

Learning Resources in Lake Michigan Association of Independent Schools: Preschool - 8th Grade

A Guide for Parents/Guardians

LMMAIS

Lake Michigan Association
of Independent Schools

LMAIS K - 8 Admissions Statement

Our hope is that this resource guide will empower parents/guardians with the information needed to find a school that is the best fit for their child. This resource guide was a collaboration among learning specialists across independent schools in the Chicagoland area with support from the LMAIS schools' Admissions/Enrollment Management Departments. We encourage parents/guardians to use the resource guide as they explore schools. In the spirit of an independent school education, we value the partnerships we cultivate with our parents/guardians, and welcome you to reach out to the respective admissions offices should you have additional questions.

The following LMAIS Preschool- 8th Grade schools have contributed to this resource guide:

- Ancona School
- Avery Coonley School
- Baker Demonstration School
- Bernard Zell Anshe Emet Day School
- Brickton Montessori School
- Catherine Cook School
- Chiaravalle Montessori School
- Chicago Waldorf School
- Elgin Academy
- Frances Xavier Warde School
- Francis W. Parker School
- Hyde Park Day School Chicago, Lemont and Northfield
- Lake Forest Country Day School
- Latin School of Chicago
- Lycée Français de Chicago
- Morgan Park Academy
- Near North Montessori School
- North Park Elementary School
- North Shore Country Day School
- Quest Academy
- Rogers Park Montessori School
- Roycemore School
- Sacred Heart School
- Science & Arts Academy
- University of Chicago Laboratory Schools

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I. Preface

Choosing a primary school for your child can be exciting and challenging for parents/guardians. These feelings can be magnified when your child has learning differences, such as, but not limited to:

- developmental delays
- speech and language difficulties
- physical, hearing and visual impairment
- regulation, sensory or attentional issues
- social-emotional challenges
- learning disorder/learning disability

There are a number of factors you may want to consider to ensure your child's school will both challenge and nurture your child appropriately:

- your child's academic and social needs
- availability of resources to support your child
- your alignment with the school's mission

Exploring these factors will help parents make more informed choices about independent school options. Each school functions slightly differently in how they identify and support students and work with parents/guardians and outside agencies. It is beneficial to understand the differences between each school, what each school can provide, and if additional costs are associated with these services. Reading the school's mission and vision statement will provide information regarding the school's values and help you determine if they align with your parents/guardians expectations.

II. Role of Documentation

It is essential for your child's progress that the school is aware of any services they have received or are receiving in order to better understand the needs of the child. Early documentation of learning differences is helpful as students move through their formal education in order to communicate how a child learns best as well as to determine accommodations, modifications, and

supports. Establishing a history of documentation may be important as students grow older and move into upper grade levels, including college.

Private or independent schools vary greatly in terms of documentation requirements to access services and/or accommodations/modifications. Some students will enter school with documentation regarding learning differences, others may be identified within the school setting or be referred to professionals outside of the school. Learning Specialists often communicate with outside professionals on behalf of students, with parent permission.

III. Types of Documentation

Documentation shared with the school by parents is varied and might include, but is not limited to, the following:

- Previous school evaluations, standardized tests, report cards, or support plans such as IEPs and 504 Plans
- Documentation from Pediatricians, Psychiatrists, and Psychologists
- Developmental Diagnostic Evaluations
A developmental evaluation for children under age three is an attempt to assess various aspects of the child's functioning, including areas such as cognition, communication, behavior, social interaction, motor and sensory abilities, and adaptive skills.
- Occupational Therapy Evaluations or Therapy Reports
An OT evaluation looks at *gross motor skills* (such as running, jumping, climbing and core strength), *fine motor skills* (such as pencil grip, cutting, holding eating utensils, and coordination of fingers for buttoning and tying), and *sensory processing* (which considers a child's ability to attend to an activity, sit at a table for an extended time, whether they are distracted by noises, or bothered by the feel of clothing). Occupational Therapists use observation, standardized assessment tools that provide scores which compare a child to others their age, and parent input for evaluations. They provide a report that may indicate areas of needed support, recommendations for support, as well as what parents can do at home with their child.
- Speech and Language Diagnostic Evaluations or Therapy Reports
A speech and language evaluation examines a child's communication skills, including speaking, listening and social language abilities. Formal and informal tests and observations are part of the evaluation and help the clinician form judgments about how your child performs compared with other children the same age in the following areas: Receptive Language (understanding spoken language), Expressive language, Speech/Articulation, Voice quality, Fluency (or smooth flow of speech), and Pragmatics (social language).
- Psychoeducational/Neuropsychological Evaluations
Psychoeducational/neuropsychological evaluations include tests that analyze the mental processes that underlie learning and educational performance and assess the following areas: *Intellectual potential, Information Processing, including Language Processing, Academic Achievement, Psychosocial skills and dispositions for learning, Attention and Executive Function*. Psychologists use observation as well as a battery of tests that may include an IQ test, academic tests (reading, math, written expression), listening comprehension, memory, visual and auditory processing, and attention. They also ask for parent and teacher input,

often with questionnaires.

IV. Terminology

The following terms may be used by some schools in describing their services.

- Accommodations - Accommodations help students to better access the curriculum. They address how a student learns and create a more level playing field so that students with learning differences can learn and demonstrate their skills and understanding. Examples of accommodations include audio books or extra time on tests.
- Modifications - Modifications to the curriculum refer to a change in the learning outcomes or objectives that a student is expected to achieve. Examples could include: getting graded or assessed using a different standard, adjusting the nature or content of curricula, changing a test to reflect the modified learning objectives.
- Curriculum Based Support - Support for the classroom curriculum may be provided within (push-in, co-teaching) or outside (pull-out) of the general education classroom.
- Skill Intervention - Instruction of specific skills may be provided within (push-in) or outside (pull-out) of the general education classroom.

V. Sample Questions for Parents/Guardians to Ask of Schools

- The following questions may help a parent or guardian choose a school that will meet the needs of their child.
- What kinds of services does your school provide? What don't you provide?
- How do you determine which students will receive services and how often these services will be delivered? What determines if a student receives push-in support or pull-out support? How is progress monitored?
- How do you determine a child no longer needs services?
- How do teachers collaborate regarding a student's learning profile?
- How (and how often) do teachers communicate with parents?
- How will parents or guardians learn if a student is struggling?
- Are there any fees associated with access to your services?
- How does your school handle tutoring in and outside of school?
- What is a reasonable expectation for a nightly homework load?

VI. Important Considerations for Parents/Guardians

Once you have a good sense of the schools' programs and services, it is your responsibility to consider carefully how your child would feel in the school's individual cultures. Ask yourself the following:

- How does my child handle challenges and constructive criticism?
- How comfortable is my child advocating for him/herself?
- How much support does my child need to be successful in the classroom (functionally, academically, socially, emotionally)?

VII. Learning Resources Support Information by School

The Ancona School

Program information: The Ancona School is a leader in providing thoughtful, experiential, and multicultural education to a diverse population of learners with a complex array of educational, academic, and emotional needs. The Student Support Team (SST) works to support all students, both those identified with disabilities and those who need short-term support. Our goal is to make the academic content accessible to all students and to foster their functional and social-emotional growth. We work collaboratively with teachers, parents, administrators, students, and outside specialists to ensure that everyone is mindful of each child's needs. We want every student to have an equal opportunity to become a confident, lifelong learner. Currently, the Student Support Team serves approximately 25% of the student population through assessment, monitoring, direct one-on-one support, small group lessons, co-teaching, and intervention. The school counselor supervises 2-3 interns per year. As a team, they provide counseling services to individuals and groups as needed.

Documentation requirements: If families have an outside evaluation(s) when they are applying to The Ancona School, it is requested that they disclose that information. Current families are encouraged to share all evaluations as they occur.

Academic accommodations: The Ancona School seeks to accommodate students with learning differences and social/emotional challenges. Following admission, external documentation is reviewed by the Student Support Team and individualized baseline assessments are conducted. Following this, a Student Support Plan (SSP) is written in order to communicate the student's learning profile to their teachers and how best to accommodate the student within their classes as well as any individual or small group support that may be needed. Examples of accommodations include but are not limited to the following: less distracting environment for assessments, extended time, breaks throughout the day, use of technology.

Additional information: The Student Support Team at The Ancona School believes that there is no "one size fits all approach" to student support. Therefore, support is unique to each individual child.

The Student Support Team is available to help support teachers and parents when a diagnostic evaluation is completed and work together to appropriately prioritize accommodations and recommendations. Additionally the Student Support Team consults with teachers and parents/guardians when learning or social/emotional concerns emerge to find the right support.

School website: Anconaschool.org/student-support

Program name: Student Support Team

Program personnel:

Tony Gleason, Director of Student and Family Services

Rachel Bomher, Middle School Learning Specialist
Meagan Harlow, Primary School Learning Specialist

Program contact:

Melanie Ahmad, Director of Admissions, mahmad@anconaschool.org

Tony Gleason, Director of Student and Family Services, tgleason@anconaschool.org

Avery Coonley School

Program information: The Avery Coonley School is an independent day school serving children in Preschool-Group 8. For students entering Kindergarten - Group 8, we provide a learning environment that meets the needs of academically bright and gifted children who:

- Are motivated to learn.
- Have demonstrated the potential for scholastic achievement.
- Master concepts quickly and learn at a fast pace.
- Have endurance for a full-day structured program.

Documentation requirements: We require updated documentation that identifies a learning difference. This might be in the form of a neuropsychological evaluation that states the diagnosis and academic recommendations, current 504 plan or IEP. Our school team will then review the suggested accommodations and decide which, if any, are necessary for your child to access the curriculum and expectations set forth by The Avery Coonley School. Documentation of a learning or attentional difference should be updated every three years to ensure compliance with ACT and college admissions standards. While this process can be overwhelming at times, we serve as liaisons between home and school. We aim to help parents understand and address their children's challenges, provide outside referrals for testing, tutoring, and counseling as needed.

Academic accommodations: The Avery Coonley School seeks to accommodate students with documented learning challenges while maintaining programmatic curricular integrity and rigor. In most cases, ACS will not be able to implement all accommodations included in an IEP or 504 plan, and this will be discussed with families prior to admission. In order to receive accommodations, a complete copy of an updated neuropsychological evaluation, IEP or 504 plan must be shared with the school. The most commonly provided accommodations include extended time on assessments, preferential seating, and the use of a computer to compose essays.

Additional information: Our faculty and staff have embedded social/emotional support within our universal environments, so that all students are authentically taught problem-solving strategies and vocabulary that support the development of healthy pro-social skills. We expect that as students age, their social/emotional skills develop at a rate that allows them to keep up with the academic rigor and intensity. We join with all families to support their student(s) as they navigate through the growing pains of emotional/social development.

For students with greater social/emotional needs, we coordinate communication with their family and outside clinicians to better understand their challenges, brainstorm with teachers ways to support those challenges in our environment, and check-in with the student to ensure their voice is

part of the process.

School website: Averycoonley.org

Program name: Student Services

Program personnel:

Gwen Cooper, Middle School Head

Lisa Wiltz, Lower School Head

Angel Van Howe, Gifted Coordinator and Social Emotional Facilitator

Meghan McCarthy, Social Worker

Program contact:

Gwen Cooper, Middle School Head

Lisa Wiltz, Lower School Head

Angel Van Howe, Gifted Coordinator and Social Emotional Facilitator

Meghan McCarthy, Social Worker

Baker Demonstration School

Program information: Baker Demonstration School is Chicago's North Shore's leader in pre-kindergarten through eighth-grade progressive education. Baker employs an incredible student support staff to provide enhanced support to make sure every child's unique needs are met. A licensed clinical social worker provides counseling to children and families when appropriate and connects families with resources to support a thriving home environment. In addition to a social worker, Baker employs two learning specialists - one for grades 1-5, and one for our Middle School, grades 6-8. The school's learning specialists help identify the complex challenges that lead to children struggling academically, and intervene to provide students with the time, relationships and resources they need to overcome those challenges. They also work closely with Baker faculty and staff who work daily to help children thrive, from the teachers to our social worker to our head of school.

Documentation requirements: Baker students who receive academic and executive functioning support have met 3-4 of the following Student Services criteria:

1. Screening/benchmark data (AIMSweb, MAP, SEL Behavior Data Form)
2. Teacher input
3. Outside evaluations and parent concerns
4. Student Services observations and input
5. Resources available within the department
6. School-wide social/emotional support is provided by the Social Worker either in one-on-one or small group sessions. This support is based on evaluation documentation, school based assessments and teacher referrals.

Academic accommodations: Accommodations and modifications vary based on each student's needs. They are implemented based on teacher observations of the students' needs and

recommendations of private evaluations. Academic accommodations could include work modification, extended time on tests and assignments and access to assistive technology.

Additional information: Learning Specialists analyze and interpret benchmarking and progress monitoring data. Learning Specialists also review, revise and implement accommodation and support plans with teachers, parents and staff.

School website: Bakerdemschool.org

Program name: Student Services Department

Program personnel:

Lauren Librando, Learning Specialist for Grades 1-5 and Student Services Coordinator
Colin Meyer, Learning Specialist for Middle School
Cynthia Eudy, LCSW

Program contact:

Denise Boswell

Taylor Evans

admissions@bakerdemschool.org

Lauren Librando, Learning Specialist for Grades 1-5 and Student Services Coordinator

llibrando@bakerdemschool.org

Bernard Zell Anshe Emet Day School

Program information: Bernard Zell Anshe Emet Day School is an independent Jewish day school servicing children in nursery through eighth grade. Bernard Zell features a multidisciplinary, layered curriculum of general studies and Jewish studies that builds on each previous year's learning, an approach that cultivates confidence, creativity, leadership and empathy. The Student Services department works in partnership with families to support student development throughout their school experience. We collaborate to identify and address academic and social-emotional needs in a meaningful and comprehensive way. The student services team focuses on identification of students with diverse needs, consultative and direct services, collaboration with school, home, and private providers, and implementation of strategic programs to support student development. For our youngest learners, in Senior Kindergarten through Second grade, we offer small group sessions with targeted, research-based interventions and regular progress monitoring. As students progress through Lower School, we offer a combination of targeted small-group interventions and support within the classroom setting. In Middle School, our specialists support students with accessing the curriculum within the classrooms. Our learning specialists give direct support in reading, writing, math, and executive functioning skills.

Documentation requirements:

At Bernard Zell we utilize a variety of information to assist us in determining how students are meeting the grade level academic expectations and how social, behavioral, and/or emotional needs have an impact on learning. In Early Childhood and Lower School support is determined through

a combination of universal screeners, classroom-based assessments, anecdotal and observational data, and formal diagnostic documentation from private providers. In Middle School, targeted support is typically provided based on formal diagnostic criteria combined with school-based data and anecdotal information.

Academic accommodations: Once it is determined that students qualify for formal accommodations, the Bernard Zell team will meet with families and private providers to collaborate about what services can be provided by the teachers and specialists at Bernard Zell. A plan will be developed which outlines the supports (related to academic or social emotional/behavior needs) and each team member's role in implementing strategies, accommodations, consultations, and direct services. The Student Services team creates a document, called Learning Profile, which outlines direct services and accommodations as determined by the team. This becomes a working document that lays out the child's strengths, identified learning style & needs, classroom and testing accommodations, the type of school support and provider and is shared with the classroom teams. The learning specialist and/or social worker monitors and reviews the Learning Profile throughout the year and shares it with the relevant professional faculty. Together, the team reviews the Learning Profile quarterly and it is updated at a minimum annually, or when new information is received, to reflect the current needs of the student. The Learning Profile is shared with families after the team has met for the staffing and collectively determined a plan of support. In addition, the student services team works closely with students and families to help transfer accommodations needed for the transition to high school.

Additional information:

The student services team works closely with students, teachers, parents, and private providers. The team provides direct support and consultation to students and teachers within the school day. We are able to provide resources for families to seek diagnostic evaluations and/or private therapies or other relevant services. Our aim is to offer a comprehensive support plan through a strong home-school partnership.

School website: <https://www.bernardzell.org/>

Program name: Student Services Department

Program personnel: Director of Student Services- Lauren El-Mofty

Program contact:

Director of Student Services- Lauren El-Mofty lmofty@bernardzell.org

Director of Admissions- Rebecca Frazin-Chan rfrazinchan@bernardzell.org

Brickton Montessori School

Program information: Brickton Montessori is an independent, not-for-profit school on the northwest side of Chicago that enrolls children from age 3 months through 8th grade.

We deliver quality Montessori education through continued inspirational teaching, a focused curriculum and sustained operational excellence. We believe that each child is unique and endowed with great potential. We believe in nurturing the heart of the child and challenging the intellect. We believe in an individualized Montessori curriculum designed to meet the needs of each child and promote self-motivation. We believe that the community of the child, parent, and educator is the foundation of the school's success.

The Coordinator of Diverse Learning and Resource Team provide support to students at all levels with learning, attention, social/emotional and executive function challenges. The Learning Resource Team supports students with diagnosed learning differences and/or notable academic challenges. The Coordinator of Diverse Learning provides direct and timely specialist assistance to students who have additional learning and support needs, thereby promoting a culture of inclusivity where all students have the opportunity to achieve their potential. Support is provided in a one-on-one pull out or push in setting.

In collaboration with teachers and the Resource Team, the Coordinator of Diverse Learning provides the tools students need to be academically successful, while helping to remove obstacles that may interfere with the ability to work to their full potential and ensures all students have access to meaningful and effective learning opportunities.

Documentation Requirements: One-on-one support is provided based on an evaluation including documentation of a learning difference. Each child's needs are also determined through conversation with parents and classroom teachers. Once the needs are identified, a plan is created which may include support through the Coordinator of Diverse Learning and/or private specialists. Students identified as needing additional support may be referred for an outside evaluation for areas of concern (learning, speech/language, occupational therapy) and/or private tutoring with a qualified learning specialist or therapist (speech/language, occupational therapy). Some sessions with private specialists may take place onsite during the school day, as schedules allow.

Academic Accommodations: Brickton Montessori accommodates students with learning challenges while maintaining the Montessori curriculum. Formal accommodations are provided based on a current evaluation conducted by a qualified and licensed provider. Examples of accommodations could include: extended time on tests, use of assistive technology, preferential seating, a note taker, tests taking orally and/or in a separate environment, or others as deemed appropriate by the Resource Team.

Additional Information: The Coordinator of Diverse Learning collaborates with teachers and staff to ensure effective differentiation for all students including Gifted and Talented, Special Needs, and ELL, thus supporting the teachers' abilities to address the unique strengths and needs of all learners in the school community. The CDL is also available to help interpret and read evaluations and reports from outside professionals.

School website: Brickton.org

Catherine Cook School

Program information: The mission of Catherine Cook School's Student Support Services (SSS) Team is to provide academic support that assists students in reaching their academic and developmental potential. Catherine Cook promotes a nurturing community where students become self-aware, independent learners who maximize their unique talents. The SSS team consists of one learning specialist per division, a Wilson certified clinical tutor, and Early Childhood/Lower School and Middle School counselors.

At each level, learning specialists work as case managers who interpret neuropsychological testing, write learning profiles, and communicate with teachers about identified student needs and accommodations. Learning specialists collaborate with teachers to evaluate student needs and differentiate instruction, conduct observations to collect data on learning behaviors and academic goals, and assess students to determine skill level. In addition, the learning specialist pushes into classrooms to encourage and monitor the generalization of skills learned in small group sessions. The team provides referrals to outside tutors, evaluators, and specialists as needed.

Early Childhood: The learning specialist provides small and whole group instruction in phonemic awareness, phonics, fluency, writing, and comprehension to students who benefit from additional practice in literacy. Lessons align with and support the classroom curriculum.

Lower School: The lower school learning specialist provides small group intervention in reading, writing, and math in addition to occasional push-in support for Research Workshop or book clubs. The learning specialist also assists with division-wide benchmark reading assessments twice a year.

Middle School: Learning specialists provide push-in support primarily in math and humanities and provide small-group instruction within or from math and humanities classrooms. Additionally, the learning specialist provides executive functions support in the way of planners, organization of materials, binder checks, and school check-out. Middle school learning specialists also prepare referrals to the Chicago Public School City-wide Assessment Team to secure IEPs or 504 Plans for students applying to CPS high schools.

Clinical Tutorial: This one-to-one fee-based tutorial service operates within the school day and serves students identified with a Specific Learning Disorder with impairments in reading or written expression as identified by a psychoeducational evaluation. Students receive Wilson reading intervention in 50-minute sessions and are typically exempted from world language to receive tutoring.

Documentation requirements and Academic Accommodations: With the exception of enrollment in the Clinical Tutorial and standardized testing accommodations, which require a psychoeducational evaluation or an IEP/504 Plan, all students receive classroom accommodations as deemed helpful. Typical accommodations may include preferential seating, access to

audiobooks, extended time, frequent check-ins, small group testing for class assessments (unit tests only) in math.

Additional Information: In the Early Childhood division, students are screened for speech and occupational therapy services. Outside speech and occupational therapists provide services during the school day.

School website: Catherinecoopschool.org

Program name: Student Support Services (SSS)

Program personnel:

Elyse Adamo, Early Childhood Learning Specialist
Cassie Lueken, Lower School Learning Specialist
Christie Duffy, Middle School Learning Specialist
Anne Russell, Middle School Learning Specialist, and Clinical Tutor

Program contact:

Ms. Motoko L. Maegawa, Director of Diversity, Equity, and Inclusion,
mmaegawa@ccoopschool.org, 312-266-3381

Chiaravalle Montessori School

Program information: Part of Chiaravalle's mission is to promote a culture of inclusiveness, and a diversity of learners enriches our community. The Learning Resources department collaborates with parents/caregivers and teachers to meet the needs of individual children while building students' independence and self-advocacy skills.

Montessori classrooms allow for many universal supports including multi-sensory learning, social-emotional curriculum, the opportunity for students to make choices about how they will demonstrate their knowledge, and student input on when work will be completed. The teachers focus on mastery learning, with students revisiting lessons over time in order to build skills and understanding.

If a student has difficulty making progress in the classroom, the Learning Resources department leads a problem solving team to identify a child's strengths and challenges and to target the skills that a child needs to further develop. As part of this plan, the Learning Resources team may offer short- or long-term interventions in academic or social-emotional areas. Learning Resources may also work with teachers to implement accommodations or modifications. Whenever possible, Chiaravalle faculty and the Learning Resources department provide the support needed, but we also refer to private specialists to supplement the services available at the school.

Documentation requirements: As part of the application process, parents/caregivers are required to submit any formal documentation related to supports, services, accommodations, and diagnoses, including written reports from evaluations, IEPs (or equivalent), and 504s (or

equivalents).

Academic accommodations: Typical accommodations include alternative seating like yoga balls or wobble stools, access to noise buffering headphones, daily check-in/check-out, access to technology like audiobooks or a computer to generate writing, text-to-speech features on standardized tests.

Additional information: The services available each year vary based on the needs of the students currently enrolled. Chiaravalle does not provide specialized therapeutic services (e.g., counseling, social work, occupational, speech-language). Chiaravalle does not provide one-to-one aids in the classroom.

School website: Chiaravalle.org

Program name: Learning Resources Department

Program personnel:

Rosana Amato, Early Childhood Learning Resources Coordinator
Cynthia Rawson, Elementary/Middle School Learning Resources Coordinator
Sarah Rouleau, School Psychologist
Mariah Taylor, Learning Specialist and ELL teacher
Francesca Tappi, Learning Resources Teacher

Program contact:

Tiffany Jorgensen, Director of Admissions

The Chicago Waldorf School

Program information: The Chicago Waldorf School Kindergarten through Eighth Grade curriculum provides strong foundations for the development of academic and social-emotional health in preparation for high school and beyond. Our dynamic and inclusive curriculum aims to meet the diverse and changing needs of our students. We offer a wide range of educational accommodations, while maintaining rigorous standards that ensure the integrity of our rich curriculum. As CWS students mature, they are gradually and increasingly encouraged to practice self-advocacy and develop agency to gain independence in managing their needs as they arise. The faculty and staff provide a safe atmosphere; we offer supports where needed, combined with encouragement to engage in their own learning through trial, error, and perseverance - all essential qualities for successful living in this modern world.

CWS Learning Support recognizes and values the unique gifts and challenges that each student brings to the school community, which may be observed in their time at CWS through their:

- academic, physical and emotional development,
- personal interests,
- temperament and social-emotional health,

- natural and maturing talents,
- attainment of skills,
- capacity for self-advocacy and agency, and
- general approach to life and learning.

CWS learning support works by building a circle of care and support around a student that includes collaboration between parent(s)/guardian(s), faculty, counselor and learning support teachers to best identify and meet academic and social development. Support starts at the very foundations of learning with integrative movement/activity in early childhood, kindergarten, into the grades and middle school, working in classrooms as well as small group and individual sessions, paired with academic and social-emotional support throughout.

CWS offerings include:

Kindergarten-Grade 8

- Integrative movement for classroom, small group and/or individual sessions.
- Counseling is available for crisis intervention, whole class conflict resolution + restorative measures, individual school-based strategies that support accessibility, mental health & healthy behavior awareness, contribution to individual learning profile process/plans, and referrals for outside services.
- Kindergarten
 - Sensory-motor screening for grade 1 entry or as needed.
- Grade School
 - Informal auditory discrimination screening--grade 1.
 - Reading readiness screening--grade 2.
 - Sensory-motor screening--grade 2.
 - Individual/small group support for mathematics and reading
- Middle School:
 - Individual learning profiles + classroom accommodations for Kindergarten – Grade 8.
 - IOWA Test of Basic Skills (ITBS) for math and language arts in grades 6 and 7.

Our unique curriculum supports the education and development of self-directed, resilient students, eager to pursue a lifetime of learning that positively contributes towards an inclusive, diverse and equitable environment where children feel supported as they mature.

Documentation requirements: CWS offers an individual learning profile that includes academic accommodations for students with documented learning challenges as described in a neuropsychological or psychoeducational evaluation, current IEP or 504, evaluations and recommendations from specific providers (therapists, speech, OT, etc.), or an individual learning plan from a previous school. Accommodations for students without such documentation are addressed on an ad hoc basis. To ensure compliance with formal testing and assessment standards, documentation of a need for an academic or testing accommodation by a qualified professional is recommended.

Academic accommodations: Individual learning profiles (ILPs) are created by Learning Support in conjunction with CWS faculty, parent(s)/guardian(s) and others who may include the counselor, support teacher and/or learning specialists. As they mature, middle school students participate in the process of generating their ILPs to support development of self-advocacy and agency. Summaries from all teachers, along with recommendations of the student's outside service providers (private tutors, executive function coaches, therapists, doctors, evaluators, etc.) are considered. Student ILPs are accessible to faculty and parents with opportunity for regular check-ins at the start and end of the school year, parent teacher conferences, or more often as needed, regarding efficacy of goals and accommodations.

The ILP serves as documentation for in-school and standardized testing accommodations. All accommodations recommended in an IEP or 504 plan that can be implemented are discussed with the student and parent(s)/guardian(s) prior to admission. The most frequently provided accommodations include: extended time on tests, quizzes, and assignments, 1:1 check in for understanding of instructions, visual aids at the desk, alternate note-taking solutions during classes or access to others' notes, preferential seating, encouragement of self-advocacy, and executive function supports like regular check-ins for organization of assignments and projects, breaking down large projects into manageable steps, and assigned in-school study support for up to four (4) days per week.

Additional information: The parent(s)/guardian(s) are involved in all aspects of the support process, from the review of strengths and challenges through regular check-ins for observations of the student's school experience. Faculty and learning support staff work together to create goals and accommodations that create opportunities for growth and development in specific areas of challenge.

The Learning Support staff lead faculty reviews regarding students who might benefit from additional faculty attention (called a "child study") that include parent contributions of child's history and observations from home. These reviews help to bring about a more deeply considered picture of the student by presenting gifts and challenges to discover creative ways to offer individualized support across the curriculum.

CWS Learning Support maintains resources for referrals for students and their parent(s)/guardian(s) for outside evaluators to offer guidance in finding needed support services. The Learning Support team can assist in interpreting diagnostic data for students, parent(s)/guardian(s) and faculty members, along with a developmental picture of the student to provide perspective and a deeper understanding of the educational path for a student with a diverse learning style.

School website: Chicagowaldorf.org

Program name: Chicago Waldorf School Learning Support

Program personnel:

Jude Gonzales, M.S.W. Director of Counseling Services

Kris Boshell, M.A. Learning Support

Margaret McGuire, M.A. Reading Support

Learning Specialist--lower school

Learning Specialist--upper school

Andrea Shaffer, Faculty Director

Program contact:

Andrea Shaffer, Faculty Director

Elgin Academy/PEAK on the Hilltop at Elgin Academy

Program Information: Elgin Academy seeks to serve all admitted students well. Through our Personalized Learning program, we work in partnership with students, faculty, and families to create a supportive environment so that each student can achieve success. A major goal of this process is to empower students to advocate for themselves at Elgin Academy, in college, and beyond.

PEAK on the Hilltop at Elgin Academy - New for the 2022-2023 school year, PEAK provides students with average/above average intelligence who are diagnosed with dyslexia, dysgraphia, and dyscalculia multisensory instruction embedded in a whole-school environment. We have designed this immersive program to meet the needs of students with a primary diagnosis of a language-based learning difference by providing instruction utilizing the Orton-Gillingham Approach delivered by specially trained and credentialed teachers and specialists.

Documentation Requirements: Upon matriculation into Elgin Academy, we review current IEP and/or 504 plan paperwork for students transferring from other schools. After reviewing all pertinent documents and speaking with the student and family, we create a plan that may include accommodations as well as other suggested learning structures. In the Upper School, we look for documentation that aligns with what is required by the two major standardized testing services: the College Board and the ACT organization. Typically, this results in the need for an evaluation summary completed by an outside professional.

PEAK on the Hilltop at Elgin Academy: Admission to PEAK is based on students' cognitive ability as determined by a psychologist using a Full-Scale Intelligence Quotient measure as well as a comprehensive psychological educational evaluation completed by a licensed psychologist within the past two years of the application date, with a primary diagnosis of a language-based learning difference.

Academic Accommodations: Elgin Academy: Typical accommodations include extended time for assessments (+50% is most common), and assessments taken in a smaller setting. We have also approved accommodations such as enlarged print or no scantron sheets for students with vision

impairments.

PEAK on the Hilltop at Elgin Academy: Accommodations at PEAK are embedded in the daily teaching instruction.

Elgin Academy

School website: Elginacademy.org

Program Name: Personalized Learning

Program Personnel:

Doug Sept, Assistant Head of School for Academic Affairs

Helen Elayan, Director of Personalized Learning and School Counselor

Amy Criswell, Early Childhood/Lower School Director and PEAK Director

Program Contact:

Bonita Goist, Director of Admissions

bgoist@elginacademy.org

PEAK on the Hilltop at Elgin Academy

School website: Elginacademy.org/peak-overview

Program Name: PEAK on the Hilltop

Program Personnel:

Helen Elayan, Director of Personalized Learning and School Counselor

Amy Criswell, Early Childhood/Lower School Director and PEAK Director

Program Contact:

Bonita Goist, Director of Admissions, bgoist@elginacademy.org

Amy Criswell, Early Childhood/Lower School Director and PEAK Director,

acriswell@elginacademy.org

Frances Xavier Warde School

Program information: Frances Xavier Warde School is comprised of 2 campuses. Pre-K through 3rd at Old St. Patrick's and 4th through 8th at Holy Name. The Frances Xavier Warde School is a Catholic elementary school in downtown Chicago that provides an academically excellent, values-oriented education to students of all ethnic, religious, cultural and socio-economic backgrounds in a child-centered urban environment. As a keystone of its diverse community, The School provides need-based scholarships to 30 percent of its students, partners with its families, nurtures faith development for its Catholic students, and engages all students to learn about and respect other faith traditions. FXW follows a rigorous curriculum that enables students to grow, clarify their values, and develop decision-making skills and a sense of responsibility for themselves and the world they will inherit.

Documentation requirements: Frances Xavier Warde requires an updated Neuropsychological evaluation stating a diagnosis and classroom recommendations. This is generally updated every three years from the date of last testing. 504 and IEPs are obtained on a case by case basis.

Academic accommodations: Academic accommodations are granted, based on the results and recommendations by the Neuropsychologist. We offer an array of accommodations; the following are the most common: extended time, preferential seating, and separate classroom for testing. 5th through 8th grades also have an executive functioning class available that takes the place of a language (Spanish or French).

Additional information: The Student Support Team is a team of individuals, including the parent that make all decisions on what is best for the student. When testing is initially complete and feedback is given from the clinical psychologist, intake meetings are held and maintained yearly.

School website: [Fwx.org](http://fxw.org)

Program name: n/a

Program personnel: Tiara Damper, Assistant Principal of Student Support

Program contact: Tiara Damper, dampert@fxw.org, 312-268-2550

Francis W. Parker School

Program information: Parker's Learning Resources Department supports 1st - 12th grade students with learning differences and some social emotional needs. When a student is admitted into JK - 8th and documentation is provided to us regarding a student's learning needs, our LR staff reviews the documentation. The LR teachers communicate the student's learning profile to their teachers and how best to accommodate the student within their classes. LR teachers review all recommendations made by a diagnostician, however; not all recommendations can be met within our building. The LR teachers serve students in a variety of ways. Most students work in small groups within a resource classroom or are supported in their homeroom class. The time in LR varies for each student but can range from daily check ins to weekly sessions. We encourage students to become active, independent learners by helping them understand and communicate their learning needs, as well as teaching them strategies that will work best for them.

Documentation requirements: Please refer to the LMAIS Resource Guide documentation suggestions/requirements.

Testing Accommodations: Typical accommodations include extended time on assessments (+50% is most common), and assessments taken in a smaller group setting, tests read aloud as needed, computer as needed, and the option to mark answers in a test booklet.

Additional information: Serving as a liaison between home and school, we aim to help parents understand and address their children's challenges, providing outside referrals for testing, tutoring, and counseling as needed. Our aim is to assist parents/guardians through the assessment process (usually every three years), and to help with the interpretation of diagnostic data. We work hand-in-hand with our counseling department to help our parents/guardians set realistic expectations, make recommendations, and other referrals as needed.

School website: [Fwparker.org/page/academics/learning-resources](http://fwparker.org/page/academics/learning-resources)

Program name: Learning Resources Department

Program Personnel:

Two Lower/Intermediate School Learning Specialists; Three Intermediate/Middle School Learning Specialists; Two Upper School Learning Specialists

Program Contact:

Karen Fisher, Director of Admissions, Admissions@fwparker.org, 773-797-5107

Hyde Park Day School

Program information: Hyde Park Day School is a specialized school for bright students with learning disabilities. All HPDS students have a diagnosis of a learning disability, average-to-superior intellect, and do not have behavioral or social-emotional challenges. HPDS is not equipped to work with students who have a diagnosis on the autism spectrum. Our mission is to provide students with the academic skills, strategies, self-understanding, and advocacy skills necessary to make a successful transition to a mainstream educational environment. HPDS is a welcoming and nurturing environment where students realize their innate potential. Students learn how their brains work and are given the tools to unlock their individual learning styles. All students receive individualized instruction in a small group setting with no more than 5 students working with one teacher. Additionally, all students receive the benefit of speech-language therapy, social work, and occupational therapy as clinicians deliver instruction in the classroom in conjunction with the classroom teachers. Students with documented needs can qualify for additional pull-out services in these areas. This integrated model of support allows students ample opportunities to practice and implement skills and strategies. Teachers and clinicians collaborate to craft an individualized learning plan; a specific set of interventions and goals, based on each child's unique neurocognitive processing strengths and challenges. Teachers and clinicians monitor progress closely to determine when a child's academic skills, advocacy skills, and study and organization skills have developed to the point where the child is well-positioned to transition and excel in a mainstream educational environment.

Documentation requirements: All students who apply for the full-day program must have a neuropsychological evaluation documenting the presence of a learning disability and average-to-above average IQ.

Academic accommodations: Hyde Park's small class sizes allow teachers to individually support

each student's learning style. Accommodations and modifications are evaluated based on each student's learning needs.

School website: Hydeparkday.org

Admissions: Jessica Phelan, jphelan@hydeparkday.org

Lake Forest Country Day School

Program information: The Student Support Department believes in providing instruction and support that enables students to achieve at their greatest potential. Our goal is to meet students' individual needs and bridge the gap between current functioning and potential. Learning Specialists provide individualized instruction by helping students develop strong compensatory skills while maintaining an appropriate level of academic rigor. Communication between classroom teachers, private providers, and parents is essential in our effort to meet our students' needs. We strive to help students become passionate about learning given academic and social-emotional challenges.

The Department is comprised of learning specialists, a speech and language pathologist, and school counselors. The team provides services for students ages 2 through 8th grade with identified specific learning disabilities, social-emotional needs, executive functioning challenges, ADHD, and/or speech and language deficits. Support is provided in one-to-one and small group settings. The student's individual needs are addressed through evidence-based intervention.

Documentation requirements: A neuropsychological evaluation is required to receive one-to-one learning development support. A speech and language evaluation is required to receive individualized speech and language therapy. Teacher referrals and school assessments are used to determine small group intervention and social-emotional support. The team creates individualized education plans based on each child's neuropsychological and/or speech and language evaluation.

Academic accommodations: Formal accommodations are offered to Lower and Upper School students. Examples of accommodations include extended time on tests, use of computer, use of calculator, copy of class notes, and reader for classroom and standardized tests.

Additional information: We are committed to implementing best practices to support students' individual needs and empower them with strategies to be successful. We refer families to outside evaluators when needed, interpret diagnostic results, and maintain ongoing communication with parents, teachers, counselors, and outside professionals.

School website: Lfcds.org

Program name: Student Support Department

Program personnel:

Robin Baasen, Director of Student Support

Becky Friedlander, Coordinator of Learning Development
Kristina Buschle, Lower and Upper School Learning Specialist
Amy Klein, Upper and Lower School Learning Specialist
Emily Montgomery, Speech and Language Pathologist
Adrienne Eynon, Lower School Counselor
Lindsay Williams, Upper School Counselor

Program contact:

Alex Sheridan, Director of Enrollment, Marketing, and Financial Aid, alex.sheridan@lfcds.org,
(847) 615-6118

Lisa Horstmann, Associate Director of Enrollment and Financial Aid, lisa.horstmann@lfcds.org,
(847) 615-6188

Latin School of Chicago

Program information: Latin School of Chicago provides its students with a rigorous and innovative educational program in a community that embraces a diversity of people, cultures and ideas. The Learning Resource program supports students with diagnosed learning differences and/or notable academic challenges using high-quality research-based educational interventions or supports to foster the development of essential skills needed to learn and demonstrate progress. In the Lower School, learning specialists provide support, in either a one-on-one or small group setting, addressing specific foundational skills and/or supporting the curriculum; students also receive support developing executive functioning and self-advocacy skills. In the Middle School, learning specialists provide support in a small group setting, addressing academic skills and content through the curriculum; students also receive support developing executive functioning and self-advocacy skills.

Documentation requirements: In the Lower School, one-on-one support is provided based on an evaluation including documentation of a learning difference; small group support is provided based on school based assessments and teacher referral. In the Middle School, small group support is provided based on formal documentation of a learning difference or teacher referral due to challenges with academic performance.

Academic accommodations: The Lower and Middle Schools seek to accommodate students with learning challenges while maintaining the Latin School curriculum. Formal accommodations are provided based on a current evaluation conducted by a qualified and licensed provider. Examples of accommodations could include: extended time on tests, use of technology, preferential seating or others as deemed appropriate by the academic support team.

Additional information: Learning specialists are available to help interpret diagnostic data for faculty members and parents. Additionally, learning specialists consult with teachers and parents/guardians regarding students without outside evaluations and refer parents/guardians to outside specialists when additional support is appropriate.

School website: [Latinschool.org/academics/student-support](https://latinschool.org/academics/student-support)

Program name: Lower School Learning Resources; Middle School Learning Resources

Program personnel:

Lara Frohlich, Lower School Learning Specialist
Ashley Gilsky, Middle School Learning Specialist
Patrick Huett, Math Specialist
Emi Potter, Middle School Learning Specialist=
Mary Quirarte, Lower School Learning Specialist
Jennifer Reese, Reading Specialist
Koren Zelek, Lower School Learning Specialist

Program contact:

Office of Enrollment Management and Financial Aid, admissions@latinschool.org, 312-582-6060

Lycée Français de Chicago

Program information: The Student Services Department (SSD) of the Lycée supports the success of students in PK-12th grade. The student services team at the primary level includes the learning specialists (one French, one English), the reading specialist, and the school counselor. The student services team at the middle school level (grades 6-8) includes one counselor and one learning specialist. The middle school team also supports the students at the high school level. These teams of specialists collaborate with parents and teachers to identify and support students in need of services and to provide accommodations when needed. The SSD supports students inside and outside of the classroom depending on the student's needs.

Documentation requirements: Please refer to the LMAIS Resource Guide for documentation suggestions/requirements.

Academic accommodations: Most accommodations from diagnostic testing are considered and implemented, when possible. Accommodations can include extended time (33-50%), breaks during testing, small group testing when possible, preferential seating, use of audiobooks, computer use for assignments/exams, calculator use on assessments, executive functioning and study skills support.

Additional information: The Student Services Department serves as a support to students, staff and families. The specialists maintain an updated referral list for outside evaluators and tutors as well as facilitate meetings between outside specialists, families and the school when needed. The SSD can help to interpret diagnostic data and communicate accommodation needs to students, faculty and families as well as serve as a liaison between school and home.

School website: Lyceechicago.org

Program name: Student Services Department (SSD)

Program personnel:

Primary School (PK-5):

One French Learning Specialist

One English Learning Specialist

One Reading Specialist

One Counselor

Upper School (6-12):

One Learning Specialist

One Counselor

Program contact:

Director of Admissions, admissions@lyceechicago.org, 773-665-0066 x201

Morgan Park Academy

Program information: Morgan Park Academy's Student Support Team supports the success of PK–12th grade students. Through monthly meetings and teacher referrals, we address academic, social/emotional, behavioral, and physical issues that students may be encountering. Upon acceptance to Morgan Park Academy and at the beginning of each school year, the Student Support Team, along with the division principal, reviews the suggested accommodations for those students with a current, professional evaluation. From those recommendations, an individual Learning Accommodation plan is devised, implemented, and reviewed yearly. In addition, we offer families an opportunity to meet with the student's teachers at the beginning of the school year, providing a platform to best understand the student's unique learning style and needs. We realize that differences exist and our goal is to facilitate school success for all of our students.

Documentation requirements: Morgan Park Academy requires an updated (no older than 3 years) Neuropsychological evaluation stating a diagnosis and classroom recommendations. Please refer to the LMAIS Resource Guide for specific testing requirements. We look for documentation that aligns with what is required by the two major standardized testing services: College Board and ACT.

Academic accommodations: Accommodations are granted, based on the results and recommendations of a professional evaluation by a Neuropsychologist. Currently, MPA offers the following accommodations: extended time on assessments, preferential seating, ability to audio record a classroom lesson (with permission from the teacher), and the use of larger font for testing.

Additional information: Morgan Park Academy has referrals for outside resources. Parents are responsible for the cost of these services. The Wellness Counselor assists students in their application for National Testing accommodations (PSAT, SAT, AP, and ACT).

School website: Morganparkacademy.org

Program name: Student Support Team

Program personnel:

Tom Drahozal, Upper School Principal
Heather Kurut, Middle and Lower School Principal
Jennifer Stec, Wellness Counselor
Nerissa Conley, Nurse
Jennifer Schmidt, Curriculum Director

Program contact:

Admissions Team: Allie Bowles abowles@morganparkacademy.org

Near North Montessori

Program information: Montessori teaching materials engage all the senses, important for students with distinct learning styles. Students learn by doing and are free to move about, an advantage for those who require a high-level of physical activity. Near North's uninterrupted work time and multi-age classrooms allow each child to learn at their own pace, without pressure to meet formal standards by a predetermined time. From an early age, we help all students see themselves as unique—with individual preferences, abilities, and challenges—which helps them form a confident identity to serve them for their entire educational journey. For students who may identify as needing additional support, we can achieve learning successes through a combination of learning intervention and social-emotional support tailored to a student's individual learning needs. Students who are identified as having learning or attention differences are given support according to the Multi-Tiered System of Supports (MTSS) model of student assistance. Our Learning Support Program Coordinator oversees the tracking of student progress and intervention, maintains communication between all service providers, teachers and parents and maintains records of all support provided. For students who present with identified learning differences, the Learning Support team can provide guidance and assistance to navigate the CPS evaluation process. If a student is found eligible for a CPS IEP or 504 Plan, NNMS provides academic and speech/language services through CPS approved vendors, as well as provides accommodations and modifications in the classroom and testing environment.

Documentation requirements: Previous school evaluations, standardized test scores, report cards, and support plans such as IEPs and 504s should be shared with the admissions team to ensure continuity and availability of support. In all grades, Tier 2 pull-out support is offered in small groups based on school-based assessments and teacher referral. This support is provided by one of the Learning Support teachers. Tier 3 academic support services are provided by a Learning Disability Specialist (LBS1) based on formal and informal assessments and data. Speech-Language (SLP) interventions and Occupational Therapy (OT) require a formal evaluation by a licensed clinical provider. The SLPs and OTs are able to complete screening, evaluations, and provide treatment to students who qualify. All Tier 3 services are billed directly to parents and are separate from NNM tuition. Speech-Language and Occupational Therapy services can be covered by most insurance.

Academic accommodations: Near North Montessori seeks to accommodate students with a

variety of learning styles and differences while maintaining the Montessori philosophy. Formal accommodations are provided based on a current neuropsychological evaluation conducted by a qualified and licensed provider. These may include extended time on tests or assignments, access to a calculator, scheduled breaks.

School website: Nnms.org

Program name: Learning Support & Student Wellness Program

Program personnel:

Cathy Price, Director of Student Health and Support Services

Caitlin Glassey, Learning Support Program Coordinator

Molly Streicher, Tier 2 Learning Support Teacher

Laura Troyer-Joy, Tier 2 Learning Support Teacher

Kathy Siavelis, Tier 3 Learning Specialist

Jessica Wacker, Tier 3 Learning Specialist and Speech-Language Pathologist

Jamie Fagerburg, Occupational Therapist

Program contact:

Vaneesha Pause, Director of Enrollment Management, admissions@nnms.org

North Park Elementary School

Program information: At North Park, we are dedicated to raising confident, self-reliant individuals, in partnership with families, while instilling a sense of curiosity, a passion for learning, and a commitment to having an impact on the broader community. Our rigorous academic curriculum is driven by student curiosity and built on small class sizes and collaborative, hands-on experiences. Extensive social-emotional and service learning programs support the academic curriculum and enable personal growth. Art, music, drama, world language, and athletics are central to the NPES experience.

The Learning Services Program at North Park is grounded in the belief that all students are capable and can be successful. We strive to accommodate students with diverse learning needs — social-emotional, behavioral, and academic— to encourage them to reach their highest potential. We value and employ a team approach in caring for the whole-child. Throughout a student's educational experience, from PK3 to 8th grade, we partner with families to understand and identify diverse learning needs. Once the needs are identified, we work with classroom teachers and outside providers (paid for by the parents) to develop and institute the appropriate learning plan, which includes instituting accommodations for success, monitoring progress, and providing opportunities for feedback.

The Learning Services Program may refer a student for a comprehensive evaluation (neuropsychological, speech, occupational therapy) or interventive support (tutoring) based on the specific learning need, challenge or difference. While North Park does not have learning specialists on staff who can work 1:1 with children, we understand that a student's academic, physical, or

social-emotional needs may require specialized support paid for by the parents and provided by professionals outside of our school, so we have designated spaces on campus for providers to work with a child during school hours. North Park is committed to working with families and the provider(s) in a respectful and transparent manner, and with a collaborative approach. Our faculty are encouraged to refer students to the Learning Services Program, are provided guidance in accommodating the varied learning styles of students within their classroom, and are expected to provide appropriate support as outlined by the Director of Learning Services. Faculty also utilize the Student Advocacy Team, composed of 6-8 faculty members, for problem solving and to explore opportunities for supporting students and families. Students are encouraged to understand their needs as learners and, when developmentally appropriate, advocate for themselves.

Students are admitted and retained at North Park if their diverse learning needs can be supported within our program. Many of our academic routines and practices allow for differentiation based on individual student needs and progress. The curriculum and teachers are responsive and adaptive based on student levels or needs as determined by ongoing assessments and observations. While we provide accommodations and differentiate instruction in the classroom, we are not able to modify the grade level expectations for individual students. In the rare case that a student might require more intensive or individualized support than we can provide, we work with families to find a more appropriate school placement.

When appropriate and/or at the request of the family, the Director of Learning Services seeks documentation through Chicago Public Schools for the student. Following assignment of an IEP or a 504 Plan, the Director of Learning Services coordinates any services provided via IDEA grant funding and necessary documentation to maintain compliance for IEP or 504 Plans.

Documentation requirements: As part of the admissions process and as a condition of enrollment, parents must make North Park personnel aware of any evaluations or diagnoses and provide consent annually for faculty, administration, and providers to communicate about the student on any issues they deem necessary. Any communication and/or documentation will be kept confidential in accordance with the Student Confidentiality Policy.

Following evaluation and determination of an eligible diagnosis, a Learning Service Profile (LSPF) is written and updated annually to serve as internal documentation of a student's strengths, areas for growth, diagnoses, and classroom accommodations as related to the diagnosis. The LSPF serves as an agreement between the student, their family, and North Park that accommodations will be provided.

Documentation of a learning difference requiring classroom accommodations should be updated every three years. These updates can include re-evaluation, confirmation from a medical provider, and/or progress records from a related service provider.

Please refer to the LMAIS Resource Guide section on Role of Documentation and Type of Diagnostic Information required for additional information.

Academic accommodations: Typical classroom accommodations include use of assistive technology, opportunities for mental and movement breaks, flexible and preferential seating, frequent check-ins, chunking and scaffolding of assignments, directions provided verbally and in written form, use of visual aids, extended time for assignments, and providing note-taking and organizational aids.

Typical testing accommodations included verbal directions, extended time, limits to distractions via small group or separate testing locations, word/formula banks, opportunity for oral reading of math assessments, use of assistive technology, movement breaks, and highlighting keywords and phrases.

Additional information: North Park Elementary School consists of one class per grade level preschool-eight. The preschool through third grade classrooms are staffed full time by a lead teacher and an associate teacher. The fourth and fifth grade classes are departmentalized (Humanities and STEM) and are staffed full time by the two lead teachers and a shared teacher associate. The teacher associates aid lead teachers in providing accommodations and allow for additional small group and individualized instruction to occur.

Sixth through eighth grade classes (middle school) are departmentalized (Language Arts, Math, Science, and Social Studies) and are staffed full time by a content specialist. The middle school classes (6-8, all content areas) share a full time teacher associate whose primary role is to support students who have been identified as needing additional learning support.

Co-curricular classes include a lead teacher (content specialist) and a teacher associate. Many co-curricular classes in preschool through second grade are also split into smaller groups to allow for additional student support.

School website: Npeschool.org

Program name: Learning Services Program

Program personnel:

Kim Smith, Director of Learning Services

Members of the Student Advocacy Team - 6-8 faculty

Program contact:

Kim Smith, Director of Learning Services, smith@npeschool.org

Anne Zagotta, Director of Admissions, npesadmissions@npeschool.org

North Shore Country Day School

Program information: North Shore's Learning and Reading Resources Department provides curricular and executive function support to students with learning challenges due to learning disabilities, attention issues, or emotional and psychological issues. Students can meet with the learning specialist for individualized support on either a short-term or long-term basis. Students

can be referred for support services through parents, teachers, advisors, psychologists or school administrators. North Shore charges a fee for these individualized services, for which financial aid is available. The learning specialists develop a formal learning plan for students with documented learning disabilities, or psychological or medical diagnoses. This describes the student's learning style, detailing strengths, and also identifying cognitive and academic weaknesses that interrupt his/her learning process. It includes an action plan for supporting the student individually and in the classroom. This plan also describes accommodations that the school will provide to the student.

In the Lower School, learning specialists assist with classroom instruction and provide executive functioning support. They engage students in additional reading and writing through special activities and programming, and help families navigate the evaluation process for the first time.

In the Middle School, in addition to individualized support, learning specialists also offer support in the classroom for students to develop executive function and academic skills. Learning Lab is a curriculum that the learning specialist teaches to all 6th grade students that focuses on developing executive function skills.

Documentation requirements: In the Lower School, support can be provided based on an evaluation including documentation of a learning difference or on school-based assessments and teacher referral. In the Middle School, support is provided based on formal documentation of a learning difference, or a psychological or medical diagnosis. Learning specialists develop an individual achievement plan that includes in-class support and reasonable and sustainable accommodations.

Academic accommodations: Accommodations for students who qualify can include extended time on assessments, small group testing, calculator use on assessments, computer use for essays, and preferential seating. Formal accommodations are provided based on a current (within three years) evaluation by a licensed diagnostician.

Additional information: The learning specialists conduct staffings on new students who experience learning challenges and may need support services, and they also help parents find diagnosticians if they want to have their student formally evaluated. Learning specialists work in conjunction with teachers, counselors, parents and the student to communicate about the student's learning profile and recommend classroom support and appropriate accommodations. Learning specialists provide support in the areas of organization, time management, executive function skills, study skills, written expression, reading and math skills.

School website: Nscds.org

Program name: Learning and Reading Resources

Program personnel:

Ceil Scanlan, Department Chair, cscanlan@nscds.org

1 full-time Middle School Learning Specialist
2 Part-time Middle School Learning Specialists
1 full-time Lower School Reading/Learning Specialist
1 full-time Lower School Learning Specialist
1 part-time Lower School Learning Specialist

Program contact:

Jason Giffen, Director of Admission and Financial Aid, jgiffen@nscds.org

Quest Academy

Program information: Quest Academy is a private and independent school for students ranging from preschool through 8th grade. Quest Academy provides a nurturing educational environment for gifted students by providing a challenging curriculum and fostering a love of learning.

Quest Academy values the importance of a well-rounded educational experience for gifted students. Our program is designed specifically for the gifted child and our faculty has the proper training to acknowledge, appreciate and accommodate the skills and traits associated with giftedness. Students are placed with age appropriate and like-minded peers, formulating thoughtful opinions.

We understand that the needs of each child are different from that of others. The curriculum is aligned with state and national standards without the constriction of grade-level constraints. Our “no-ceiling” approach allows students to grow at their own pace and our faculty can tailor the learning experience to the children in the classroom.

Students have outstanding gifts and talents, which can only be enhanced by good character. Quest Academy serves as a community of educators who teach, guide and exercise the valuable characteristics that encourage students to develop respect for self and others. Our Character Education program is part of the weekly curriculum across all grade levels and includes participation in service-learning projects in our local communities.

To learn more about our curriculum, please visit our website.

School website: Questacademy.org

Documentation requirements: The admissions process requires completion of the following steps: Inquiry Form, School Tour, Application, IQ Testing for Kindergarten through 8th grade placement, School Records, Teacher Recommendation forms and Student Visit Day experience. After completion of all steps, the application will be under review by the Admissions Team. Full Scale IQ score of 125 is the minimum requirement for admission. Preschool and Junior Kindergarten requires completion of all the Admission steps, with exception of IQ testing.

For more information on the Admissions process, please visit our website:
questacademy.org/admissions

Academic accommodations: Classroom sizes are kept small with no more than 17 students in each class. Lower School and Middle School ISLP accommodations are available upon review by our academic team.

Additional information: Grouping, cross grade work, and acceleration policies: In addition to the core academic subject areas, all students benefit from a full learning experience that includes instruction in Spanish, STEAM, CSAI, Art, Music, Drama, Character Education and Physical Education. Students follow a daily schedule where they travel with their grade level to each class. Students can be placed with other grade levels for Math and will remain with their same age peers for the remainder of their classes. Each grade has time to meet daily with their classmates outside the classroom walls during lunch and recess. Our students value this time to converse with their friends.

Independent study options: Our Middle School students have an option to select a flex subject or area of interest. We also offer various extracurriculars and clubs that students can join. This is a great way to meet new friends within the Quest community.

Parental Involvement: The Parent School Association (PSA) is managed by an elected Board to support parent and family social events throughout the school year. These events help build the close school family relationships, which have been described as a core component of Quest foundation.

Any other goals and objectives: Gifted children benefit from a robust and intentional Social Emotional Learning (SEL) program that is designed to provide them with the tools necessary to address perfectionism, self-control, healthy relationships, responsible decision-making and problem-solving strategies. Our teachers provide SEL lessons into their classrooms and we are committed to remain at the forefront of this initiative.

School website: Questacademy.org

Program personnel:

Jill Dreyer, Marketing and Admissions Manager, jill.dreyer@questacademy.org,
(847) 202-8035 x438

Jim Kaczowski, Director of Marketing & Enrollment, jim.kaczowski@questacademy.org, (847)
202-8035 x408

Amanda Davey, Director of Academics & Student Affairs, amanda.davey@questacademy.org,
(847) 202-8035

Brian Frank, Executive Director & Head of School, brian.frank@questacademy.org,
(847) 202-8035

Program contact:

Jill Dreyer, Marketing and Admissions Manager, jill.dreyer@questacademy.org,
(847) 202-8035 x438

Jim Kaczowski, Director of Marketing & Enrollment, jim.kaczowski@questacademy.org, (847) 202-8035 x408

Rogers Park Montessori School

Program information: Rogers Park Montessori School in Andersonville (RPMS) is an independent not-for-profit elementary school on the north side of Chicago that enrolls children from age 2 through 8th grade.

At RPMS, we believe all children carry within themselves the adults they will become, and we envision a world where a child's education allows that adult to emerge and grow. Montessori education is based upon the philosophy that we meet the child where they are in their learning.

The RPMS Learning Resource Team provides support to students at all levels with learning, attention, and executive functioning challenges. Each child's needs are determined through conversation with parents, teachers, and the Learning Resource Team. Once the needs are identified, a plan is created which may include support through the RPMS Learning Resource Team and/or private specialists. The plan and supports can develop organically over time based on various factors including academic progress and feedback from the student's support team.

RPMS Learning Resource Team support can look different at different levels but may include small group pull-out instruction, in-class instruction, or support in academic and/or organizational skills.

Students identified as needing additional support may be referred for an outside evaluation for areas of concern (learning, speech/language, occupational therapy) and/or private tutoring with a qualified learning specialist or therapist (speech/language, occupational therapy). Some sessions with private specialists may take place onsite during the school day, as schedules allow. Private specialists who work on site are contracted with the parents of individual students.

Students with identified learning differences and appropriate documentation receive academic accommodations as supported by the documentation and considered reasonable in our educational setting. Any adjustments to the academic program would be made through an interactive process between parents, the Program Director, Learning Specialist, teachers, the student when appropriate, and other support personnel.

School website: Rpms.org

Program Name: Learning Resources

Program Personnel:

Lila Yusen, Coordinator of Academic Supports

Vanessa Payton, Middle School Learning Specialist

Alexandra Lichtenfeld, Upper Elementary Learning Specialist

Michelle Starr, Lower Elementary Learning Specialist
Ashley Merced, Children's House Learning Specialist

School Contact:

Emily Tucker, Director of Admissions, etucker@rpms.org

Roycemore School

Program information: As Roycemore's Student Success Team, we embrace diversity in learning styles and understand individual needs. Over the years we have supported students in the areas of reading, writing, executive functioning, organization, and attention/focus. We work with students in a variety of ways such as one-on-one assistance, small pull-out groups, and push-in for classroom support. In the lower school, support is provided in an early-intervention and a response-to-intervention format. In the middle and upper schools, one-on-one support is scheduled in advance with families and is offered for an additional service fee, while the other areas of support are provided as part of our program. We develop curriculum and support teachers in the areas of advancement, enrichment, accommodations, and modifications when appropriate. We work with families, colleagues, and additional professionals including our school social-worker to support each student's unique needs. Our team, in partnership with the family, will evaluate each student's needs, assess each student's strengths, and analyze our resources to ensure that we are giving quality attention to their academic career and to determine if Roycemore is the right fit. We ask families to share any evaluations completed before applying to Roycemore so that we can ensure quality programming for the individual student. If an evaluation has not been completed, we may encourage families to seek further testing to allow us to gain a deeper understanding of the student.

Documentation requirements: Please refer to the LMAIS Resource Guide documentation suggestions/requirements.

Academic accommodations: Although we do not often modify the curriculum, we provide students with the accommodations needed to access materials, promote learning, and support success. Some of these accommodations include extended time, preferential seating, repetition of directions, assistive technology, reading fluency and comprehension strategies, and memory support. For standardized testing accommodations, students need to present the appropriate documentation (i.e., Psychoeducational/Neuropsychological Evaluations, IEPs, or 504s).

Additional information: We work as a collaborative team and seek input from parents and other professionals. Our goal is to support each student to grow into an independent learner.

School website: Roycemoreschool.org

Program name: Student Success Team

Program personnel:

Karen Byrnes, Upper School Learning Specialist

Middle School Learning Specialist
Staci Aronson, Lower School Learning Specialist
Dr. Luke Berryman, Gifted Coordinator
Samantha Cossen, School Social Worker

Program contact:

Angela Peters Murphy, Director of Admissions, amurphy@roycemoreschool.org, 847-866-6055

Sacred Heart Schools

Program information: At Sacred Heart Schools, it is understood that students have diverse abilities and background knowledge and learn in a variety of ways. The Learning Center is part of the Student Services Team which collaborates to determine services and interventions necessary for each child's success. The Learning Center is comprised of the Academic Strategies, Reading Lab, and Academic Advantage programs. These support services are included in the school's tuition.

Academic Strategies is a class provided to students who have received a diagnosis of a medical or learning disorder that interferes with academic achievement. Students are taught in a small group setting in place of World Language instruction. The Middle School Academic Strategies curriculum provides support in executive function, curricular areas, student accommodations and self-advocacy skills. The Lower School Academic Strategies curriculum provides support in reading remediation, including comprehension and decoding/encoding strategies, writing strategies and math strategies. It is a goal of Academic Strategies for students to become self-advocates and independent learners who apply the strategies they have been taught.

Reading Lab is an individual and small group intervention service provided to students in kindergarten through third grade who are not currently meeting benchmark goals. The curriculum includes multi-sensory phonics instruction, comprehension and spelling strategies.

Documentation requirements: In grades kindergarten through three, small group support is provided based on in-school assessments and teacher referral. In grades four through eight, individual and small group support is provided based on formal documentation of a learning difference and/or social emotional concern impacting academic performance.

Academic accommodations: Accommodations are provided to support students appropriately as they learn within the Sacred Heart curriculum. Formal accommodations are determined based on a student's current evaluation. Accommodations may include: extended time on tests, tests taken in a small group setting, and use of technology.

Additional information: Learning specialists collaborate with content area teachers and provide support to students and faculty throughout the school. The Learning Center staff consults with teachers and parents and may provide referrals if additional support is recommended.

School website: [Shschicago.org/sacred-heart-schools/academics/learning-center](https://shschicago.org/sacred-heart-schools/academics/learning-center)

Program name: The Learning Center

Program personnel:

Two Middle School Learning Specialists

Two Lower School Learning Specialists

Two Primary School Reading Specialists

Program contact:

Director of Admissions, admissions@shschicago.org

Science & Arts Academy

Program information: Science & Arts Academy is a specialized school providing gifted children with a differentiated program that combines robust academics with extensive opportunities for creative expression and social emotional development. All students in grades 1-8 have been identified as having intellectual abilities in the gifted range. Our knowledgeable educators of gifted and twice-exceptional students recognize that asynchronous development is characteristic of gifted learners. SAA's Academic Resources and Counseling Department supports students by providing them with the tools they need to be academically, emotionally, and socially successful, no matter their learning profile. The team collaborates with teachers to develop and share strategies for all students by understanding each child's academic, emotional, and social needs. The Academic Resources and Counseling staff provides learning strategies and interventions, social emotional support, and resources to serve all students. The staff also works closely with teachers to develop and implement accommodations for students with diagnosed academic or social-emotional challenges. They provide support within the classroom in small groups and in one-on-one settings to address specific skills or to support the curriculum.

Documentation requirements: Science & Arts Academy requires a current evaluation conducted by a certified medical or clinical professional documenting a disability and/or the 504 plan or IEP in place at a previous school to receive accommodations.

Academic accommodations: In general, SAA is able to accommodate gifted students with needs in the mild range in several areas of exceptionality. SAA seeks to accommodate students with disabilities while preserving the school's curricular integrity and rigor. Accommodations are determined based on documented needs and the school's capacity to meet those needs.

SAA's Academic Resources and Counseling Department refers students and their parents to outside evaluators for testing and tutors. Meeting these students' needs most effectively typically requires an outside professional diagnostic evaluation and ongoing support, along with active parental cooperation, and follow-up on recommendations. Our department can assist parents and guardians through the assessment process and help interpret diagnostic data.

School website: Scienceandartsacademy.org

Program name: Academic Resources and Counseling

Program personnel:

Director of Academic Resources and Assessment

Director of Counseling

Literacy Specialist

Academic Resources Specialist

Program contact:

Dr. Ama Rivers Thompson, Director of Academic Resources and Assessment,

athompson@scienceandartsacademy.org

Mrs. Carolyn Manley, Director of Counseling, cmanley@scienceandartsacademy.org

The University of Chicago Laboratory Schools

Program information: The University of Chicago Laboratory Schools recognizes and values that students learn in diverse ways. In partnership with faculty and administrators, the Learning and Counseling team provides a continuum of services that helps all students maximize their potential, while making curriculum accessible and enriching the school experience for all students. There is a broad range of support to meet the academic and social-emotional needs of all students. The Learning and Counseling team consults with teachers and parents on strategies to support all learners, collects data to identify areas for support, may teach and co-teach whole-class core content lessons or social-emotional learning lessons, and provides drop-in learning support for students. Some students receive supplemental support as a result of a diagnosed learning, social-emotional or physical disability as a result of learning screenings or observations that indicate significant learning challenges.

Collaboration with teachers on interventions for students who need supplemental support takes place on an ongoing basis. The Learning and Counseling team facilitates meetings with parents, teachers, outside providers, and when appropriate, students, to discuss learning and/or social-emotional needs and to develop individualized plans of support. In turn, the Learning and Counseling team consults with teachers to facilitate approved accommodations, implements targeted interventions with individual and small groups of students, meets regularly with individual students to provide learning and/or social-emotional support, and consults with outside support professionals to best meet the needs of students in the learning environment.

Documentation requirements: In the Nursery through second grade program, support is provided to all students with or without formal documentation of a learning difference. In the Lower and Middle Schools consultation around learning strategies is a regular part of support for all students. Students with a diagnosis of a language-based learning disability also have the opportunity to receive support through the Learning Resource program, which provides individualized learning strategies to support the student in accessing the curriculum.

Academic accommodations: Formal accommodations are provided based on a current evaluation from a licensed provider, such as a clinical psychologist or neuropsychologist. Learning profiles are created based on data review of the diagnostic testing, which document strengths, challenges and

accommodations for students.

School website: Ucls.uchicago.edu

Program name: Learning and Counseling

Program personnel:

Nicole D. Neal, Director of Student Services

Learning Coordinators:

Foley Burckardt, Learning Coordinator Nursery-Second Grade

Terri Nitahara, Learning Coordinator, Third-Fifth Grade

Meghan Gilbert, Learning Coordinator, Sixth-Eighth Grade

Maureen Schmidt, Learning Coordinator, Sixth-Eighth Grade

Academic Specialists

Nursery-Second Grade

Karen Andersen

Kate Docter

Lydia Friedman-Siddique

Susan Olander

Third-Fifth Grade

Mandy Bunte

Keren Faling

Teresa Serangeli

Melodee Walker

Accommodations Coordinator

Meghan Hubbard

Program contact:

Nicole Neal, Director of Student Services, nreal@ucls.uchicago.edu

Irene Reed, Executive Director, Admissions and Financial Aid, admissions@ucls.uchicago.edu