2026-2027
Academic Success Program
Parent-Student
Handbook

United Christian Academy
10900 Civic Center Drive
Rancho Cucamonga, CA 91730
(909) 758-8747
www.UCAcademy.org

MISSION, VISION, CORE VALUES

Our Mission:

To educate students by integrating academic excellence with a Christian worldview, equipping them to impact their world for Christ.

Our Vision:

UC Academy shall be a reflection of God's excellence in school instruction and operation.

Our Core Values:

Christ-Centered

- Jesus is the Way, the Truth, and the Life
- Christ is the image of the invisible God…all things were created by him and for him…He is before all things, and in him all things hold together.
- We purpose to know Christ and to become like Him.
- We seek Christ's pre-eminence in all things.

Academic Excellence

- Our teaching is in harmony with Scripture.
- We prepare students for college, career, life, and eternity.
- Our education meets or exceeds State/National standards.
- We use proven, effective teaching methods.
- Our students perform at their full potential.

Loving Community

- We love one another as Christ first loved us.
- We delight in God's grace, extend it to others, and foster its growth.
- We practice accountability and uphold one another to high standards.
- Our students are committed to building community and serving others.

Transformational Learning

- Productive life changes (transformation) is the goal of our education
- We seek growth of the whole person: mental, spiritual, physical, and social.
- We cultivate joyful, respectful obedience in students.
- We help students discover their life's purpose and equip them to fulfill it with excellence.

ACADEMIC SUCCESS PROGRAM

Policies and Procedures

United Christian Academy exists "to educate students by integrating academic excellence with a Christian worldview, equipping them to impact their world for Christ." The Academic Success Program exists to provide instructional support to meet the unique learning needs of individual students. Not all participants are necessarily identified with a learning disability.

Philosophical Foundation

Our individual and collective philosophy is founded and grounded in a Biblical worldview outlined in the following significant areas:

- **Our View of People**: Every student is created in the image of God and therefore possesses the potential to fulfill their God-given destiny and contribute to society in a unique way. We recognize each student is on a unique journey impacted by the environment in which they grow. We do not choose the students that walk into our classrooms; but rather trust God's leading in choosing those He brings as we are prayerful in all our decision-making.

- **Our View of Learning**: Learning occurs when students are provided with a supportive and encouraging environment, acknowledging that all students learn differently, at their individual pace and learning styles. We must resist expecting "cookie-cut" learning by embracing and incorporating differentiated teaching and learning practices.

- **Our View of Community**: We believe the body of Christ is a diverse community which celebrates and respects cultural differences and supports culturally responsive teaching and learning.

- **Our View of Success**: Our definition of success should be guided by a belief that God's plan for each student is based on their gifts, talents, and areas of strength. Success should not be measured by a moment in time, but rather occurs over a span of time ebbed with highs and lows with measured progress.

- **Our View of Calling**: Our calling as followers of Christ is guided by Colossians 1:28-29 (Expanded Bible)

"So, we continue to preach [proclaim; announce] Christ to each person, using all wisdom to warn [instruct; admonish] and to teach everyone, to bring each one into God's presence as a mature person in Christ. [29] To do this, I work [toil; labor, and struggle, using Christ's [[L] His] great strength that works so powerfully in me".

The mandate of a Christian educator is to create an inclusive classroom environment in which all learners can thrive and succeed according to their best possible performance.

Conformity to the IDEA law

1) The Individuals with Disabilities Education Act (IDEA – see Appendix A) is the nation's federal special education law that ensures public schools serve the educational needs of students with disabilities. IDEA requires that schools provide special education services to eligible students as outlined in a student's Individualized Education Plan (IEP). The IEP is a formal contract which outlines the services and support the school will provide for the student to benefit from the educational program.

2) Although private schools are not mandated to follow this law, UCA believes and supports the "spirit of the law" which is in the best interest of the families who desire a Christian education for their children. No child should be discriminated against or disadvantaged because of a deficit they have no control over, or they were born with. As Christian educators, it is our moral obligation to do all we can to help them succeed.

3) If a parent of a child with an IEP chooses to parentally place the child at UCA, the District of Service (DOS) will develop an Individualized Service Plan (ISP) and review the ISP on an annual basis. UCA has a healthy working relationship with Cucamonga School District and Chaffey Joint Unified in fostering this process. (Refer to WEST END SELPA document- Appendix B)

4) Proper and confidential document records are necessary as these will follow the student throughout their educational journey. The Individuals with Disabilities Education Act (IDEA – see Appendix A) is the nation's federal special education law that ensures public schools serve the educational needs of students with disabilities. IDEA requires that schools provide special education services to eligible students as outlined in a student's Individualized Education Plan (IEP). The IEP is a formal contract which outlines the services and support the school will provide for the student to benefit from the educational program.

ASP Overview:

UCA recognizes there are families whose children may have an identified learning disability or non-identified learning needs but wish to provide their children with a Christian based education experience. Whereas, UCA does not currently have a special education program equivalent to the public-school, the Academic Success Program is designed to provide support to enable a number of these students to be successful at UCA. The program should NOT be viewed as a "tutoring" program.

Goals and Objectives

1. Liaise with parents as well as Cucamonga School District and Chaffey Joint Unified on the assessing of students with suspected learning needs.
2. Liaise and collaborate with school principals in addressing parent, teacher and student concerns in meeting the needs of students.

3. Conduct regular review of student needs and progress to ensure the academic success of students with learning needs. The ASP team will conduct regular classroom observations to see how the student is engaging in learning.

4. Provide access to IEP/ISP/504 accommodations in areas of academics, speech, and language development (in liaison with a professional Speech and Language Pathologist).

5. Provide support for students needing academic intervention through one on one or small group sessions with an intervention specialist teacher.

6. Facilitate an evaluation process to determine levels of need and recommend appropriate level of support.

7. Provide teachers with support/training on best in-class intervention practices to support students with learning needs.

8. Provide classroom teachers with resources to support their teaching strategies.

9. Analyze prospective student's learning needs by conducting and evaluating entrance test results for students with an IEP.

10. Analyze continuous formative and summative assessment data of students enrolled in the program.

Procedures for New Student Applicants with an IEP

1. Initial admission inquiry includes a statement indicating if the applying student has an IEP or has been recommended for testing by current school. If so, a copy of the IEP and other applicable documents should be provided before entrance testing.

2. When an application has been received that indicates a student has or has had an IEP or has been on continuous SST support with recommendation for testing, the ASP Director will collaborate with the respective school principal to evaluate and determine if services provided by ASP can meet the scope of the student's needs as outlined in the IEP.

3. Entrance testing will be conducted by an ASP teacher who will provide any needed testing accommodations, as well as document observations regarding interactions with the student, student communication skills, student behavior, and any other information that would assist in assessing the student's needs.

4. If it is determined UCA's ASP program is equipped to support the student's need, recommendation for admission will be made and an ASP file will be created. The ASP file will contain a copy of the student's entrance test data as well as the IEP from the previous school. This will also initiate a process for the ASP Director to inform the DOS - Cucamonga School District that this student has transferred to UCA as a private school student and will need the IEP to be turned into an ISP.

5. Such a student will be automatically placed on the ASP list and an initial meeting between parents and the Director will be set. Parents will be asked to complete the **"ACADEMIC SUCCESS PROGRAM ENROLLMENT AGREEMENT" based on their grade level. (SEE APPENDICES D-E)**

6. While awaiting the DOS process, ASP teacher will meet with general education teachers to create an initial plan to support the student. ASP will collaborate with general education teachers on accommodations/modifications that can be provided for the student, based on the recommendations stated in the IEP.

   Appendix H provides definitions of possible accomodations.

All new or continuing students will automatically be enrolled in the Academic Support Program to ensure their documented accommodations are implemented and will not be subject to any screening process.

Procedures for Initial Placement in ASP for Students Without an IEP/ISP (K-5)

To ensure the ASP services are allocated to students who demonstrate genuine difficulty accessing learning without additional support, and to enhance the effective implementation of the goals and objectives of the program, K-5 teachers will be expected to allow for a six-week observation and documentation period before referring the student for academic support.

The teacher should also collect "data" such as assignments, classwork, writing samples etc. and ensure everything is dated. At this time, there is no need for formal ASP involvement. **THIS SHOULD BE CONTINUED FOR THE FIRST SIX WEEKS of the school year unless the student is deemed to need critical intervention by the ASP team in collaboration with the general education teacher.** The six weeks' timeframe is the reasonable length of time to allow:

i) the student to settle down in the class, become familiar and comfortable with teacher classroom procedures.

ii) the teacher adequate time to engage with parents and to address areas of concern.

iii) the teacher time to conduct beginning of the year assessments and allow the student to demonstrate progress because of in-class teacher interventions, and parent involvement.

iv) At a teacher request, the ASP teacher will conduct observations and keep a record of observations and be ready to make strategy suggestions to the teacher. The idea is to establish a "team" approach to addressing student needs.

At the end of the six-week period, the ASP team will evaluate teacher recommendations for students who may need to enroll into the program.

1. The **ASP Director will inform the parent** of the referral and request parent to complete the "Academic Success Program Enrollment Agreement" **(Appendices D & E)**

2. The ASP team will evaluate the student ASP file and recommend the support and interventions needed.

3. The team will continue to monitor progress of the student for another 6 weeks. At the end of this period, the team should reconvene, as needed, to evaluate the student's progress and adjust level of support if needed.

4. The ASP team will conduct regular classroom observations, monitor progress, and provide monthly communication to parents.

5. Students enrolled in ASP services for one consecutive year without pending local school district (Cucamonga/Chaffey) testing will be discontinued from the program.

Procedures of Initiating Testing for Special Education Services by District of Service (Chaffey Joint Unified- 9th-12th)

Occasionally, a student may be identified as demonstrating challenges in learning and teachers and or parents may recommend assessing for learning difficulties. Testing for students in 9th-12th grade are conducted through Chaffey Joint Unified School District in collaboration with the high school administration and parents. The district is also responsible to ensure all IEPs are up-to-date and annual IEP meetings, and triennial assessments are conducted in a timely manner.

For more information on the testing process and other details, teachers and parents are advised to reach out to the ASP Director.

Section 504 of Rehabilitation Act of 1973

Section 504 is a federal civil rights law which protects students from disability discrimination by schools that receive federal funding. Although UCA is not required to comply with this law, UCA has created a process for the creation of a 504 in conformity with this law to allow for accommodations to be implemented based on an "impairment" as used under Section 504 definition.

"Impairment" may include health conditions such as mental or physical impairments including AD/HD, dyslexia, severe allergies, poor vision, poor hearing, or other similar impairments which substantially reduces or lessens a student's ability to access learning in the educational setting.

UCA requires such a student to have a current documented diagnosis of the impairment presented to the ASP department for consideration. When such is presented, the ASP team in collaboration with parents, will outline needed accommodations in the 504 document. The document will be reviewed annually to ensure the accommodations are still needed or may need adjusting.

Students with 504 accommodations will also be required to enroll in one of the ASP Tiers (as outlined in the grade level policy). For further details, parents and teachers are encouraged to reach out to the ASP Director.

ASP Accommodations for Advanced Placement Courses (High School)

United Christian Academy offers an Academic Success Program (ASP) for students with an Individualized Service Plan (ISP) or 504 Plan. ASP provides services and accommodations for students in any way the school is equipped to in order to support each student. However, there are Advanced Placement courses that might not provide the accommodations based on the rigor of the course. All accommodations must be approved by the College Board. Families are required to apply for Services for Students with Disabilities through the College Board individually. UCA cannot apply for those services for a student. Once College Board has communicated and approved services, if UCA is equipped to comply, the accommodations will be provided.

(Appendix A)

Individuals with Disabilities Act I.D.E.A

IDEA is the nation's special education law. It gives rights and protections to students with disabilities. It covers them from birth through high school graduation or age 21 (whichever comes first). Parents and legal guardians also have rights under the law.

Principles of IDEA

- Locate, identify, & provide services to all eligible students with disabilities.
- Protection in Evaluation
- Conduct an assessment to determine if a student has an IDEA related disability and if he/she needs special education services.
- Free Appropriate Public Education
- Develop and deliver an individualized education program of special education services that confers meaningful educational benefit.
- Least Restrictive Environment
- Educate students with disabilities with nondisabled students to the maximum extent appropriate.
- Procedural Safeguards
- Comply with the procedural requirements of the IDEA.
- Parental Participation
- Collaborate with parents in the development and delivery of their child's special education program.

(Yell / The Law and Special Education, Second Edition Copyright © 2006 by Pearson Education, Inc. All rights reserved)

Appendix B

(This document outlines the laws governing the handling of students with disabilities attending a private school)

WEST END SPECIAL EDUCATION LOCAL PLAN AREA

CLASSIFICATION: Instruction
SUBJECT: CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOLS

The Superintendent's Council recognizes the obligations under federal and state law of member school districts to locate, identify, and evaluate all children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the member district. The Superintendent's Council also recognizes the obligation under federal and state law of member districts to provide equitable services to the extent consistent with the number and location of children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the member district.

The member district and LEA superintendent or designee shall ensure that activities to locate, identify and evaluate students with disabilities enrolled by their parents/guardians in private schools within the district are comparable to activities undertaken for individuals with disabilities ages three to 21 inclusive in public schools within the district. The SELPA will on an annual basis place an advertisement in the local newspaper regarding child find and send a private school child find brochure to private schools located in the SELPA.

The member district and LEA superintendent or designee shall develop a budget for the provision of services to children with disabilities enrolled by their parents/guardians in private school based on the proportionate share of federal funds received and the number of eligible children, including the possibility of mid-year enrollees, and the types of services to be provided.

Legal References: **EDUCATION CODE**

Districts are required to conduct a thorough "child find" process to determine the number of parentally placed children with disabilities attending private schools located in the district. The requirements of this administrative regulation do not apply to those situations in which a district has placed a student with a disability in a private school as a means of fulfilling the district's obligations to provide a free appropriate public education (FAPE).

Parentally placed private school children with disabilities means children with disabilities who are voluntarily enrolled by their parents/guardians in a private school or facility within district boundaries, including children who are attending a private school or facility within district boundaries but who reside in another district or state.
Private school or facility means a private, non-profit full-time day school, including a religious school, located within district boundaries, that provides elementary or secondary

education, and has filed an affidavit with the California Department of Education pursuant to and is registered in the California Private School Directory.

Consultation with Private Schools

To ensure timely and meaningful consultation, a local educational agency shall annually consult with private school representatives and representatives of parents of parentally placed private school children with disabilities during the design and development of special education and related services for the children. Such consultation shall include:

1. The child find process and how parentally placed private school children suspected of having a disability can participate equitably.

2. How parents/guardians, teachers, and private school officials will be informed of the child find process.

3. The determination of the proportionate share of federal funds available to serve parentally placed private school children with disabilities and how this share is calculated.

4. How the consultation process will operate throughout the school year to ensure that identified children can meaningfully participate in equitable services.

5. How, where, and by whom equitable services will be provided including a discussion about the types of services, alternate service delivery mechanisms, how services will be apportioned if funds are insufficient to serve all of the identified children, and how and when those decisions will be made.

When meaningful and timely consultation has occurred, the district shall obtain a written affirmation signed by the representatives of participating private schools. If the private school representatives do not provide the affirmation within a reasonable period of time, the district shall forward documentation of the consultation process to the California Department of Education.

After the consultation has occurred, the district shall ensure an annual count of the number of parentally placed children with disabilities attending private schools located within the district. This count shall be conducted between October 1 and December 1 each year and shall be used to determine the amount the district must spend on providing equitable services to the children in the subsequent fiscal year.

Provision of Service

A parentally placed private school child has no individual right to receive some or all of the special education and related services that he/she would have received if enrolled in the public school. Rather, the public school must meet with private school officials and representatives of private school children with disabilities to decide how to spend the money on all of the identified children.

Services Received Through IEP Process

Should the student be found eligible for special education services, the student's district of residence (DOR) is responsible for completing the IEP process within 60 days of the parent's consent for assessment. This process includes, among other things, the development of goals to address identified needs, consideration of special factors, supplementary aids and services, and an offer for a free appropriate public education (FAPE) in the least restrictive environment (LRE).

When the IEP team has determined that a private school setting is the LRE in which to provide appropriate services, such services shall be provided at no cost to the parents. In these instances, the LEA obligation to serve the student is the same as if the student attended the public school.

When the IEP team has determined that a public school setting is the LRE in which to provide appropriate services, it is important that the parents understand that (1) the IEP will be implemented should the parent enroll their child in the public school setting and (2) that the student has no individual right to such services should the parents maintain their child's enrollment in the private school setting. If the parents elect to maintain their child's enrollment in the private setting, the DOR must obtain the parents' written confirmation that they understand that the district has made a FAPE available and that it is ready, willing and able to implement it, but that they are not interested in a public school placement. The DOR should thereafter annually inform the parents in writing of the availability of a FAPE and develop an IEP for the student unless the parents are not interested in a public school placement.

No LEA is required to pay for the cost of educating a child with a disability at a private school if the LEA made FAPE available to the child and the parents voluntarily elected to place the child in a private school. At each evaluation and IEP meeting, the parents will be given a copy of the Notice of Parental Rights and Procedural Safeguards. Disputes regarding whether a LEA offered FAPE to the child (as well as the initial identification and evaluation of parentally placed private school children with disabilities) may be resolved pursuant to local and state policies and procedures.

Services Received through the ISP Process

If parents are interested in available services under an ISP, they must inform the district where the private school is located. If the child is eligible for special education services under the private school protocol, the district of services (DOS) will develop the ISP and will review the ISP on an annual basis.

(Appendix D-1)

Academic Success Program (ASP)
Grades K-5

The Academic Success Program (ASP) provides instructional support to meet the unique learning needs of individual students. At UC Academy, we are proud of our wholistic approach to student learning, encouraging the use of multiple modalities in the classroom to best serve the individual. The goal of this support is to equip students to achieve their full potential in an inclusive, general education classroom environment. **Participating students are not necessarily identified with a learning disability**. To identify possible learning deficits, UCA's ASP department works with professional special education personnel within Central School District students, and other professionals to facilitate for such assessments. Some typical learning needs fall under the categories of Speech and Language Impairment(see * note at the bottom of the page), Autism Spectrum Disorder (Mild -Moderate), Auditory/Visual Processing Disorder and ADHD. Students with an IEP/ISP will be required to enroll in the program. All other students will be subject to a 6-week observation/documentation period at the start of a new grade level to determine eligibility for the program following general education teacher interventions.

The following is a description of the components of the program:

IEP/ISP/504 Students	Non-IEP/ISP Students
➢ ISP Monthly Checkpoints/Communication to parents ➢ ASP teacher observations within classrooms ➢ Gradebook monitoring ➢ Benchmarks monitoring ➢ Observation/Session Notes ➢ Academic pull-out services up to 3 times a week (30-45 min sessions depending on grade and subject. ➢ Intervention resources access such as Lexia Reading Program ➢ SELPA monthly consultations ➢ ISP accommodations ➢ IEP District Meetings (Attend)	➢ Monthly Checkpoints/Communication to parents ➢ ASP teacher observations within classrooms ➢ Gradebook monitoring ➢ Benchmarks monitoring ➢ Observation/Session Notes ➢ Academic pull-out services up to 3 times a week (30-45 min sessions depending on grade and subject) ➢ Intervention resources access such as Lexia Reading Program ➢ ASP accommodations (individualized)
$150 monthly & a one-time material fee of $75	$150 monthly & a one-time material fee of $75

Additional Support Services
Speech and language development, including screenings, direct speech therapy and social skills groups ****These services are provided by outside agencies at pro-rated costs*** ***Current UCA contract is with Green Family Therapies (Alexandria Green: www.greenfamilytherapies.com)***

(Appendix D-2)

Academic Success Program Enrollment Agreement
Elementary (Grades K-5)

The **Academic Success Program (ASP)** provides assistance and accommodations to meet students' unique academic learning needs. The goal of this program is to equip students to achieve their full potential while participating in the general education classroom to the greatest extent.

Enrollment into the **Academic Success Program** at UC Academy has been recommended for your child. He/she will receive specialized support and/or instruction within one of our special programs. This program will accommodate the needs of our learners while supporting their classroom instruction. UC Academy values academic success and has provided this program to students to gain the confidence and knowledge to meet and/or exceed grade-level benchmarks. Please provide the below information needed to confirm your child's participation in ASP.

Student Name: _____ **Year & Grade:**_____

Teacher _____ **Current IEP/ISP or 504** Yes ____ No ____

IEP/ISP/504 Students	Non-IEP/ISP Students
➢ ISP Monthly Checkpoints/Communication to parents ➢ ASP teacher observations within classrooms ➢ Gradebook monitoring ➢ Benchmarks monitoring ➢ Observation/Session Notes ➢ Academic pull-out/push-in services up to 3 times a week (30-45 min sessions depending on grade and subject. ➢ Intervention resources access such as Lexia Reading Program ➢ SELPA monthly consultations ➢ ISP accommodations ➢ IEP District Meetings (Attend)	➢ Monthly Checkpoints/Communication to parents ➢ ASP teacher observations within classrooms ➢ Gradebook monitoring ➢ Benchmarks monitoring ➢ Observation/Session Notes ➢ Academic pull-out/push-in services up to 3 times a week (30-45 min sessions depending on grade and subject) ➢ Intervention resources access such as Lexia Reading Program ➢ ASP accommodations (individualized)

My signature below gives consent for my child to be enrolled in the Academic Success Program. We assume responsibility for costs associated with this enrollment, and we understand that our school account will be billed each month unless otherwise arranged with the finance office. The program is designed not to impact the student's grade if they are pulled during a specialist class. Services can begin only after a completed form has been submitted, and pull-out/push-in services begin only once intervention times have been confirmed by the teachers and family.

COST: $150 monthly & a one-time material fee of $75: Start Date _____

Parent/Guardian Name (Print): _____
Signature: _____. **Date:** _____
ASP Representative: _____ **Date:** _____

You may email the completed form to ***Lucy Mahiaini, ASP Director- LMahiaini@ucacademy.org***

(Appendix D-3)

Academic Success Program (ASP)
Elementary (Grades K-5)

Communication Plan

The ASP team believes in the importance of keeping in regular communication with parents and teachers to enhance student progress. The ASP teacher also collaborates with the primary classroom teacher regarding best intervention strategies for each student. Parents can expect the communication stated below to come directly from the ASP teacher servicing the student. General questions regarding enrollment, IEP/ISP or 504's should be directed to the ASP Director.

The chart below is designed to offer clarity regarding what kind of communication and documentation is generally required for each category. More communication and documentation may be necessary, depending on each individualized situation.

IEP/ISP/504 Students	Non-IEP/ISP Students
Communication ➢ ASP Teacher checkpoint: once per month ➢ ASP email update with parent: once per month or more frequently, as necessary ➢ Coordination of SAP, (Student Accommodation Plan) and ASP meetings - as necessary ➢ Monthly SELPA meetings (ISP students) **Documentation** ➢ Classroom/Pull-Out Observations/Documentation ➢ Teacher checkpoint update (OneNote) ➢ SAP, ASP Documentation as necessary ➢ ASP Progress Report: End of trimester/semester 1-3 pull-out sessions per weekly log ➢ Observation log ➢ Service Plan (IEP/ISP records)	**Communication** ➢ ASP Teacher checkpoint: once per month ➢ ASP email update with parent: once per month or more frequently, as necessary ➢ Coordination of SAP, (Student Accommodation Plan) and ASP meetings - as necessary **Documentation** ➢ Classroom/Pull-Out Observations/Documentation ➢ Teacher Checkpoint update (OneNote) ➢ ASP Measurable Goals ➢ ASP Progress Report: End of trimester/semester 1-3 pull-out sessions per weekly log ➢ Observation log

(Appendix E-1)
Academic Success Program (ASP)
Grades 6th-12th

The Academic Success Program (ASP) provides instructional support to meet the unique learning needs of individual students. At UC Academy, we are proud of our wholistic approach to student learning, encouraging the use of multiple modalities in the classroom to best serve the individual. The goal of this support is to equip students to achieve their full potential in an inclusive, general education classroom environment. **Participating students will need a documented diagnosis of a learning or medical need impacting their academics.** To identify possible learning deficits, UCA's ASP department works with professional special education personnel within Central School District, Chaffey Joint Unified, and other professionals to facilitate for such assessments. Some typical learning needs fall under the categories of Speech and Language Impairment, Autism Spectrum Disorder, Auditory/Visual Processing Disorder and ADHD. UCA may also create a 504 to serve the student's needs. **Students with an IEP/ISP or 504 will be required to enroll in the program to have their accommodations implemented** (unless their area of need does not impact their academics).

The following is a description of the components of the program.

Tier 1: **(Excludes Pull-Out Services)**	**Tier 2** **(Includes Pull-Out Services)**
➢ SELPA monthly consultations (ISP) ➢ ISP accommodations or as determined by ASP team. ➢ IEP District Meetings (Attend) ➢ ISP Monthly Checkpoints/ Parent communication ➢ Afternoon Open Study Session ➢ Gradebook monitoring ➢ ASP teacher observations within classrooms ➢ Observation/Session Notes ➢ College Board Accommodation Arrangement (PSAT/SAT-9th 12th)	➢ SELPA monthly consultations (ISP) ➢ ISP accommodations or as determined by ASP team. ➢ IEP District Meetings (Attend) ➢ ISP Monthly Checkpoints/ Parent communication ➢ Afternoon Open Study Session ➢ Gradebook monitoring ➢ ASP teacher observations within classrooms ➢ Observation/Session Notes ➢ College Board Accommodation Arrangement (PSAT/SAT-9th 12th) ➢ Academic pull-out services up to 3 times a week (30-45 min sessions depending on grade and subject)
$75 monthly	$150 monthly & a one-time material fee of $75

Additional Support Services
➢ Speech and language development, including screenings, direct speech therapy and social skills groups
**These services are provided by outside agencies at pro-rated costs* *Current UCA contract is with Green Family Therapies (Alexandria Green: www.greenfamilytherapies.com)*

Program Director: Lucy Mahiaini: contact: lmahiaini@ucacademy.org

(Appendix E-2)

Academic Success Program Enrollment Agreement
Junior High/High School (Grades 6th - 12th)

The **Academic Success Program (ASP)** provides assistance and accommodations to meet students' unique academic learning needs. The goal of this program is to equip students to achieve their full potential while participating in the general education classroom to the greatest extent.

Enrollment into the **Academic Success Program** at UC Academy has been recommended for your child. He/she will receive specialized support and/or instruction within one of our tiered programs. Each tier will accommodate the needs of our learners while supporting their classroom instruction. UC Academy values academic success and has provided this program to students to gain the confidence and knowledge to meet and/or exceed grade-level benchmarks. Please provide the below information needed to confirm your child's participation in ASP.

Student Name: _____ **Year & Grade:** _____
Teacher _____ **Current IEP/ISP/504** Yes ____ No ____

Tier 1: **(Excludes Pull-Out Services)**	**Tier 2** **(Includes Pull-Out Services)**
➢ SELPA monthly consultations (ISP) ➢ ISP accommodations or as determined by ASP team ➢ IEP District Meetings (Attend) ➢ ISP Monthly Checkpoints/ Parent communication ➢ Afternoon Open Study Session ➢ Gradebook monitoring ➢ ASP teacher observations within classrooms ➢ Observation/Session Notes ➢ College Board Accommodation Arrangement ➢ (PSAT/SAT-9th 12th) ➢ Facilitate assessments for learning disability with Central School District (if recommended).	➢ SELPA monthly consultations (ISP) ➢ ISP accommodations or as determined by ASP team ➢ IEP District Meetings (Attend) ➢ ISP Monthly Checkpoints/ Parent communication ➢ Afternoon Open Study Session ➢ Gradebook monitoring ➢ ASP teacher observations within classrooms ➢ Observation/Session Notes ➢ College Board Accommodation Arrangement (PSAT/SAT-9th 12th) ➢ Academic pull-out services up to 3 times a week (30-45 min sessions depending on grade and subject) ➢ Facilitate assessments for learning disability with Central School District (if recommended).

My signature below gives consent for my child to be enrolled in the Academic Success Program. We assume responsibility for costs associated with this enrollment, and we understand that our school account will be billed each month unless otherwise arranged with the finance office. Additionally, signed consent acknowledges that students receiving services during an elective may receive a null grade for the course (if applicable), which will not impact a student's weighted GPA. Services can begin only after a completed form has been submitted, and pull-out services begin only once intervention times have been confirmed by the teachers and family.

COST: _____Tier 1 $75 monthly & a one-time material fee of $75: Start Date _____
_____Tier 2 $150 monthly & a one-time material fee of $75: Start Date _____

Parent/Guardian Name (Print): _____
Signature: _____ **Date:** _____
ASP Representative: _____ **Date:** _____

You may email the completed form to ***Lucy Mahiaini, ASP Director- LMahiaini@ucacademy.org***

(Appendix E-3)

Academic Success Program (ASP)
Junior High/High School

Communication Plan

The ASP team believes in the importance of keeping in regular communication with parents and teachers to enhance student progress. General questions regarding enrollment, IEP/ISP or 504's should be directed to the ASP Director. Parents can expect the communication stated below to come directly from the ASP teacher servicing the student.

The chart below is designed to offer clarity regarding what kind of communication and documentation is generally required at each tier level. More communication and documentation may be necessary, depending on the situation. This chart does not cover the ASP/SST process which may be required for moving to a higher Tier or adding accommodations.

Tier 1	Tier 2
Communication ➢ Teacher checkpoint: once per month ➢ ASP email update with parent: once per month or more frequently, as necessary ➢ Coordination of SAP, (Student Accommodation Plan) and ASP meetings - as necessary ➢ Monthly SELPA meetings (ISP students) **Documentation** ➢ Observations log ➢ Teacher checkpoint update (OneNote) ➢ SAP, ASP Documentation as necessary	**Communication** ➢ Teacher checkpoint: once per month ➢ ASP email update with parent: once per month or more frequently, as necessary ➢ Coordination of SAP, (Student Accommodation Plan) and ASP meetings - as necessary ➢ Monthly SELPA meetings (ISP students) **Documentation** ➢ ASP Measurable Goals ➢ Pull-out session log ➢ Observation log ➢ Teacher Checkpoint update (OneNote) ➢ ASP Progress Report: End of trimester/semester

(Appendix H)

ACCOMMODATIONS DEFINED

Extended Time

Allow the student to have up to 100% more time to complete *tests* and or/*tasks*. Extended time is not to exceed 100%. This extends to both homework and classwork, and, in some cases, deadlines may need to be adjusted accordingly. 100% Extended Time does apply to projects that extend across multiple weeks, though a shorter grace period should be offered and is to be agreed upon by teachers, students, and families.

Test Reader

In most cases, this entails a student is provided a voice recording which vocalizes test questions and instructions (preferred method, unless a live person is needed). The teacher is responsible for recording their own tests or utilizing a digital test reader feature. Also, it is common for teacher's aides to serve as test readers for individuals or small group. If the student requires a live reader and no aide is available, contact the ASP Director to arrange a quiet location for the student to test with an adult who will read the test to the students. Please provide a *one-week notice* for test reader requests. This accommodation applies to all core subjects and is generally NOT used for quizzes but rather all chapter tests, unit tests, midterms, final exams, and standardized tests.

Separate Testing Environment

A student is provided with an alternate testing location to reduce distractibility. A "small group" testing environment may also adequate, depending on student needs. Please provide the ASP director advance notice (one week is preferred) for alternate testing rooms to be reserved with an ASP teacher. For students enrolled in the ASP program with testing accommodations, this time and space should already be scheduled as part of the student's pull-out services. This accommodation applies to all core subjects and is generally NOT used for quizzes but rather all chapter tests, unit tests, midterms, final exams, and standardized tests.

Test Corrections

Students may opt to correct missed questions on tests scored below 75%. For multiple choice, T/F, matching questions, etc. questions are permitted to be reworked to maintain fidelity of testing. Test corrections may be made any number of times within that grading period until a score of at least 75% is achieved. It is recommended to include a "Request to Retest" form for students to complete (Describing steps taken by the student to improve

upon previous score) prior to attempting test corrections. 75% is the maximum score a student may earn for test corrections. This accommodation applies to all core academic subjects and is generally NOT applied for quizzes but rather to all chapter tests, unit tests, midterms, or other formal summative exams. Students must complete test corrections within one week (7 calendar days) of receiving their graded exam unless otherwise arranged with the teacher.

Copy of Notes

The teacher may provide teacher notes ahead of class (if possible) for student to follow instruction and highlight. IF a family prefers, the teacher may also provide a copy of another student's notes after class. *Please check any peer notes that are provided in lieu of teacher-created notes to ensure they are complete and accurate.* Unless specified, this accommodation is to be applied by providing the student a copy of the teacher notes in advance of the lesson.

Proximity/Preferred Seating

A student may be more successful if seated near the instructor or if they are able to arrange their own seating.

Strategic Seating

Student is seating directly by the teacher and may be regularly adjusted on an "an-needed" basis. Often, it may be specified the student is to be seated in the front row for easy visual access to the board.

Request Due Assignments

The teacher will make a direct request to the individual student for due assignments. The student is expected to locate and produce the assignment.

Privacy Carrel

Also known as desk partition, a table/student divider, or a study carrel. These three-fold partitions are used primarily for students who have high distractibility and require that environment stimuli/distractions be minimized. This is sometimes combined with "Strategic Seating" to give a student extra space and privacy.

Graphic Organizer

Also known as "Advance Organizers." Student benefits from visual charts/graphs to help process and link new information.

Assignment Reduction

The teacher may reduce the amount of work assigned for homework or classwork. Homework reduction does not necessarily mean the student does not practice all the same skills that were taught in class as required by a homework assignment, but rather the amount of *extended* practice is limited. Any reductions with respect to workload must be agreed upon between the teacher and the family.

Peer Mentor

A peer mentor offers prompts, a positive model of behavior and /or performance, or reinforcement, as determined by the team.

Oral Testing

Student may display mastery of content with an oral test instead of a written exam.

Spell Check

Student will be allowed access to spell check technology for assignments that require accurate spelling. Even so, at no time will a penalty be applied for errors in spelling. (Exception is "Spelling tests").

Scribe

Student struggles with handwriting and to display knowledge need someone to write answers as they verbally dictate. A scribe role may be fulfilled by another student, teacher, instructional aide. Please provide a *one-week notice* if it will be necessary to arrange for a scribe.

Word Processing

Provides access to work processing technology so the student may type their responses for assignments that require writing.

Comprehension Checks

To check comprehension or instructions or content, student may be asked to repeat directives or paraphrase instruction. Whole-group responses may also be elicited (hand-gestures, picture cards, white boards, etc.) to check comprehension. In most cases, it is especially important to check-in with the student before they leave class to ensure they are clear with instruction related to homework.

Written Instructions

Provide a written copy of task instructions, possibly including ordered steps to be taken for task completion.

Visual Schedule

Provide the student's daily activity schedule in the form of a strip of visual icons.

Reinforcement Schedule

Provide student with regular rewards for the reinforcement of expected classroom behaviors. The schedule (frequency) and type of reward will vary depending on age, maturity, and grade level. These should be agreed upon between the student and teacher and likely involves consultation with the ASP director.

Sensory Integration

Student is provided with any number of sensory integration tools, including but not limited to sensory seats/bands. Brushes, fidget devices, headgear, weighted writing implements or compression blankets. Some of these resources are provided by the school, other must be provided by families.

Redirection

Student attention needs to be regularly redirected. This may be a physical or auditory cue (tap on the desk, hand gesture, verbal prompt). Self-monitoring strategies are preferred when possible.

Dragon Dictation

Student will independently access this application on their iPad to verbalize their thoughts. Dragon Dictation will record their words in writing and may be used for both homework and in-class assignments. This is allowed as long as it is the student's own thoughts and work.

Enlarged Print

As possible, the teacher will provide print in enlarged form, including any content that is presented on the board. This is often best accomplished when using digital materials. For example, digitally administered standardized tests include an "enlarged print" feature that may be turned on.

Chunked Tasks

Present tasks and/or tests to students in smaller "chunked" portions. This can often be easily achieved by folding worksheets to present a limited number of questions at a time.

Planner Check

Student will present their planner to the teacher so that the teacher can initial, acknowledging that the correct assignments/dates are written.

Homework Checklist

The student maintains a weekly homework checklist that allows that teacher to indicate whether any due assignments for the day were complete or incomplete. The student will take the initiative to get this signed by their teacher(s). Also, parents must sign each evening.

Regular Breaks

Allows the student breaks at regular intervals. Depending on the student's needs, these breaks may be structured to take place at specified points in a lesson (Ex. after completion of certain tasks) or they may be more flexible (ex. a student is allowed breaks upon request).

Movement Breaks

Provide opportunities for lifting/movement throughout the day and especially prior to seated tasks that require focused attention. Common class activities that incorporate movement include erasing the board, stacking chairs, passing out lunch pails, serving as door monitor, and gathering materials.