



WESTMINSTER

SCHOOLS OF AUGUSTA

Academic Support Program

"Let us run with endurance the race that is set before us, looking unto Jesus, the author and finisher of our faith." — Hebrews 12:1-2

Program Overview

Westminster's Academic Support Program serves students from PK-12 through two connected stages - Lower School and Upper School - built on one shared foundation: a biblical worldview and a rigorous college-preparatory curriculum. We believe every student is fearfully and wonderfully made, and that differences in learning should be addressed *not* by lowering expectations, but with focused support that truly promotes growth in strength and skill.

- Lower School Focus: Targeted reading and math intervention within the core curriculum.
- Upper School Focus: Structured, evaluation-based program tied to diagnosis and curriculum standards.

At every stage, our goal is the same: support is a bridge toward independence, not a permanent crutch. Progress is tracked closely and shared often, so that students, families, and teachers are always working from the same plan and moving toward the same goal - a student equipped to run their own race with endurance.

The vision of Westminster's Academic Support Program is to equip every student to run their own race - not another's, and not forever assisted by another's pace-setting.

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PK - 12 Program Mission

The Academic Support Program exists to bridge the gap between a student's diagnosed learning needs and the demands of a rigorous college preparatory program through structured, standards-based intervention and support that is grounded in psychoeducational evaluation data.

PK - 12 Academic Support Program Goals

1. Targeted Support: *Focused, evidence-based intervention for students with identified learning differences, addressing specific diagnosed needs rather than generalized assistance.*
2. Purposeful Release: *Continued enrollment is held to a high bar because independence is the expected outcome — not the exception. Support is a means toward a student's own strength, not a permanent fixture of the race.*

Parent Withdrawal

Parents may withdraw their student from the program at any time, for any reason. Should a student later begin to struggle, re-entry is available without re-establishing eligibility, provided that criteria were previously met. The specific level of support — intervention, LS coaching, Academic Elective class, reduced days, or accommodations-only — is always determined by current data, with final placement decisions resting with the Director of Academic Support.

Lower School: PK - 5

PK - 5 Program Vision

Westminster's Academic Support Program is designed to provide timely, targeted, and tiered intervention for students in grades PK - 5. Instruction is individualized, integrated with the core curriculum, and targeted at the gap between where a student is and where the curriculum demands they be.

Lower School Academic Support Program – At a Glance

Who we serve: PK through Grade 5

What we address:

- Reading intervention
- Mathematics intervention
- Executive function and study skills (limited, as needed)

How we work:

- Multi-Tiered System of Supports (MTSS) framework
- Instruction tied directly to the core curriculum
- Targeted support designed to faithfully and intentionally move students toward grade-level standards
- Regularly shared progress reports and updates.

Guiding Principles

1. One Foundation (1 Corinthians 3:11)

Westminster's Academic Support is built on the foundation of a biblical worldview with rigorous academic standards and curriculum.

2. Strength for the Work (Hebrews 11:34)

Intervention programs provide access to the standard academic material, not a separate track. Weakness turned to strength is not the exception in Scripture, it is the pattern.

3. Run with a Plan (Habakkuk 2:2)

Progress data is shared regularly so that all are working toward a shared goal. A plan written plainly is a plan that runs efficiently and effectively.

What is a Multi-Tier System of Supports?

Tier 3 (Academic Support):

Intensive specialized instruction that is frequent and ongoing.

Tier 2 (Intervention):

Supplemental instruction for specific reading and math skills or concepts provided as needed.

Tier 1 (Universal Instruction):

Standard classroom instruction, including support strategies offered to all students.

Tier 1 – Universal Instruction

Definition and Purpose

All students receive Tier 1 instruction that is aligned to Westminster's standards and includes differentiated instruction for varied learning needs. Strong Tier 1 instruction reduces the need for additional intervention by ensuring core teaching is rigorous, responsive, and multi-faceted.

Referral to Tier 2

Classroom teachers must provide at least four weeks of data before a student can be referred to Tier 2 intervention. This includes the student's baseline and progress for each area of difficulty.

Documentation is the foundation of effective intervention. Consistent, specific records are required to identify the level of support needed, set meaningful goals, and measure progress accurately.

Consistent Documentation: The same type of evidence collected on a regular, ongoing basis.

Specific Documentation: Records that identify the precise skill, behavior, or pattern of concern — not general statements of struggle.

Tier 2 — Intervention

Definition and Purpose

Tier 2 delivers targeted, supplemental instruction — reading and math — for students showing specific gaps through screening data, classroom performance, and/or teacher observation.

- Small groups of 3–6 students; supplements (never replaces) core instruction
- K-2 reading focus: phonics and foundational skills
- Grades 3+ reading focus: comprehension, vocabulary, morphology
- Placement based on school data and staff discretion, *not parent request*
- Students rotate in and out of groups as needs and progress dictate

Data Collection & Progress Monitoring

- Curriculum-Based Measures (CBMs) administered regularly
 - Data graphed and reviewed weekly
 - Interventionist completes data review and makes recommendation: student removed from intervention group, continues/changes intervention group, or is referred to Tier 3
 - All data recorded in the school's progress monitoring system
-

Tier 3 — Academic Support

Definition and Purpose

Tier 3 delivers intensive, individualized instruction — with formal accommodations — for students who do not make adequate progress in the Tier 2 intervention group.

Academic Support supplements — not replaces — core instruction; students remain in general education for all core subjects.

A student is considered for Tier 3 when at least two of the following are present:

- Insufficient Tier 2 Progress

- Continued Benchmark Deficits
- Documented Classroom Impact
- Collaborative Concern

Tier 3: Data Collection & Progress Monitoring

- Assessments administered weekly or biweekly to track student progress
- Quarterly data review
- Quarterly progress reports
- Academic Support Plan adjusted as data warrants

Tier 3: Academic Support Plan

1. Academic Goals

Goals are written in alignment with Westminster's grade-level standards and address the student's most critical area(s) of need. Goals are specific, measurable, and set within a defined timeline.

2. Accommodations

Accommodations are formal, documented adjustments to the environment, materials, and/or delivery of instruction. They do not change what is being taught but how it is accessed or demonstrated. Accommodations are applied in both the intervention setting and the general education classroom.

3. Individualized Instruction Schedule & Delivery

- *Frequency: Daily or near-daily (3–5x per week), 30–45 minutes per session*
- *Group size: 1:1 or very small group*
- *Provider: Academic Coach*
- *Location: Flexible — may occur in an Academic Support room, library corner, or other pull-aside space; students are not removed from core classroom instruction*
- *Scheduling priority: Sessions are coordinated with the classroom teacher to protect core instructional time*

4. Curriculum Alignment at Tier 3

Intensive support is designed to align to Westminster curriculum and grade-level standards. Academic Coaches should coordinate weekly with classroom teachers to:

- *Preview upcoming vocabulary or concepts before classroom instruction (pre-teaching)*
- *Reinforce and consolidate skills taught in the classroom during intervention sessions*
- *Use the same mathematical models, reading strategies, and vocabulary used in core instruction*
- *Provide additional practice with curriculum materials in a lower-ratio, more structured format*

Tier 3: Data Examples

Measure	Frequency	Purpose
Universal Screener	3x per year (fall/winter/spring)	Benchmark against grade-level norms
Classroom Performance	Monthly teacher input	Track generalization to core classroom context
Session Data / Work Samples	Each session	Monitor accuracy, engagement, and strategy use
Progress Probes	Weekly or Biweekly (reading fluency, math computation, or maze)	Track rate of improvement toward goal
Benchmark Assessment	Varies according to intervention	Identify new skill gaps; adjust goal and plan

Tier 3: Parent Communication

Parents will receive quarterly progress reports showing data trends, goal progress, and next steps.

Exiting, Sustaining, and Moving Between Tiers

Students move between tiers based on their response to instruction and intervention, as evidenced by data. All placement decisions are made collaboratively and are based on data.

Situation	What the Data Shows	Next Step
Student responds well to Tier 2	Goal met; performing within benchmark range on 2+ consecutive assessments	Exit Tier 2; monitor progress in Tier 1 for 4-6 weeks
Student does not make sufficient progress at Tier 2	Little to no growth after a full 8 -12 week cycle	Review data; refer to Tier 3
Student is responding well to Tier 3	Consistent progress toward goal; skills transferring to the classroom	Step down to Tier 2 and monitor; exit fully when growth is sustained
Student continues to struggle despite Tier 3	Insufficient progress after two 2 full Tier 3 cycles	Private evaluation is recommended; Westminster will provide supporting documents upon request
Student shows regression after a break (e.g., post-summer)	Performance drops below benchmark at fall screening	Re-enter appropriate tier immediately; no waiting period required

Lower School Tier 3 Academic Support Services - Fee Schedule

Service	Frequency	Annual Fee	Monthly Fee billed August - May
Targeted Support; PK - 5	3 sessions weekly	\$2,800	\$280
Targeted Support; PK - 5	5 sessions weekly	\$3,150	\$ 315
Accommodations Contract Only; grades 2 - 5	N/A	\$550	\$55

Service Descriptions

Intervention vs. Targeted Support

Intervention and **Targeted Support** are both designed to help students close academic gaps, but they differ in intensity, purpose, and how students enter or exit.

	Tier 2 Intervention	Tier 3 Targeted Support
Who it's for	Students with foundational reading or math gaps. Additional instruction and practice is needed for full mastery of a concept. For most students, this is all that is needed.	Students with identified gaps in ELA, math, or executive function that were not improved with intervention and are tied to an underlying processing difficulty.
Cost	Free	Academic coaching fees (per program policy)
How placement happens	Based solely on screening data and documentation review	Set by the Academic Support team based on identified need
Can parents request it?	No — placement is performance-based, not by parent request	Parent request triggers placement review; Placement decisions made by the Director of Academic Support with input from parents and teachers.
Entry/Exit	Based entirely on progress data; students move in and out as data indicates	Frequency and duration adjusted based on progress and input from parents and teachers.
Relationship to core instruction	Structured, data-driven support from an interventionist	Academic Coach supplements — never replaces — core classroom instruction
Contract required?	No	Yes. A formal Accommodations Contract with testing accommodations is included in Target Support, if needed.
Availability	Limited; allocated by level of need — not all referred students may be accommodated in a given cycle	Based on team scheduling and need

Key Points: Intervention vs. Targeted Support

- *Intervention is not something parents can request* — it is determined solely by screening data and progress monitoring, ensuring students with the greatest need are prioritized.
- *Movement in and out of Intervention is driven entirely by data.* If a student is not making sufficient progress, this is identified through ongoing progress monitoring — not by referral or request.
- Movement to Tier 3 occurs only after a student shows insufficient progress within Intervention, and is preceded by a required meeting between the parent and the Director of Academic Support to discuss next steps.

Accommodations Contract Only

An accommodations contract is a list of formal, documented instructional and testing adjustments. Students in Tier 3 who do not require direct intervention are eligible to receive accommodations under this option. Grades 2-5 require a current private evaluation on file before contract development. Accommodations are applied consistently across all classrooms; reviewed annually.

Crossing the Creek

The Lower School Academic Support Program structure does not extend to grades 6-12. Program changes include:

1. **Ongoing Monitoring**: Student academic progress is monitored at the division level. This is done on an on-going basis through grades and standardized testing scores.
2. **Referral**: When a concern arises, a parent or teacher should contact the division

administrator or Director of Academic Support for suggestions on instructional strategies. If unsuccessful, consideration for Academic Support may be appropriate.

3. Eligibility Determination: Students must have a psychoeducational evaluation documenting a qualifying diagnosis.
4. Enrollment or No Placement: Students meeting eligibility criteria may be enrolled in the formal Academic Support Program. Students without a qualifying diagnosis are not placed in Academic Support, regardless of grades, referral, or request.

Upper School: Grades 6 - 12

Grades 6 - 12 Program Vision

Westminster's Academic Support Program is designed to provide standards-based support for students in grades 6-12 with diagnosed learning needs. Instruction is anchored to psychoeducational evaluation data, and focused on bridging the gap between a student's identified needs and the demands of a college-preparatory curriculum.

Grades 6 - 12 Academic Support Program — At a Glance

Who we serve:

- Grades 6–12
- Students with a current psychoeducational evaluation

Psychoeducational evaluation must meet the following criteria:

1. *Documents a specific learning disability, ADHD with academic impact, processing disorder, executive function deficits, or another neurodevelopmental diagnosis with documented academic impact.*
2. *Up-to-date (within 3-5 years)*

What we address:

- Foundational skill deficits tied directly to the student's diagnosis (reading, written expression, math, executive function, processing)
- College-preparatory academic performance (grades, assignment completion, standards-based subject skills)
- College and post-secondary readiness (testing, self-advocacy, transition planning — Grades 9–12)

How we work:

- Enrollment is evaluation-based — a structured system of support, not a study hall or permanent placement
- Academic Support Plan (ASP) built on student needs and goals, reviewed annually with a mid-year check-in
- Student, academic support coach, parent, and subject teachers each hold a defined role in goal-setting and review
- A clear, data-driven exit process — Active Support → Monitored Independence → Full Release — so growth toward independence is expected, measured, and celebrated

Guiding Principles

1. One Foundation (1 Corinthians 3:11)

Westminster's Academic Support is built on the foundation of a biblical worldview with rigorous academic standards and curriculum.

2. Strength for the Work (Hebrews 11:34)

Intervention programs provide access to the standard academic material, not a separate track. Weakness turned to strength is the pattern in Scripture, not the exception.

3. Run with the Endurance (Hebrews 12:1)

Every student receives coaching toward independence. Support is training for the race, not a substitute for running it.

Levels of Support

Stage	Description	Who's Involved	Frequency
1. Monitoring	Ongoing tracking of student academic performance	Classroom teachers, Division leaders, Advisor	Continuous (grade reports, standardized testing)
2. Consultation	A concern is flagged and submitted for consideration	Parent or teacher	As needed
3. Eligibility Review	Student's documentation is reviewed against enrollment criteria	Director of Academic Support	Upon referral
4. Enrollment in Program	Formal placement in Academic Support, if eligible	Academic Support Coach, Testing Coordinator, Division Leader	Upon eligibility confirmation

Stage 1 – Ongoing Monitoring

Definition and Purpose

Grades 6 -12 do not use scheduled, school-wide screening windows. Instead, student academic progress is monitored continuously through time allotted for student review during regular division/department meetings.

Data Sources

- Course grades
- Standardized testing results (ERB, PSAT, SAT)
- Teacher observation of classroom performance and work samples

Stage 2 – Consultation

Definition and Purpose

There is no automatic tier placement in grades 6-12. When academic concerns arise, a consultation with the Director of Academic Support should be scheduled.

A student is only considered for Academic Support after other options have been exhausted. Consultations include a review of student concerns and instructional strategies implemented.

Who can request a consultation?

- A parent/guardian (based on home observation or concern)
- A teacher (based on classroom performance, grades, or work samples)

What happens during the consultation?

- Review academic concerns
- Review instructional strategies attempted (*teachers*)
- Review homework work habits and trends (*parents*)
- Recommendations for next steps

A consultation does not place a student in any support setting or allow for any accommodations.

Consultations may result in recommendations for teachers or parents rather than moving forward with Academic Support. Examples may include: additional practice problems, mandatory extra help sessions, or guidance on where to find additional resources.

Academic Support is only considered when all other reasonable options have been exhausted.

Stage 3 – Eligibility Review

Eligibility Criteria

A student is eligible for placement when a current psychoeducational evaluation (within 3-5 years) documents one or more of the following:

- Specific Learning Disability (SLD) in reading, written expression, or mathematics

- ADHD with documented academic impact
- Processing disorder (auditory, visual, or language-based)
- Executive function deficits significantly impacting academic performance
- Other neurodevelopmental diagnoses with documented academic implications (e.g., ASD, anxiety with school avoidance)

Required Documentation

1. Current psychoeducational evaluation (issued within 3 - 5 years)
2. Signed parent/guardian consent for program participation
3. Completed intake conference with Director of Academic Support

If a Student Does Not Qualify

If a referred student does not have a qualifying diagnosis on file, they are not placed in Academic Support — regardless of GPA, teacher request, or parent preference. Families may be directed toward a private evaluation if there is reason to believe an undiagnosed need exists.

Stage 4 — Enrollment

Individualized Instruction, Accommodations, and Collaborative Monitoring

Once eligibility is confirmed and all required documentation is on file, the student is enrolled in the Academic Support Program. Students will receive an individualized Academic Support Plan with appropriate accommodations. Progress will be reviewed regularly, with the goal of moving students toward independence.

Academic Support Plan

Each plan is developed based on a student's individual evaluation and academic progress.

Academic Support plans include the following:

1. Academic Goals- Written in alignment with grade-level standards, addressing a student's most critical area(s) of need.
2. Accommodations- Formal, documented adjustments to the environment, materials, or delivery of instruction. Accommodations change *how* content is assessed or demonstrated, not *what* is being taught.
3. Academic Elective Class, if appropriate-
 - a. Frequency: $\frac{2}{3}$ days per week (alternating) OR 5 days per week in place of other elective class
 - b. Structure: Small group with structured routines; focus on executive function and study skills and is not designed to be a study hall
4. Curriculum Alignment - Academic Coaches will work with classroom teachers to assist with the following:
 - a. Preteach upcoming vocabulary or concepts
 - b. Reinforce classroom taught skills
 - c. Provide additional structured practice with curriculum materials

Data Collection & Progress Monitoring

Upper School Data Examples

Measure	Frequency	Purpose
Course Grades	Weekly	Track academic performance
Assignment Completion Rate	Weekly	Monitor Work Completion
Teacher Input	Monthly	Measure academic mastery along with independent work habits, self-advocacy, time management and prioritization, and organization
Academic Support Plan Goal Progress	Monthly	Track progress on diagnosis-driven and standards-based goals
Standardized Testing	Varies	Benchmark college readiness; inform testing accommodation planning

Communication

Parents with students enrolled in the Academic Elective class will receive a brief monthly progress report reviewing student grades, progress toward goals, and teacher feedback. This information will also be shared with the student's teachers, ensuring all parties are working toward the same end.

Moving Between Levels of Support Overview

Exit Criteria for the Academic Elective Class

Exit from the academic elective class happens when a student demonstrates the ability to independently use the specific strategies needed to reach full academic potential.

Checkpoint	Threshold	What Happens
Middle of Year	- Grades ≥ 80 - 95%+ assignment completion - Adequate progress toward academic independence	Decision made: - Continue in Academic Elective class (5-day or 3-day) for the upcoming semester - Reduce from 5 days to 3 days - Move to accommodations-only
End of Year	Same criteria	Same as above

Upper School Academic Support Service Description & Fee Schedule

Description: Academic Elective Class (2-3 days weekly OR 5 days weekly)

This is a graded class that takes the place of an elective. Students in grades 9 -12 may receive elective credit for the class.

Requirements	Primary Focus	Student Expectations
• Requires current psychoeducational evaluation documenting diagnosed needs in math, ELA, and/or executive functioning	• Time management • Organization • Study Skills • Executive functioning strategies (working memory, flexible thinking, self-control)	• Grades 6-8: Order out of Chaos Academic Planner (used in class daily) • Grades 9 - 12: Teacher provided daily monitoring sheet • Monitor assignments, assessments, and grades. • Build study plans • Apply strategies suited to individual strengths and weaknesses

Please Note:

Remediation and homework help will be offered as time allows, and only after executive functioning skills are addressed. Improvement in executive functioning skills is the class's core priority given its cross-curricular benefit.

Enrollment in the Academic Elective class includes an accommodations contract at no additional cost.

Description: Accommodations Contract Only

Accommodations contracts require a current psychoeducational evaluation documenting diagnosed learning needs, updated every 3-5 years, and are reviewed annually without

requiring an additional support plan. The Testing Coordinator applies for College Board and ACT accommodations on the student's behalf, as well as assists with scheduling and implementing accommodations on classroom-based assessments.

Fee Schedule

Service	Frequency	Annual Fee	Monthly Fee (billed August-May)
Academic Elective	3 sessions weekly	\$1375	\$137.50
Academic Elective	5 sessions weekly	\$2750	\$275
Accommodations Contract Only	N/A	\$550	\$55

It is recommended that payments are made monthly to account for changes in student needs.

Appendix A: Multi-Tiered System of Support Chart (LS Only)

Tier	Description	Setting	Frequency	Duration
Tier 1 (Universal Instruction)	High-quality teaching for all students	Standard Classroom	Daily	Full school year
Tier 2 (Intervention)	Supplemental reading or math instruction with interventionist; tailored toward specific skill gaps	Small Group Instruction	3–4 x per week	8–12 weeks
Tier 3 (Academic Support)	Intensive, individualized instruction with academic coach (small group or 1:1) with formal accommodations	Flexible; in-class or resource setting; Not a separate class	3-5 x per week	Ongoing; reviewed every 6–8 weeks

Appendix B: Interventions (LS Only)

Reading Intervention

Reading intervention targets the specific skill domain(s) showing a gap, based on diagnostic assessment results.

Domain	Focus Areas	Example Strategies
Phonological Awareness	Rhyme, syllables, onset-rime, phoneme segmentation/blending	Elkonin boxes, word sorts, oral phoneme games
Phonics / Decoding	Letter-sound correspondence, blends, digraphs, vowel patterns, multisyllabic words	Decodable texts, explicit phonics sequence (Orton-Gillingham based)
Fluency	Accuracy, rate, prosody, automaticity	Repeated reading, partner reading, phrase-cued texts
Vocabulary	Domain-specific, morphology, context clues	Word walls, semantic maps, read-alouds with discussion
Reading Comprehension	Main idea, inference, text structure, retelling	Graphic organizers, questioning protocols, summarization

Math Intervention

Math intervention targets foundational skill gaps as identified by the universal screener and diagnostic probes. Intervention is connected to current grade-level units to support classroom success.

Domain	Focus Areas	Example Strategies
Number Sense	Counting, cardinality, place value, number relationships	Rekenrek, ten-frames, number talks, base-ten manipulatives
Operations & Algebraic Thinking	Addition, subtraction, multiplication, division concepts; fact fluency	Concrete-Representational-Abstract (CRA) sequence, fact strategy instruction
Fractions	Part-whole concepts, equivalence, ordering	Fraction tiles, number lines, area models
Measurement & Data	Length, time, graphs, problem solving	Hands-on measuring, real-world contexts, data collection activities
Problem Solving	Multi-step problems, mathematical reasoning, language of math	Schema-based instruction, think-alouds, bar model diagrams

Appendix C: Goal-Setting

Goal-Setting

Every Tier 3 student works toward a written, standards-aligned goal that is reviewed and adjusted at the close of each intervention cycle.

Sample Reading Goal (Grade 2):

[Student] will read CVC and CVCe words accurately and fluently in connected text, as measured by three consecutive reading assessments.

Sample Math Goal (Grade 3):

[Student] will solve multiplication facts (0–5) accurately and independently, confirmed across [X] of [X] weekly math assessments.

Sample Math Goal (Grade 6):

[Student] will accurately identify the meaning of grade-level academic vocabulary words using context clues, as measured by three consecutive vocabulary assessments.

Sample Math Goal (Grade 6):

[Student] will solve multi-step problems involving multiplication and division of fractions accurately and independently, confirmed across [X] of [X] weekly math assessments.

Sample Math Goal (Grade 9):

[Student] will read grade-level text and cite specific textual evidence to support an inference or claim, as measured by three consecutive reading comprehension assessments.

Sample Math Goal (Grade 9):

[Student] will solve multi-step linear equations accurately and independently, confirmed across [X] of [X] weekly math assessments.

Appendix D: Accommodations

Documentation and Testing Accommodations

All accommodations are formally documented in a student's Academic Support Plan and reviewed at the close of each reporting period. Records are kept on file and may support future accommodations requests for standardized testing through the College Board (PSAT, SAT), ACT, and other assessments.

Important distinction- Accommodations change *how* a student accesses content or demonstrates learning — not *what* is being taught. They are tied to a student's psychoeducational evaluation — they are not informally granted based on preference or convenience, and they remain consistent regardless of which teacher or classroom a student is in.

Westminster will provide records upon request.

Category	Example Accommodations	When Applied
Presentation	Directions repeated or simplified; visual supports and graphic organizers; enlarged print as needed; audiobooks and text-to-speech for reading-heavy tasks	All classroom instruction and assessments
Response & Expression	Verbal clarification of answers when appropriate; type-to-text in lieu of handwriting; reduced copying demands; graph paper or structured paper for math	Classroom tasks and assessments
Setting	Preferential seating near core of instruction, small group testing; assessments in a low-distraction area	As needed; noted in plan
Timing & Scheduling	Extended time (1.5x); tasks presented in clear, sequential steps; designated breaks during extended work period	All timed tasks and assessments
Materials & Supports	Multiplication charts, number lines; word banks or sentence frames; manipulatives; color-coded materials for organizational support; lined or graph paper	Classroom and intervention sessions
Organization & Executive Function	Checklists and structured outlines; visual schedules; agendas monitored regularly	Daily classroom and homework tasks
Standardized Testing (Grades 9–12)	Formal SAT/ACT accommodations plan, filed and approved in accordance with College Board / ACT requirements	During College Board or ACT exams, after official approval only

