

Learning Support Needs

CAC does not accept students having severe emotional/behavioral issues.

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| <p style="text-align: center;">Level 1 (student requires minimal accommodations, support, time) <i>* CAC has the resources to meet the needs of these students.</i></p> | <p>Student meets grade level expectations, as defined by CAC benchmarks, with minimal accommodations*:</p> <ul style="list-style-type: none"> • Student makes expected academic progress, generally a year's growth in a year's time. • Student requires 150 - 220 minutes/week of LSS support. • Student benefits from instruction provided by classroom teacher, LSS teacher and/or LSS instructional assistant. • Student makes academic progress in small group and whole class setting. • Formal and informal assessment data indicate student is performing six months to one year below CAC benchmark expectations. • Student has average to above average intelligence as indicated by all indices on a current norm-referenced standardized cognitive assessment. Subtest scores may fall below the average range. |
| <p style="text-align: center;">Level 2 (student requires accommodations, support, time) <i>* CAC has the resources to meet the needs of these students.</i></p> | <p>Student meets grade level expectations, as defined by CAC benchmarks, with accommodations*:</p> <ul style="list-style-type: none"> • Student makes expected academic progress, generally a year's growth in a year's time. • Student requires 220 - 300 minutes/week of LSS support. • Student benefits from instruction provided by classroom teacher, LSS teacher and/or LSS instructional assistant. • Student makes academic progress in 1:1, small group, and whole class setting. • Formal and informal assessment data indicate student is performing one to two years below CAC benchmark expectations. • Student has average to above average intelligence as indicated by all indices on a current norm-referenced standardized cognitive assessment. Subtest scores may fall below the average range. • Student may require additional Student Support Services (i.e. counseling, behavioral support, ESL, SLP, OT, PT, or other outside services). |
| <p style="text-align: center;">Level 3 (student requires modified curriculum, specially designed instruction, extensive time) <i>* CAC does not have the resources to meet the needs of these students.</i></p> | <p>Student is unable to meet grade level expectations, as defined by CAC benchmarks:</p> <ul style="list-style-type: none"> • Student does not make expected academic progress; a modified curriculum** as stated in an Individualized Education Plan, is required. • Student requires more than 300 minutes/week of LSS support and requires support in multiple content areas. • Student requires long-term specially designed instruction planned and implemented by a certified special education teacher. • Student requires 1:1 and small group instruction; student's individual needs cannot be met in a regular classroom setting. • Formal and informal assessment data indicate student is performing two or more years below CAC benchmark expectations. • Student has below average intelligence as indicated on one or more indices on a current norm-referenced standardized cognitive assessment. • Student may require additional Student Support Services (i.e. counseling, behavioral support, ESL, SLP, OT, PT, or other outside services). • Student exhibits social, behavioral, and/or emotional characteristics (i.e. depression, aggression, ADHD, etc.) that contribute to an inability to function within grade level expectations. • Student may require a program and schedule designed in collaboration with an outside agency. |

* **Accommodations** alter the environment, format, or equipment (not the curriculum) that allows an individual with learning difficulties to gain access to content and/or complete assigned tasks. They allow students with learning difficulties to pursue a regular course of study.

** **Modifications** change the curriculum. Modifications are made for students with learning difficulties who are unable to comprehend all of the content or skills being taught. Students are unable to pursue a regular course of study and require curriculum tailored to their individual needs. These students would be unable to meet current graduation requirements.