

CANNON STUDENT LEARNING SUPPORT PROGRAM

ENGAGING FULLY IN THE LEARNING PROCESS

The purpose of Student Learning Support is to assist students with diagnosed learning differences in achieving success within Cannon's challenging academic setting. Learning Support provides students with strategies, organizational skills, and study techniques to develop the self-awareness and self-advocacy necessary for them to become effective lifelong learners. Course instruction incorporates best teaching practices that promote techniques and study skills to help all students maximize their individual strengths, engage fully in the learning process, and apply their individual strengths to enhance academic performance. Cannon School is dedicated to ensuring that all programs and services of the school are accessible by providing reasonable and effective accommodations which promote success and independence in each student.

Eligibility: To be considered for Student Learning Support, Learning Plan, and Accommodations

- ☐ Student must be a current student enrolled at Cannon School
- ☐ Parents must complete a request for Learning Support Services
- ☐ Cannon must be able to accommodate the student's needs with present resources.
- ☐ Student must have demonstrated a history of academic difficulty
- ☐ Student must have a specific learning difference that has been diagnosed and documented by a certified professional in a recent (last 3 years) formal psycho-educational evaluation. The testing must have been done by a licensed clinical psychologist; include comprehensive cognitive and academic assessment; and provide specific information regarding the impact the disability has on the academic performance of the student. Acceptable comprehensive cognitive and academic assessments are individually administered, nationally normed, and administered under standardized conditions. A copy of the **complete evaluation** must be provided and must include a summary of the assessment procedures and evaluation instruments used to make the diagnosis; a narrative summary of the evaluation results; test results with subtest scores (standard or scaled scores); and specific recommendations for accommodations as well as why each accommodation is recommended.

Accommodations: Accommodations and services are provided for students with documented disabilities on a case-by-case basis. The following are examples of the accommodations that may be coordinated when appropriate: preferential seating, note-taking assistance, extended time for tests, alternate assessment location, alternate forms of class handouts, or large print testing. To be eligible for accommodations, students must provide documentation from a licensed clinician that states the specific diagnosis. Recommendations by the clinician regarding the impact of the disability on academic tasks as well as appropriate accommodations will be taken into consideration. No accommodation will be provided unless a disclosure with appropriate documentation has been made to the school.

Learning Plans: When a student is eligible for Learning Support as verified by the documentation described above, the Learning Specialist will create a Learning Plan for the student that will detail the learning difference and diagnosis, list applicable classroom accommodations, and list applicable testing accommodations. The Learning Plan will be shared with the student, parents, and student's teachers to ensure that all accommodations are appropriate for the student's learning need while maintaining the integrity of our school's curriculum.

College Board and ACT Accommodations Request: When a student has been eligible for Learning Support and has had a Learning Plan in place for at least four months, official accommodation requests may be submitted to College Board and/or ACT. The Learning Specialist may assist families with submission of this request. Confidentiality release forms must be signed allowing Cannon to disclose information regarding the student's learning diagnosis and learning plan.

Not Otherwise Specified Learning Impairments: When a student has a learning impairment not documented by a complete psychological-educational evaluation such as a hearing impairment, speech/language impairment, vision, etc. reasonable accommodations will be considered on a case-by-case basis. Any request for accommodations must be accompanied by documentation from an appropriate physician and/or evaluator. The Learning Specialist will assess the request, decide which accommodations are appropriate and reasonable, and communicate those accommodations to the student's teacher(s). No official Learning Plan will be constructed without a complete psychological-educational evaluation.

****Acceptance of a student into Cannon School does not imply that the school will assume the responsibility for all of the special learning needs of the child, especially when such needs may require a modification/alteration of the school's curriculum or when the child's needs are beyond Cannon's present resources.**

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_____ New Services _____ Continuing Services

Name: _____

School Year: _____

Grade Level: _____

Area of Disability: _____

Is there a recent Psychological-Educational Evaluation on file at Cannon School? ____ YES ____ NO

Date of most recent evaluation: _____

List student's strengths:

Where does the student struggle the most academically?

What successful study strategies has the student used in the past?

What techniques have teachers used in the past that were especially helpful to the student?

What accommodations has the student had in the past? _____

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****Pursuant to federal guidelines concerning my right to confidentiality and state law concerning privileged communication, I authorize Cannon School to release my documentation to the review committee, my guidance counselor, and all of my teachers.**

Student Signature _____ Date _____