



Los Altos Christian School

A Ministry of First Baptist Church of Los Altos
Learning Assistance Department

Procedures for Admission to the LAD Program

The Learning Assistance Department classes:

- Small classes in grades 1-5
- Multi-sensory approach to teaching each subject
- The Slingerland method is part of the program and utilized especially in language arts
- More visuals, hands-on learning, and move at a slower pace
- In grades 3-5 the teacher spends more time on oral reading and preparation for science and social studies than the mainstream class teacher does
- Upon teacher recommendation, specialized reading and math clinics are available if a child's skills are more than one grade level below

The LAD teachers strive to keep the students at grade level. Teachers will recommend tutoring if a student falls below grade level or the class' level. If tutoring does not bring them back to grade level or the class' level, the teacher will attempt special accommodations in the classroom for that child. Such accommodations cannot negatively affect the other students (e.g. taking too much of the teacher's attention away from the rest of the class). The teacher will request a parent conference if accommodations become problematic. LACS endeavors to provide an environment for students to flourish and be successful. There is a one-year probationary period during which the incoming student must show academic and behavioral improvement.

To complete application into the Learning Assistance Department:

1. Schedule an observation for the appropriate LAD class.
2. Submit Application form with application fee and the following forms:
 - a) Confidential Educator Recommendation forms completed by previous teacher, resource teacher, tutor, caregiver, Sunday school worker, or civic group leader.
 - b) If the child had a psychological/educational evaluation, one would be requested. (Particular attention will be paid to the WISC scoring and any behavioral, emotional, or psychological issues.)
 - c) IEPs, if available.
 - d) Student work samples.
 - e) Report cards, SAT/STARR testing.
3. A teacher observation of the child in a learning situation may be required to insure correct placement.
4. Schedule an interview with the LAD placement committee for both you and your child.
5. Wait for notification of acceptance and placement.

(OVER)

The following is a profile of the student who would benefit most from the LAD program:

- A student with average cognitive skills
- Students struggling academically in a mainstream class and need the extra attention a small class can give.
- A student whose difficulties in school are not primarily due to social, emotional or behavioral issues.
- A student who learns best through a variety of multisensory teaching strategies.
- A student who would function best in a small teacher-to-student class ratio.
- A student whose difficulties are primarily a specific language learning difficulty.
- Mild to moderate learning differences (LACS is not equipped or staffed to address students with severe learning differences or students with primarily behavioral or emotional issues).
- If a student is two years below grade level in reading when entering LACS, he/she will be required to have additional Slingerland tutoring to bring him/her up to the level of the class.

The following students would not be appropriately served at LACS:

- Students who have been diagnosed with Oppositional Defiant Disorder.
- Students who have been diagnosed with any form of autism including Asperger's Syndrome would not be appropriately placed at LACS.
- Students with primary or secondary emotional or behavioral issues would not be appropriately placed at LACS.

In order to mainstream:

- The student must be working at grade level with minimum teacher help.
- The student must be able to focus in a large classroom setting and complete their work in a timely manner.

When a teacher feels that a student is ready to mainstream:

- Teachers will only recommend mainstreaming when they feel a student is ready.
- They will present their recommendation to the LAD placement committee.
- Upon committee recommendation, the student will then go into the mainstream class for a certain designated period such as one unit, or one trimester, of science or social studies.
- He/she must be able to maintain at least a C average grade in the mainstream class. Once the student has completed the time in the mainstream class with at least a C average, the LAD placement committee will meet again to determine if the child is ready to completely mainstream the following year.
- When a student mainstreams, he/she will need to have tutoring for the first trimester, at least, in order to be successful.