-advocacy
- Collaborating with the student's case manager and counselor at DePaul College Prep

9th-12th Grade Learning Support Scope and Sequence

Diverse Learners at DePaul College Prep will receive intensive, targeted support during 9th and 10th grades in order to promote independences during 11th and 12th grades

Grade level	Goal	Support structure	Learning Support Services Provided	School-wide resources	Frequency
Incoming 9th Grade Summer Support Program	All incoming diverse learners will participate in a mandatory summer workshop experience. The goals are to preview math, literacy and executive functioning skills/strategies that promote academic success at DePaul College Prep. Students will work directly with the Learning Support Team.	Small group	Small group instruction 1-1 check-ins Content specific supports		End of June-Beginning of July; 2-week duration, in person
9th Grade	All 9th Grade diverse learners receive targeted support that aligns with their learning profile.	All: Structured study hall	Small group instruction 1-1 check-ins Content specific supports	Teacher office hours Resource Hub Math Lab	2-3 days per week
10th Grade	10th grade diverse learners will be able to apply targeted skills and strategies with minimum-to-moderate support. Level of support will be determined at the end of 9th grade by progress monitoring data and growth towards goals	Group 1: Some students will continue attending structured study hall	Small group instruction 1-1 check-ins	Teacher office hours Resource Hub Math Lab	2-3 days per week
		Group 2: Some students will attend a regular study hall and go to the Learning Center for weekly, scheduled check-ins.	1-1 check-ins Content specific supports	Teacher office hours Resource Hub Math Lab	1-2 days per week
11th Grade	11th grade diverse learners will be able to apply targeted skills and strategies with minimal support.	Check-ins before/after school. Or During Activity Block, offered daily	Participation in one assigned 1-1 check-in Some students may be assigned to check-in more than once a week.	Teacher office hours Resource Hub Math Lab	1-2 days per week
12th Grade	12th grade diverse learners will be able to apply skills and strategies with independence. The expectation is that the student no longer needs standing, weekly appointments. If an appointment is needed, the student is responsible for reaching out to schedule this. Progress monitoring and grade tracking will still be maintained remotely by the case manager.	Check-ins before/after school. Or During Activity Block, offered daily	Periodic communication, as needed. Some students may be assigned to attend a 1-1 check-in	Teacher office hours Resource Hub Math Lab	1 day per week

Getting Organized

This section highlights the organizational systems that the learning support team will help students implement and maintain throughout their 9th grade year.

Paper organization

Students will receive paper materials in their classes throughout the year. It is essential that an organizational system is in place to store and organize these papers, by class. During our summer workshop on campus, students must bring the following materials:

- 2-inch, three-ring binder, with or without a zippered edge



- 8-tab Dividers



- Writing utensils- pencils, pens, highlighters
- Loose-leaf paper

iPad organization

Students will use their iPad to work with and organize e-documents in their classes. Teachers will provide students with class materials and homework documents through an online platform. To access and complete these e-documents, the following applications will need to be downloaded on their iPad:

- Schoology
- Notability
- Google Drive
- Google Documents

Individual Accommodations Plans

9th, 10th, 11th, 12th Grades

Families will receive Individual Accommodations Plans prior to the start of the school year.

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, or a psychoeducational evaluation).

Available Testing Accommodations

General Testing Accommodations given at DePaul College Prep

Testing accommodations for an individual student 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
- Testing in a separate space (This accommodation needs to be arranged ahead of the test date.)

Available Classroom Accommodations

- Extended time on:
 - 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 (Bookshare Account)

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 at least 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 uses 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.

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.

Structured Study Hall

Structured Study Hall is run by the Learning Specialist Team. The structured study hall block is designed with two primary aims:

- Executive Functioning Skills acquisition and instruction, integrating tools, skills and strategies from the SMARTS executive functioning curriculum
- One-on-one and small group academic curriculum support with Learning Specialist(s)

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. 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.

World Language Requirements

While the Illinois State Board of Education does not require a world language for meeting minimum high school graduation requirements, DePaul College Prep (DCP), as a college prep high school, does. Most 4 year colleges and universities require students to have 2 years of a world language and many recommend 3 years. Highly selective universities require 4 years of world language. DCP offers French, Spanish, and Mandarin as world language options. Because DCP does not accept transfer credit for required courses, American sign language would not be accepted and would not meet the graduation requirement.

Languages offered at DePaul

- Spanish *Recommended for students with a language-based learning disorder
- Mandarin
- French

Please Note: Students who are considering the [International Baccalaureate](#) (IB) Diploma Program during 11th and 12th grades will need to take a foreign language during 9th and 10th grades.

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.

College and University Considerations for Students with Diverse Learning Needs

Transitioning from high school to college is often stressful, especially for those with diverse learning needs. Taking class notes, studying, and taking exams come with particular challenges. Some diverse learners benefit from continued guidance and direction at the college level.

College is very different from high school; once a student arrives on campus, they will need to learn to be their own advocate. While many schools offer support to students with learning disabilities, they will only receive a service if it is specifically requested. Before a student arrives on campus, they should work with parents, high school teachers, and counselors (and, if necessary, health professionals like doctors and psychiatrists) to assess their learning style and needs. It will be helpful to know how a student learns best and strategies that help them succeed. A student should also be aware of the circumstances in which they do not learn well. Documentation of any official diagnosis will be necessary.

One note: Different schools offer different levels of learning disability services, from basic accommodations all the way up to extensive programs run by dedicated staff members.

While current law requires high schools to accommodate students with learning disabilities, the rules are not the same for colleges. This means that diverse learners often have to take the initiative and find out what accommodations are available to them at their specific college or university.

If you have a learning disability and are in college, these are some examples of common accommodations that may be available to you (but are not limited to): Use of audio books, text-to-speech software, providing lecture notes, modified course instruction, request for extra time on assignments/tests, preferred classroom seating, and access to a separate, quiet testing environment.

[College Guide for Students](#)

DePaul College Prep offers annual college fair opportunities. We encourage our diverse learners to explore a variety of colleges and universities as early as their 10th grade year.

For more information please go to the [College Planning Page](#) on our DePaul Website or contact College Counselor Tony Minestra directly at tminestra@depaulprep.org See our webpage for detailed services offered by our Post Secondary Planning Team: <https://www.depaulprep.org/academics/college-planning>

Most intensive supports *Those students that require accountability in accessing resources *Monitoring	Access to Student Resources *Students able to independently access resources available on campus
<p>Landmark College</p> <ul style="list-style-type: none"> • Bridge Experience • Academic Support Services <p>Beacon College</p> <ul style="list-style-type: none"> • Specific to those students with a Learning Disability/Diagnosis <p>University of Arizona - SALT Program</p> <p>Curry College - PAL Program</p>	<p>DePaul University</p> <p>Marist University</p> <p>Loras College</p> <p>University of Vermont</p> <p>Lynn University - Institute for Achievement and Learning</p> <p>Marquette University</p> <p>University of Illinois</p> <p>University of Denver</p> <p>Hofstra University</p> <p>Clark University</p>

CollegeBoard and ACT Information

DePaul College Prep submits requests for testing accommodations to the CollegeBoard and ACT. A signed parental consent form is required to have on-file before requests are submitted. Specific testing accommodations are based on accommodations included in a student’s private evaluation report, IEP, and/or 504 Plan. A member of Learning Support will be in communication with each family regarding the accommodations that the student is eligible to receive and will send the decision notification letter after the testing agency reviews the request.

During all-school testing days, DePaul College Prep is able to provide the following accommodations for students who are approved for them: extended time by 50 percent, testing in a separate space, testing in a small group, directions read aloud, and the option to mark directly in the test booklet (no scantron).

During all-school testing days, DePaul College Prep is unable to provide the following accommodations: double time, triple time, individual testing, testing across multiple days, and access to either a human reader or audio recording of the exam. Students who are approved for accommodations unavailable at DePaul College Prep are able to receive them at identified testing centers.

The majority of colleges and universities are test optional. While COVID accelerated and universalized this policy, there were over 1,000 colleges operating under test optional policies prior to 2020.