

Academic Resource Center Policies and Procedures Manual



BAYSHORE
CHRISTIAN SCHOOL

Christian, Classical, Life Preparatory

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This manual has been prepared to provide parents, teachers, and administrators with information about the policies and procedures of the Academic Resource Center of Bayshore Christian School (BCS). This handbook is intended to be used in conjunction with the BCS handbook.

****Disclaimer:** This manual is in no way all-inclusive.

Academic Resource Center
Policies and Procedures Manual
Bayshore Christian School
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INTRODUCTION

Who are we?

Bayshore Christian School is a ministry of and under the authority of Eastern Shore Presbyterian Church (PCA). BCS uses The Westminster Confession of Faith as the summary of what we believe the Bible teaches and it guides our approach to Christian education.

Bayshore Christian School Mission

Our mission is to graduate students with a Biblical worldview who will inspire, impact, and serve their communities.

ACADEMIC RESOURCE CENTER MISSION

At BCS, our Academic Resource Center (ARC) mission is to provide support services for students who have been identified as having one or more disabilities. We are committed to providing students with tools and strategies that will equip them for success through school and beyond.

IMPORTANT TERMS, ABBREVIATIONS, ACRONYMS, AND DEFINITIONS

In order for you to understand some of the content in this manual better, there are some terms you may want to familiarize yourself with. The BCS faculty and staff use these terms regularly.

Academic Resource Center (ARC): Oversees ARC Services, Dyslexia Screening (K & 1st grade), accommodations (K - 12th grade), progress monitoring (K - 12th grade), entrance testing, standardized test (3rd - 6th grades), and tutoring (K - 12th grade).

Academic Resource Center Services (ARC Services): Services provided for students who have been identified as having one or more disabilities.

Academic Resource Center Team (ARC Team): A team that creates special needs plans. It typically includes: the student's parent(s), a general education teacher, and an administrator.

Exceptional Children (EC): Students with physical attributes and/or learning abilities that differ from the norm (either below or above) to such an extent that they require an individualized accommodation plan and/or related services to fully benefit from education.

Head of School (HOS): Spokesperson for the school with all its internal and external constituencies including students, parents, faculty, staff, alumni, neighbors, business community, governmental agencies, and local, state, regional and national educational organizations, and accrediting agencies.

Individualized Accommodation Plan (IAP): A plan that is developed for a student who needs academic assistance. It is created through a team of the student's parent(s), a general education teacher, and an administrator who are knowledgeable about the student's needs.

Intervention: Targeted instruction to improve a specific skill. Interventions are based on the student's needs. They supplement the general education program and help students to improve a skill or learn to apply existing skills to new situations.

Least Restrictive Environment (LRE): To the maximum extent appropriate, students with disabilities, are educated with nondisabled students. Each student with a disability has an equal opportunity to participate with nondisabled students in nonacademic and extracurricular services and activities to the maximum extent possible.

Mild Learning Disability: Any condition in a potential student or student which does not require a separate classroom, program, and staff in order to provide the education services desired by the parents (e.g. attention deficit hyperactivity disorder, dyslexia, dysgraphia, etc.).

Related Services: Supportive services that assist a student with a disability to benefit from exceptional education such as: developmental services, corrective services, and other supportive services. These may or may not be offered at BCS. Examples of related services are as follows:

- Speech-language and audiology services
- Psychological services
- Occupational and physical therapy
- Early identification and evaluation of disabilities in children
- Dyslexia, dysgraphia, dyscalculia, etc. therapy
- Counseling services, including rehabilitation counseling

Response to Intervention (Rti): A multi-tier approach to the early identification and support of students with learning and behavior needs.

Severe Learning Disability: Any condition in a potential student which would require a separate classroom, program, and staff in order to provide the educational services desired by the parents (e.g. Down Syndrome, deaf/mute, blind, etc.)

Trivium: The learning stages of children as they mature and focuses the educational method in each stage to best develop a knowledgeable, thinking, and articulate student – Grammar, Logic, and Rhetoric.

- **Grammar School (G):** Students acquire fundamental knowledge in all disciplines.
- **Logic (L):** As students become world-class citizens, they learn how to reason and debate. Students apply their knowledge as they discern and evaluate, compare and contrast, and discover cause-and-effect relationships in any given subject.
- **Rhetoric (R):** Students apply the rules of logic to the information they have acquired, to think rationally and articulate ideas effectively. These skills are necessary to communicate effectively to many audiences.

IDENTIFICATION AND EVALUATION

The process of identifying students who may be eligible for ARC services often begins with observations from teachers or family members. If classroom teachers suspect a student might

have a special need, they should consult with the parents, the ARC Director, and the G/LR Principal about signs and symptoms and determine what early interventions might be put in place in order to help students in the least restrictive environment possible. Students who are struggling with the curriculum may be given additional support both within the classroom and outside of the classroom. Parents may also request a tutor for struggling students either before or after school. Teachers will monitor students' academic progress. If students do not show improvement with early, informal interventions, the parents will be asked to attend a meeting with the classroom teacher.

At BCS, administrators and teachers follow the proper protocol for initiating an evaluation and determining eligibility for ARC services. A student's parent or school personnel working with the student may make a referral or request for a formal psycho-educational evaluation.

To be eligible to receive accommodations, a student must have a formal evaluation on file and fall under one of the following disability categories:

- Intellectual disability
- Multiple disabilities
- Other health impairment (OHI) (including ADHD)
- Specific learning disability (SLD) (including dyslexia, dysgraphia, dyscalculia, and other learning issues)

It must be determined that accommodations and/or related services are necessary to meet the educational needs of the student. We will do everything in our ability to help the students who need extra help.

CONFIDENTIALITY OF INFORMATION

The ARC faculty and staff at BCS take confidentiality seriously. We will only share information that is pertinent to the education of your student.

PROCEDURAL GUIDELINES

For BCS students who are struggling in the classroom, the following guidelines will help parents, teachers, and the administration to work together to meet the needs of these students:

- Both teachers and parents will inform the other, the G/LR Principal, and the ARC Director about any concerns they have regarding student learning difficulties. Teachers will keep a file of work samples and a record of their observations. Parents are encouraged to do likewise.
- Students who have been diagnosed as having a learning disability will be required to meet the same academic standards as all the other students in their grade level.
- Students who have been diagnosed as having a learning disability will be given as much individual instruction and encouragement as their classmates.
- Students with severe learning disabilities may be admitted to Bayshore Christian School under the following conditions, as determined by the Board, the Head of School, the G/LR Principal, and/or the ARC Director:

- The school (teachers and administrators) will work with the parents to decide whether or not enrollment of the student is mutually beneficial to the school and family. The number of students in a particular grade level, the make-up of the class, and the overall fit in the classroom will be considered when making the final enrollment decision.
- Additional personnel will not be hired to work specifically with the student and the school will not be responsible for providing special services for the student outside of accommodations.
- With the understanding that every student is unique and demands certain attention as a member of a class, the classroom teacher will provide the same amount of attention to a student with a learning disability as he/she will any other student in the class.
- Other than standard practices of effective teaching (i.e. using various approaches to teach lessons to learners of various abilities and skill levels and/or accommodations), the classroom teacher will not be responsible to offer modifications for the student.
- The teacher will work with the parent to provide necessary direction regarding accommodations for the student, with the understanding that the parent is responsible for following through on the specific preparations for such material.
- It is the responsibility of the school (teacher and administration) to monitor whether or not the initial acceptance of the student is a good match for the school environment. While it is ultimately the school's responsibility to determine, on an ongoing basis if the overall effect of the student's presence enhances, or detracts from, the overall learning environment, it is imperative that clear communication be kept between school and family regarding the progress of the arrangement.
- Normal tuition and fees will apply to the family of a student with learning disabilities, with the understanding that the family is responsible to absorb any additional costs that may be incurred as a result of the disability.
- A contract stipulating the requirement and guidelines must be signed by the parent(s), the ARC Director, and the G/LR Principal prior to official admittance.
- Once notified of these concerns, the ARC Director will consult with the teachers, the G/LR Principal, and the parents to discuss the nature of the difficulty and the ways the teachers and parents are currently addressing the difficulty. The ARC Director and the G/LR Principal may recommend further action on the part of the parents and/or teachers within the context of standard teaching or tutoring practices before determining whether educational testing is recommended.
- If it is determined that the combination of standard practices of good teaching and tutoring support is insufficient to address the learning difficulties of the student, the ARC Director and/or the G/LR Principal may request that the parents have their child tested by an appropriate physician or educational psychologist. See the following section: BCS Academic and Behavior Assessment Partnerships.
- Once testing has been conducted, parents are to share the results with the ARC Director and the G/LR Principal to determine what, if any, accommodations may be provided for the student in the classroom.
- The ARC Director will then draft a formal plan for the student detailing the accommodations the student may receive in the classroom.
- Once this determination has been made, the ARC Director will schedule an ARC Team meeting to discuss the results of the testing and the accommodations, if any, that BCS

may provide in the classroom. This discussion will also include actions parents can take to further support their child's learning outside of school hours.

- At the conclusion of this meeting, the ARC Team will sign the formal plan for the student. The formal plan will be placed in the student's file.
- The ARC Director will communicate the details of the formal plan with the ARC Team, and the available accommodations will be implemented in the classroom immediately. The ARC Director will also ensure that this information is communicated to the ARC Team each academic year.
- Teachers and parents will continue to monitor the student's progress and will communicate with one another regarding the frequency of use of the allowed accommodations and their efficacy. Teachers will communicate these observations with the ARC Director and the G/LR Principal as necessary.
- As stated in the formal plan, accommodations available to a student will be reviewed for efficacy and necessity every year or at the time that new testing becomes available.

PARENT GUIDELINES

Because we seek to serve all students well, and because it is imperative that we work with parents to accomplish this in accordance with our philosophy of in loco parentis, parents have the following responsibilities:

- Parents are responsible to inform the school of their child's use of prescription medications, including medication for ADHD and any mental illness (anxiety, depression, etc.). Being aware of medications used by students enables BCS teachers, administrators, and staff to best serve and care for the child during the school day.
- If their child has a known learning difficulty or disability, parents are responsible to inform the school during the application process or as soon as the disability becomes apparent and diagnosed. This information allows BCS to best meet the needs of its students.
- As their child's primary educator, parents are encouraged to do the following:
 - Remain in close contact with your child's teacher, letting him/her know right away if you observe your child struggling to learn.
 - Provide an orderly environment with limited interruptions and distractions for children to complete homework. This area should be quiet, well-lit, and easily monitored by the parents, particularly for children who are struggling in school.
 - Involve children in the life and responsibilities of the home. Children learn much about time management, starting and finishing tasks, and organizing their materials and thoughts through joining their parents in these tasks. Chores, cooking together, planning trips, lawn care, etc. all help children develop skills that will benefit them in their schoolwork.
 - Minimize time spent on electronic devices, including cell phones. Much research now shows that screen time makes it more difficult for children to pay attention, to concentrate, and to learn, in addition to inhibiting their fine and gross motor development. Limiting screen time at home can greatly improve children's ability to learn in the classroom.

ACCOMMODATION GUIDELINES

A few common accommodations that BCS may be able to offer include:

- Written copies of class notes and/or oral directions.
- Oral assessment.
- Reduced penalties for misspelled words.
- Use of graph paper to write math problems.
- Seated in the front of the classroom to help with focus and to minimize distractions.
- Allow tests to be retaken if he/she makes a failing grade. If possible, could be done orally.
- Reasonable extended time on assignments and/or tests, not to exceed double time, when actively working.
- Allow work to be recopied on his/her own time when illegible.

Accommodations will only be provided to a student who has appropriate and current educational testing (formal evaluation) on file indicating the need for those accommodations. The student will also need to be receiving appropriate therapy from a licensed/certified individual/organization. If a student has completed the therapy program, the ARC Director and parents will meet to discuss the next steps.

BCS may not be able to provide all accommodations recommended for a student. The ARC Director and G/LR Principal will consider the demands on the teacher, the overall impact on other students, and the available resources of the school and classroom in determining what accommodations to allow for a particular student.

BCS desires all of its students to benefit from the richness of its full curriculum. Approved accommodations may help students better understand the content of the curriculum or more effectively express that understanding. BCS will not approve accommodations for a student that change the curriculum by altering the content and learning objectives of a course. All students must adequately meet the learning objectives of a course to receive credit for that course.

ACKNOWLEDGEMENT SHEETS

At the beginning of the year, the ARC Director will visit with teachers who have students with accommodations on their rosters and provide them with a copy of those students' accommodations to peruse. An "Acknowledgement Sheet" will be presented that they read and sign verifying that they read and understood the student's academic and/or social needs.

IMPLEMENTING ACCOMMODATIONS

BCS faculty will implement the accommodations as they are written and will provide the services described in the student's accommodations no later than 10 school days after the school receives the written parental consent to implement the initial accommodations.

PROGRESS MONITORING

In an effort to provide parents with data concerning a student who is receiving accommodation services, BCS provides parents or guardians with a progress report every 6-9 weeks on their child's progress toward their accommodation goals. Parents or guardians will also receive an end of the year report of their child's progress.

ANNUAL REVIEW OF THE ACCOMMODATIONS

The ARC Team will meet to review the accommodations at least once a year to see if the student is making progress and revise the accommodations, as needed, to appropriately address the student's educational needs. They may also meet:

- After a re-evaluation has been conducted;
- Upon the request of the parent or school staff; and
- Within 10 school days of the enrollment of a student who had an IEP/accommodations in another school.

REVISING THE ACCOMMODATIONS

Once initial written parental consent to begin services is given, the student's parent should always be included in decisions by the ARC Director. However, written consent from the parent is not required to revise the accommodations. After communicating with the parent about the accommodation changes being made, the school will provide the parent with written notice before it implements any of the proposed changes. This written notice will also inform the parent of any steps they may take, should the parent wish to challenge the proposed changes. If the ARC Director has completed its annual review of the accommodations, the parent and the school may agree to make changes to the accommodations without a meeting. Any changes the parent and school agree to must be put in writing.

TRANSITIONING STUDENTS WITH DISABILITIES INTO AND OUT OF BCS

Upon enrolling a student at BCS, parents complete a series of documents which include a Student Records Request form. Existing IAP and 504 plans, if applicable, are also collected and reviewed prior to the student entering school. These documents are reviewed by the G/LR Principal, the ARC Director, and the Director of Admissions, who will then note related services that will be needed to support the specific instructional program for the student.

If a student is transferring to another school, a signed Release of Information must be obtained before educational records can be released.

ACCOMMODATIONS ON STANDARDIZED TESTS

Students with current educational testing on file who are receiving accommodations at BCS may be eligible for accommodations on standardized tests.

The G/LR Principal and the ARC Director will determine whether specific accommodations will be given on the standardized test for any students with accommodations (3rd - 12th grades).

REVOCATION OF SERVICES

BCS faculty and staff adhere to the policies and procedures regarding parents' requests to revoke ARC services.

Any time after the parent has given the school permission to provide ARC services, the parent may revoke consent. To revoke consent, the parent must state in writing that the parent is revoking consent for ARC services. This written statement from the parent must be given to school personnel, such as a teacher, the G/LR Principal, or the ARC Director. Before the school stops providing services, the school must provide the parent with written notice explaining the consequences of the request for revocation of services. All exceptional education instruction, related services, accommodations, and any other services and supports provided to the student will stop 10 school days after the parent receives written notice unless the parent gives consent to stop services sooner. After consent is revoked, neither the parent nor the student will be entitled to the protections or the safeguards. If the parent revokes consent for services and later wants to initiate services again, the parent must request an initial evaluation and go through the ARC Department process to determine if the student is eligible for services (see the section on Identification and Evaluation).

ACADEMIC & BEHAVIOR ASSESSMENT PROFESSIONALS

If a learning difference is suspected, the classroom teacher may recommend a formal comprehensive psycho/educational evaluation. This will include interviews, direct observation, a review of your child's educational and medical history, a test that will measure your child's strengths and weaknesses, and possibly conferences with professionals who work with your child.

Below is a non-comprehensive list of professionals in our area who offer a variety of educational and behavioral evaluations for students. They are listed in alphabetical order and their services differ. Although we do not recommend one over the other, we do recommend that you call several to discuss the services they provide prior to making a selection. Not all of the providers below offer a formal evaluation—their evaluation tools may differ.

Baldwin County Public Schools: Division of Special Services

Baldwin County, AL

Betsy Dunn - 251-972-6852

251-972-6860 (call to make an appointment for testing)

Offers a full range of services, meeting the needs of all identified students with disabilities (Pre-K – 12), in all schools in the Baldwin County Public School System. Disabilities recognized by the State of Alabama include Autism, Deaf-Blindness, Developmental Delay, Emotional Disability, Hearing Impairment, Intellectual Disabilities, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment.

Bay Area Clinical Associates: Dr. Catalina Arata & Ellen Odom, MA LPC

Psychologist
3925 B Spring Hill Ave Mobile, AL 36608
(251) 316-0060

Bay Area Clinical Associates: Ellen Odom, M.A., LPC

Licensed Counselor
2864 Dauphin St # A, Mobile, AL 36606
(251) 470-7607

The Centre: Robert E. Colclough, M.A., LPC

Licensed Counselor
1290 Main St B, Daphne, AL 36526
(251) 625-0118

Focus MD

Daphne, AL
<https://www.focus-md.com>

A network of experienced primary care providers who have chosen to focus on ADHD and related conditions.

Dr. Laura Goulden, PhD

Psychologist
2450 A Old Shell Rd. Mobile, AL 36607
(251) 476-9011

Dr. Karen Hagerott

Neuropsychologist
4501 Woodbine Rd, Pace, FL 32571
(850) 994-1205

Huntington Learning Center: Denise Gerace

Daphne, AL
<https://huntingtonhelps.com/>
Combine proven methods with individualized instruction to give students the academic support they need to build confidence and exceed their own potential.

ReadWrite Learning Center: Hunter Oswald

Daphne, AL
<https://www.readwritelearningcenter.com>
An educational clinic serving students and adults with language-based learning disabilities in Alabama.

Vironica Simmons, BS, MEd, EdS, CALT Trainee

Baldwin County, Alabama

info4tv@gmail.com

251-550-6890

Certified to teach k-6 elementary and k-12 reading. Working on certification to become a Certified Academic Language Therapist (CALT) to provide diagnostic, explicit, systematic Multisensory Structured Language intervention which builds a high degree of accuracy, knowledge, and independence for students with written-language disorders, including dyslexia.

St. Paul's Alternative Instruction Program Evaluation Center: Dr. Jane Herrin

Mobile, AL

<https://www.stpaulsmobile.net/aip>

(251) 461-2176

161 Dogwood Lane

Providing psychoeducational evaluations for individuals to evaluate his/her strengths and weaknesses in cognitive, academic achievement, and language skills.

Spoken Word Speech: Melanie Waters

Daphne, AL

<https://www.spokenwordspeech.com/index.html>

Assessment and therapy provided for a wide range of needs.

Thomas Hospital Pediatric Therapy

Fairhope, AL

<https://www.infirmarhealth.org/services/therapy-services/outpatient-therapy-services/pediatric-therapy-services/>

Provides comprehensive care to children who require occupational, physical, and speech therapy. Pediatric therapists use age-appropriate techniques to assess and treat movement, muscle coordination, orthopedic, neurologic, genetic disorders, muscular diseases, and prevention of further developmental delays. Offers an environment where all three therapies can work together with families to guarantee each child is receiving exactly what he or she needs. Infirmar Health offers pediatric therapy at two locations in Baldwin County, Thomas Hospital, and North Baldwin Infirmar.

University of South Alabama Psychology Clinic

Mobile, AL

<https://www.southalabama.edu/colleges/artsandsci/psychology/psychologyclinic/>

Offers comprehensive evaluations and consultations for youth and adults who present with problems such as inattention, hyperactivity, impulsivity, and academic difficulties or underachievement.

Wolff Center: Child and Adolescent Health

Pensacola, FL

<https://www.wolffcenter.com>

Provides comprehensive behavioral services, including ADHD evaluation and management, IQ/Achievement testing and counseling services.

Dr. Stephen Ziemann, PhD

Neuropsychologist

1120 N Palafox St, Pensacola, FL 32501

(850) 434-5033

RESOURCES FOR PARENTS, TEACHERS, AND ADMINISTRATORS

Here is an alphabetical, non-comprehensive list of resources.

Alabama Dyslexia Resource Guide

<https://www.choctawal.org/theme/files/DRG%2010-16-2020.pdf>

The purpose of the Alabama Dyslexia Resource Guide is to provide guidance, useful information, and links to valuable resources to assist educators, administrators, and parents or guardians as they provide dyslexia-specific services and support for students

Asperger/Autism Network (AANE)

<https://www.aane.org/>

The Asperger/Autism Network (AANE) provides individuals, families, and professionals with information, education, community, support, and advocacy.

Autism Society

<https://autismsociety.org/>

Mission: We create connections, empowering everyone in the Autism community with the resources needed to live fully.

Autism Speaks

<https://www.autismspeaks.org/>

Autism Speaks is dedicated to promoting solutions, across the spectrum and throughout the lifespan, for the needs of individuals with autism and their families. We do this through advocacy and support, increasing understanding and acceptance of people with autism, and advancing research into causes and better interventions for autism spectrum disorder and related conditions.

Bookshare

<https://www.bookshare.org/cms/>

Bookshare makes reading easier. People with dyslexia, blindness, cerebral palsy, and other reading barriers can customize their experience to suit their learning style and find virtually any book they need for school, work, or the joy of reading.

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)

<https://chadd.org/>

CHADD believes in improving the lives of people affected by ADHD. In working towards our mission, the behavior of the CHADD staff and volunteer leadership is determined by the following core values: Integrity; Respectful, open communication; Quality of our work product and productivity in our work effort, to assure sustained customer satisfaction; Flexibility and

teamwork; A demonstrated commitment to diversity in all its forms; Dedicated to fulfilling CHADD's mission with passion and enthusiasm.

Headsprout

<https://www.headsprout.com/>

The program uses effective, interactive online episodes to teach K-5 students the reading fundamentals and comprehension skills they need to become successful readers.

International Dyslexia Association

<https://dyslexiaida.org/>

The International Dyslexia Association (IDA) is the oldest organization dedicated to the study and treatment of dyslexia. It is also committed to providing complete information and services to address the full scope of dyslexia and related reading and writing challenges. The IDA was born in the 1920s with direct roots to Dr. Samuel T. Orton's pioneering studies in the field of reading research and multisensory teaching. In 1949, after Dr. Orton's death, June Orton, Dr. Orton's wife and colleague, formalized the Orton Society to continue this important work, train teachers and publish instructional materials.

Intervention Central

www.interventioncentral.org

Free intervention and assessment resources for educators in grades K-12. With many school districts across the nation now facing serious budget constraints, [the] goal is to make Intervention Central the top website for high-quality RTI resources available at no cost—including articles on effective academic and behavioral intervention practices and interactive tools to create an assessment and other materials.

IXL

<https://www.ixl.com/>

Personalized learning. With comprehensive K-12 curriculum, individualized guidance, and real-time analytics, IXL meets the unique needs of each learner.

Khan Academy

<https://www.khanacademy.org/>

Offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom. We tackle math, science, computing, history, art history, economics, and more, including K-14 and test preparation (SAT, Praxis, LSAT) content. We focus on skill mastery to help learners establish strong foundations, so there's no limit to what they can learn next!

Learning Without Tears

<https://www.lwtears.com/>

Provide child-friendly, hands-on, innovative instruction for early learning, handwriting, keyboarding, and writing strategies, reaching more than 31 million students in Pre-K through fifth grade.

Lexercise

<https://www.lexercise.com/>

Lexercise is an individualized literacy program that provides homeschooling families with interactive lessons, educational games, and activities based on the latest research in reading science and the Orton-Gillingham approach.

Neuhaus Educational Center

<https://www.neuhaus.org/>

For more than 40 years, Neuhaus Education Center (NEC) has been a trailblazer in solutions for overcoming obstacles to literacy, including dyslexia, and today is a nationally recognized leader in the implementation of the Science of Reading. Its professional instruction for educators, referral and resource services for families, and classes for adult learners unlock a brighter future of Literacy for All.

ReadWorks

<https://www.readworks.org/>

ReadWorks is committed to solving America's reading comprehension crisis and student achievement gap. Driven by cognitive science research, ReadWorks creates world-class content, teacher guidance, and integrated tools that improve teacher effectiveness and student achievement.

RtI Action Network

<http://www.rtinetwork.org/>

The RTI Action Network is dedicated to the effective implementation of Response to Intervention (RTI) in school districts nationwide. Our goal is to guide educators and families in the large-scale implementation of RTI so that each child has access to quality instruction and that struggling students – including those with learning and attention issues – are identified early and receive the necessary supports to be successful. The RTI Action Network is a program of the [National Center for Learning Disabilities](#), funded by the Cisco Foundation and in partnership with the nation's leading education associations and top RTI experts.



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Academic Resource Center Acknowledgement Form

I, _____, have read the Academic Resource Center Manual thoroughly and understand each component of the document. I have had the opportunity to discuss with the ARC Director any issues or policies that are unclear to me. I agree to comply with this manual.

Parent Signature

Date