



Resource Program Statement and Procedures

Perspective: Each child is uniquely created and gifted by God and possesses traits, skills, life experiences, and personalities that are different than any other child. The process of active learning may be more “at risk” with one child than others. A variety of factors may include: medical issues, psychological issues, physiological issues, academic issues, learning disabilities, behavioral issues, and life experiences. The Resource Program is offered to students at Salisbury Christian School who need assistance with mild learning problems or disabilities and who have been diagnosed either by medical personnel or by psychological and educational professionals. As a Christian school, our resource department seeks to model an inclusive environment that helps each and every student succeed (Luke 14:12-14).

Admissions Procedures: Students applying to SCS who have previously received a diagnosis and/or have an I.E.P. or 504 Plan must provide documentation of the diagnosis that has been updated within 12 months of the application date. Upon receipt of the application, the following process will be followed:

1. The Director of Resource Programs will review the student's I.E.P., the psychological and educational reports, any other special education information provided, and school records.
2. Admissions testing will be scheduled, as well as a conference between the parent(s) and the Director of Resource Programs.
3. The Principal and Director of Resource Programs will meet to review all relevant data to determine the feasibility of meeting the students' needs at SCS. Note that admission will be determined on a case-by-case basis depending on the scope of severity and the school's ability to meet those needs.
4. The Director of Resource Programs will draft an Accommodation Plan outlining the services that SCS can offer the student. This will be reviewed at the family meeting with the Principal/Head of School.

Identification of Current SCS Students: If educational concerns arise with a current SCS student who does not hold a diagnosis, the teacher will informally discuss this potential issue with a resource teacher. Upon consultation of the resource teacher, the teacher may suggest to the parent that resource staff conduct informal classroom observations. Parent approval is required and a meeting will be scheduled to review the results and determine further action, which may include the following:

1. Additional services are unwarranted. Normal classroom services will continue, coupled with ongoing teacher observation and a detailed plan for ongoing parent-teacher communication.
2. Tutoring from an outside source suggested.
3. Additional educational and psychological testing may be suggested and/or required.

If additional testing through the local public school system is warranted, a team of SCS personnel (an administrator, resource teacher, and a classroom teacher) will guide the parent through this process. If testing through the County shows evidence of a learning disability, the SCS team will determine if the County's recommendations are realistically feasible within the limitations of the services offered at SCS. There will be ongoing documentation of progress through the school year on the proper forms.

Additional Information:

- Determination for continued resource services and reenrollment eligibility is determined on a year-by-year basis, dependent upon the scope of severity and the school's ability to continue to meet those needs.
- The Resource Department offers accommodations to help students successfully navigate the general education curriculum offered at SCS. Modifications to the curriculum will not be offered.
- Multiple sources of data will be used to determine continued eligibility for resource services and reenrollment. Since classroom accommodations impact students' grades, grades cannot be the sole determinant of a students' eligibility for success at SCS. Historically, students with a Full-Scale IQ of above 85 are able to successfully complete the curriculum offered at SCS.
- Along with the accommodations and strategies offered by the resource department and classroom teachers, students and parents must also assume a level of commitment to each child's success.

Resource: Lower School

At the elementary level, students qualifying for resource assistance may receive push-in service from the resource department in the general education classroom, and/or pull-out remediation as needed. Accommodations will also be implemented to ensure the student's success in the classroom under the supervision of the resource staff. Additional fees apply to cover the program costs.

Lower School Wilson Reading Intervention

The Wilson Reading Programs are research-based, supplemental programs designed to help close the reading gap for struggling readers when regular, differentiated instruction within the classroom is not enough.

Every fall, winter, and spring, all students in grades K – 5 are administered a series of benchmark assessments. Based on these scores, along with standardized test scores and classroom performance, students will be recommended for the Wilson Intervention Program. Parents will be sent a permission slip and are welcome to schedule a meeting with the classroom teacher and reading specialist for further explanation.

Students who enter the Wilson program in Kindergarten and 1st grade will receive instruction from the Foundations curriculum. This program emphasizes a systematic approach to phonics and decoding. Groups will meet three times per week, for thirty minutes. Students who enter the Wilson program in 2nd through 5th grades will receive instruction from the Wilson Reading System. This program emphasizes a systematic approach to phonics and fluency. Groups will meet three times per week, for thirty minutes. Additional fees apply to cover the program costs.

Resource: Upper School

The Upper School Resource Program offers coached study halls, student progress tracking and pull-outs for testing, classroom assignments, and homework help. All students who receive services must have been identified or diagnosed by a physician or from a battery of psychological and educational testing.

Typically, a study hall can be built into a middle school students' schedule every year, taking the place of an elective course. High school students' study hall is a non-credit class, offered either all year or by

semester. Due to the 26-credit graduation requirement, it is very likely a high school student will only be able to fit the equivalent of two yearlong study halls into their course sequence. Resource students and their families discuss study hall availability and scheduling with the resource teacher and guidance counselor each year during scheduling season. Additional fees apply to cover the program costs.

Fees:

- Resource (e.g., pull-out instruction, coached study halls, pull-out testing): \$400 per year
- Wilson Reading Intervention (includes Wilson Reading System and/or Foundations curriculum through pull-out instruction): \$500 per year
- Both Resource & Wilson Intervention: \$800 per year

The stated fees will be charged to your account when services begin (and not in the diagnosis phase). The fees will be prorated based upon entrance to the program(s).