

SWCHS Student Services Handbook

Department vision

The SWCHS Student Services Program exists to enable all SWCHS students to excel in their academic, athletic, and artistic accomplishments to the best of their God-given talents and abilities, and to be prepared to pursue His will in their lives as mature disciples that will continue to seek, know, live, and proclaim Jesus Christ.

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Serving all students through our counseling services

Academic Counseling

4-Year High School Planning

At the beginning of the spring semester, SWCHS counselors meet with all 9th graders and transfer students that are new to SWCHS to go over their 4-year course options as they continue at SWCHS. They then are available to meet with any returning students as they are registering for their courses for the following year, to again review their 4-year plan in light of the courses they have completed, what courses are still needed for them to complete prior to graduation, and what courses they should consider in light of their post-high-school plans.

Aiding struggling students

SWCHS counselors offer their support to any/all students that may be struggling academically. They assist students that have previously-identified needs to connect with their Learning Specialists for support directed towards their area of need. However, students that do not have any previously-identified needs and/or extra support may struggle at times, as well. The counselors check all students' grades on a monthly basis, and if they see that a student is struggling in multiple classes, the counselors will meet with them to come up with a plan for how the students can get caught up and to see how they can support the student in that process. The counselors are also available to the teachers, to help them with any concerns they may have for a student in their classes.

Standardized Testing

SWCHS counselors oversee the administration of standardized testing each fall to ensure that our students are making adequate progress academically and are fully prepared for their college entrance testing. The tests we administer include the PreACT, which is administered in 10th grade; and the PSAT/NMSQT (the Preliminary SAT/National Merit Scholarship Qualifying Test) which is administered in 11th grade. They also oversee the administration of the AP tests in the spring for all AP courses.

The PreACT: The PreACT is a practice exam that is similar to the ACT and can help predict future success on the ACT exam. Within their results there are sections on ACT readiness, US Rank, and a detailed performance report on all four sections of math, science, english, and reading. The PreACT also includes a variety of questions on

interests and careers. These results help our students navigate through their educational and career options.

The PSAT: The PSAT helps measure the processing elements of reading, writing, and math. This exam not only helps our students prepare for the SAT but it also determines eligibility for the National Merit Scholarship Program, which is a United States academic scholarship competition for recognition and university scholarships administered by the National Merit Scholarship Corporation. The NMSC conducts an annual competition for recognition and scholarships: the National Merit Scholarship Program, which is open to all students who meet entry requirements. The highest-achieving students in the National Merit Scholarship Program are designated as National Merit Scholars. Semifinalists are designated on a state representational basis and have to fulfill requirements to advance to Finalist standing. By the conclusion of the competition, a select group of Finalists are chosen to receive prestigious National Merit Scholarships totaling nearly \$35 million. Winners are the Finalist candidates judged to have the strongest combination of academic skills and achievements, extracurricular accomplishments, and potential for success in rigorous university studies. Scholarship winners represent fewer than 1% of the initial pool of student entrants.

SWCHS ACT/SAT Test Preparation Offerings

Southwest Christian High School, in its desire to make mature disciples who glorify God through their academic excellence, fully prepares its students to take the ACT and SAT tests. Performance on these high-stakes tests provide students with broader opportunities for their next steps beyond high school. To allow our students to stand in the broadest spheres of influence, we believe our students should be well prepared to take these tests. For this reason, we utilize the following test preparation and practice strategies at SWCHS.

Sara: As part of its curriculum, SWCHS uses a test preparation program, called SARA, that was designed to prepare students for the ACT/SAT tests. These high stakes tests are critical to a student's college decision-making process. Ray Dass, is an excellent educator and expert test preparation strategist who developed this successful, nationally recognized program. As the founder and developer of SARA, Ray believes students can accomplish more than they believe themselves capable of, and as a result enthusiastically works to prepare students for these tests.

Ray's program works with the students for a period of three years and is focused on teaching students critical thinking and building fluency in all of the content areas they see in school, and are applicable to the PSAT, SAT, and ACT. SARA presents the

students with over 1,000 video lessons from Ray, and thousands of practice questions, all aimed at showing students how the content they learn in school will appear on tests like the PSAT, SAT, and ACT. SARA teaches testing strategy while staying focused on building strong critical thinking skills and content fluency.

As SARA is part of the freshman, sophomore, and junior curriculum in several subject areas, all SWCHS students are required to participate in this curriculum. Since these high-stakes tests are critical to a student's college decision-making process, SWCHS monitors student progress to ensure the program is completed.

Because the program is three years, the students understand the importance of the PSAT, SAT, and ACT as soon as they start high school, and, rather than cramming, or taking these tests completely unprepared. By using SARA, students comfortably develop confidence in the skills they need for these exams throughout high school. We have seen this shift in our culture here at Southwest Christian, with our students thinking proactively about the scores they need for the schools they want to attend, and with taking their first ACT already familiar with much of the question formats and content. Since all students participate in this program, the cost is built into SWCHS tuition.

Breakaway Test Prep: Breakaway Test Prep is a leader in private, group, and one-on-one instructional coaching for high schoolers taking the ACT/SAT test. SWCHS partners with Breakaway to have them conduct two-day seminars that include taking an actual practice ACT on a Saturday (on campus or online), with their score on that test sent to them via email as a PDF that afternoon. Then, the following Sunday, they meet with a Breakaway instructor (on campus or online) who provides an explanation of results and discusses strategies for improving their scores, based upon their areas of weakness as indicated by their individual scores. SWCHS partners with Breakaway to offer these services approximately 4-6 weeks in advance of the October, December, February, and April ACT Test dates each year. The cost per student is \$50; however, students may opt to only do the practice test, and then the cost is \$25. If a student desires/needs additional, deeper one-on-one coaching, Breakaway instructors are available to meet with them on a private-fee basis.

SWCHS Counselors: SWCHS school counselors fulfill a variety of roles as it relates to test preparation strategies. These include the use of the PreACT which is given in 10th grade, and the PSAT/NMSQT in the 11th grade. The counselors are available to sit down with students upon receipt of their scores for either/both of these tests and help students develop a plan for improving their scores in areas that need improvement, as

well as to discuss the results of interest and career inventory sections, as they relate to determining what directions they feel God might be leading them in the years to come. Students that utilize the information provided in these scores, with the assistance of their counselors, are the ones that are most likely to see the greatest success as they move forward.

National Merit Scholarship Training: Students who perform well on their PreACT are selected to participate in a National Merit training program offered by Ray Dass. While the number of these students initially is 20 or more, by the conclusion of the program that number falls to about half that amount due to the intensity of the training and the time commitment required for this program. The program runs from the conclusion of the student's sophomore year to the fall of their junior year and concludes by taking the PSAT/NMSQT test on the National Testing Day. These students are provided the necessary training and guidance to do well on this qualifying test and the school is supportive of this effort and sees this as a viable means of not only helping students improve their success on this test, and thus the possibility of earning significant scholarship awards for college, but also of increasing the number of National Merit Scholars the school can recognize. This optional program has an additional fee of \$200/student for the NMS training.

College and Career Counseling

SWCHS school counselors provide a variety of resources, events, and one-on-one support to assist SWCHS students in pursuing their college education and future careers of choice. Each year SWCHS hosts several college and career events, such as the NACCAP Christian College Fair, College Planning Night, and college lunch visits. SWCHS also hosts a biannual Career Day where students are able to explore a variety of different career options.

MCIS

All of our students, grades 9-12, are educated on, and given access to, the Minnesota Career Information System which assists them in discovering what type of career they would like to pursue in the future, and offers useful information about colleges. Within the system there are tabs where they can create career and course plans; take inventories to find out learning styles and interests; research different career fields and specific jobs using the results of inventories in the assessments tab; search different 2-year, 4-year, and technical colleges based upon their interests, location, and other criteria of their choosing; track applications during their post-high school search; complete scholarship searches, and much, much more. This tool is available to them

throughout their four years at SWCHS, and students are encouraged to use it to learn about different occupations; develop a personal portfolio; research colleges, universities, and career schools; find scholarships and financial aid; and to improve search skills and create their resumes.

Strengths, Personality, Talent inventories

Besides MCIS, there are many other excellent resources available to aid students in discovering their unique personalities, God-given strengths and talents, as well as their spiritual gifts. SWCHS Counselors can assist students in finding the best tool for each student to use to help them discover the direction they feel God might be leading them after high school and college.

College Planning

A post high school [College Planning Guide](#) is available to all students under our college planning tab on the school website. This guide provides information on the college process of filling out applications, going on tours, requesting transcripts, and other alternative options. In addition, our counseling department offers several other college planning services.

College Planning Events

SWCHS Counselors host an event each spring in which they invite representatives from WaterRock Financial Services and Yellow Parachute tutoring (both corporate sponsors of SWCHS) to assist them in covering the 3 aspects parents/students must consider when helping their children get ready for college: admissions, academics, and finances. The representative from WaterRock and our counselors talk to the parents and students about things to consider when choosing a college, as well as the importance of building a strong academic resume (to include standardized test scores, taking dual-credit courses, and building a strong GPA). Then the representative from WaterRock dives deeply into the financial considerations surrounding going to college, emphasizing the importance of the FAFSA, as well as how to best set aside money in order to minimize the OOP (Out of Pocket) cost of the student's degree. WaterRock is also available to partner with parents in one-on-one sessions to help them create a plan specifically tailored to their goals and financial situation. During the presentation, Yellow Parachute also addresses the importance of the ACT/SAT test and how these scores tie to scholarship dollars and discusses how they can partner with students/families to help students maximize their success on these tests.

This event is free to all attendees. Financial planning services provided by WaterRock, and Tutoring services provided by Yellow Parachute, are on a fee basis and arranged outside of SWCHS.

College Search Process

SWCHS Counselors are available to assist students in finding the right colleges. In the spring of students' junior year, counselors go into the classroom to lay out for students a schedule for the upcoming year to ensure that they are on track for being admitted to the school of their choice. They assist students in using the MCIS system to match each student's strengths and interests with Minnesota colleges that meet their needs. They also assist students in using additional search engines that expand their selection to both public and private colleges in the United States and around the world. The counselors can also assist students in conducting searches based upon location, size, cost, academic offerings, program offerings, and more.

Application Process / Academic Resumes / Common Application

The SWCHS [College Planning Guide](#) takes students through the search and application process, and helps with navigating the financial aid process as well. The counselors help students with completing the Common App, which is an application that is used by many of the colleges around the United States, as well as with applications for individual colleges that do not use the Common App. The application process usually involves asking counselors and/or teachers to complete references and/or write letters of reference, and the SWCHS counselors provide students with a template to complete Academic Resumes. These resumes assist those that are requested to complete references to know how to present the student in the best light to the colleges to which they are applying, to maximize the student's potential for being accepted.

Financial Aid and scholarship guidance

Aside from the information provided by WaterRock Financial at the College Planning events, SWCHS Counselors are available to assist students to conduct their own searches for financial aid and scholarship opportunities. They maintain resources on the SWCHS website that also direct students to additional resources and assist students/parents with navigating the FAFSA process.

Career Day

SWCHS hosts a biannual Career Day, where the focus is on encouraging students to consider their God-given strengths and interests and begin/continue the process of determining where God might be leading them after college. We invite successful

leaders from dozens of career fields to come and present information on their education and the key influencers that led them to pursue that path, including such things as:

- What personality traits, talents, skills do people doing this job usually need to have?
- Does this job require a two-year or four-year degree, technical college, or on-the-job training?
- If it requires a four-year degree, what major is needed to pursue a career in the field of their choice?
- Are any advanced degrees required or helpful?
- What are some helpful minors to consider if getting a four-year degree?

We also ask them to share their experience, in terms of:

- Their college jobs/clubs
- Volunteer opportunities that they participated in
- Any Internship opportunities that might be available
- Their career history and where they are at that time.

And finally, we ask them to cover the financial aspects of that career field, such as:

- The approximate cost of the required education for that career
- The entry level salary expectations
- The average salary that someone in that field could expect to make
- The maximum salary that people in that field can achieve if they remain in it for 30 years.

Social/Emotional Counseling

SWCHS counselors play a critical role in, and are committed to, supporting students' social/emotional needs. As advocates for students, SWCHS counselors promote a positive environment that enhances students' ability to properly manage the social/emotional demands of their lives. SWCHS counselors are typically the professionals that identify or address the student's social/emotional needs within the school setting or issues that may be a barrier to student social or academic success. They collaborate with classroom teachers and administration to assist students that may be having trouble in their classes, including missing assignments and organizational skills. They offer a comfortable environment for all students to trust and feel safe within the SWCHS counseling department and work to extend that comfort level into the broader SWCHS community.

Serving students with long-term learning challenges

ILP Program

An Individual Learning Profile is created for all SWCHS students with identified learning needs (usually in the form of diagnosed disabilities). These ILPs provide a brief summary of the student's needs and the reason for the plan, and lists the accommodations that SWCHS can provide to help that student be optimally successful here at SWCHS. Our ILPs take the place of 504 Plans and accommodations plans that may have been in place at the student's previous school(s). Students with active IEPs that may require services beyond what SWCHS offers may receive those services through Eastern Carver County School District 112, usually through attendance for one or more classes at Chaska High School.

Learning Specialist (LS) Program

Learning Specialists are teachers or advisors in the role of assisting the Director of Student Services to guide students with a diagnosed learning disability, or with a previously identified learning struggle, toward their best academic success according to their ability. The Learning Specialist works as a liaison between the parent, teacher, and student to help improve communication, keep the student accountable, and assist the student in advocating for their accommodations as afforded them in their ILP. All students that the LS meets with have an ILP or have been approved for the LS Program by our Director of Student Services. Learning Specialists meet with students assigned to them in Learning Lab, our guided study hall that meets as a regular class, or in scheduled meetings before or after school as needed. If a student is not in Learning Lab, the Learning Specialist still meets with the student with needs throughout the course of the year, on an as-needed basis.

Learning Lab

When students first start Learning Lab assessments may be conducted so the Learning Specialist will know how to best help each student and so students can learn how to work most efficiently, based upon his/her own, unique abilities. These assessments may include a Learning Style Assessment, a Brain Hemispheric Preference assessment, a Multiple Intelligence Inventory, and/or a Personality Inventory. This information will be passed on from one year to the next, if the student changes Learning Specialists, to assist each student in his/her academic growth.

During the first meeting with the Learning Specialist, students will review their ILPs, to review the accommodations available to them and to discuss how they can best access those accommodations. The LS will try to meet with each student briefly at the beginning of each week, to review his/her to-do list in terms of any missing work, as well as work that is coming up that week. Their “To Do” list and google calendar are very helpful in managing these efforts. During the remaining days each week, students will have the opportunity to meet-one on-one with the Learning Specialist to address concerns on an individual assignment or subject. Students are taught how to advocate on their own behalf with their instructors. This is a gradual process that is developed over their years at Southwest. It is SWCHS’s goal for every student who comes through the Learning Lab to have a firm grasp on how they learn most efficiently and how to tackle large projects over time. Most importantly, SWCHS wants every student to find his/her voice in meeting his/her own academic needs in the world.

Outside of class time, the Learning Specialist will communicate with the parents and classroom teachers as needed. At any time an ILP meeting can be called for a particular student who may need more assistance in multiple classes, and/or when the LS feels it would be beneficial for parents and teachers to collaborate for the success of the student.

Serving ILP students who are not in LL

Students that have an ILP that do not enroll in Learning Lab must meet with their Learning Specialist outside of their scheduled class time, either before or after school, during lunch, or possibly during their open hour (according to the availability of their LS). The first session with the LS will involve reviewing the student’s ILP together, so the student is aware of, and can fully access, the accommodations on his/her ILP. At that meeting, the LS and student will set up a schedule for subsequent meetings, according to the needs of the student and the availability of the LS. In addition to meeting with the student, the LS will monitor the student’s academic progress on a regular basis and may request additional meetings with the student if it is felt that the student needs additional support. As with students who are LL, the LS continues to act as the liaison between the student, the teachers, and the parents, to help optimize the student’s academic success.

Serving students with temporary learning challenges

Students with acute/extended illness

Students at times have illnesses that require extended absence from school and they can linger well beyond the “at home” stage of the illness. When a student misses several days of school, missed work for all seven of that student’s classes can become overwhelming, especially if that student is not able to complete any work while at home during the “acute” phase of the illness. One of the advantages of our one-to-one technology program is that our teachers communicate most of the homework expectations via Google Classroom (GC), so it is fairly easy for students to stay abreast of what is happening in the classroom by keeping an eye on the GC page for each of their classes. Once the student is able to return to school, his/her counselor and/or the Director of Student Services (DSS) is/are available to meet with the student to help make a list of the work that was missed in each class, and then to assist the student in working with each of his/her teachers to determine a reasonable schedule for completing that work. The counselor, DSS, and teachers will work together to adjust due dates as needed to optimize the student’s mastery of the content while also working to get him/her caught up in each class within a reasonable amount of time. If the student is not able to return to full days immediately, and/or if the student is not able to return to a full homework load, additional accommodations can be made until such time as the student is able to return to full days of school and his/her “normal” homework load.

Students with injuries

Similar to illnesses, an injury can result in an at-home recovery period that can last for a week or longer, particularly when surgery is required. In these situations, however, it is usually possible for the student to complete at least some of the work for most of his/her classes while recovering at home. Again, our one-to-one technology program provides ample opportunity for the students to stay abreast of what is happening in the classroom. At times, teachers will even allow tests and/or quizzes to be proctored at home. Upon the student’s return, again, the student’s counselor and DSS are available to work with the student and the teachers to help the student get caught up in a timely fashion. If there are tests that need to be proctored before/after school, they can assist with this as well.

Post-concussion recovery requiring extended partial-day attendance

Students that are recovering from concussions have extremely varied recovery times, with some returning to full activities and cognition in a matter of a couple of days, and others that still display cognition and physical symptoms after months and even years. Those students that recover quickly can get caught up in their classes as for any other student that is ill for just a few days. However, those that have symptoms after one or more weeks will often need to have some type of accommodations in one or more of their classes. The SWCHS counselors and Director of Student Services works with the student, his/her family, and his/her teachers to minimize the amount of work that the student will be held accountable to complete, and to find ways to minimize the amount of screen time the student will need to put in, to complete the work that is required. This can be accomplished by working with teachers to supply audio versions of printed materials (and/or have it read to the student) and to have work that was completed on screen in class be printed and then to allow the student to complete it with pen/paper instead. Deadlines for work that does need to be completed are set according to the ability of the student to meet them and tests can be rescheduled until such date as to allow the student to take them once he/she can do so without experiencing cognitive issues. Occasionally this type of accommodation requires that the student's semester be extended over Christmas break or into the summer, which the Director of Student Services will oversee. If the student's symptoms are so severe that a reduced school-day is needed, that may also be accommodated, with the classes he/she drops being made up during the summer or in the following school year(s).

Students involved in inpatient/day treatment programs

When students are admitted into inpatient or day treatment programs, typically the student is not given much/any time to complete SWCHS school work. If the program does have school/homework time built into their schedule and are willing to allow the student to work on SWCHS coursework, the Director of Student Services will work with the program's educational consultant to determine which courses the student will continue and then work with the SWCHS teacher(s) to supply the coursework that should be completed. If the program does not allow for any SWCHS coursework to be completed, once the student is ready to return to SWCHS, the Director of Student Services will work with the program's educational consultant and the family to determine how the student will transition back into the SWCHS program. Often there is credit that the student earned while there that can fulfill a SWCHS requirement (or portion thereof) and the Director of Student Services will work with the family to determine how that will impact the student's schedule upon his/her return and be reflected on the SWCHS

transcript. Depending upon the amount of time the student has missed, he/she may be able to transition back into a full SWCHS schedule, or it may be necessary to drop one or more classes and complete them over the summer or in the following year(s).

Serving future SWCHS students

Placement testing

Placement testing is conducted for all incoming freshmen and some incoming upperclassmen in late April. The classes requiring placement tests include upper-level math and Spanish classes, as well as most honors classes. The typical math placement for incoming freshmen is Intermediate Algebra and there is no placement testing required for this class. Accelerated Algebra/Geometry is an honors class but no placement test is required for students that have successfully completed a full year of both algebra and geometry in middle school. For transfer students, successful completion of coursework at their previous school is all that is needed to continue on to the next appropriate course in the sequence.

Transfer student transitions

Students that will transfer into SWCHS at the beginning of a new school year and have been accepted by early spring will be invited to attend one of the New Student Orientations that are held in April and May of the prior school year, at which time those students will register for their courses along with the new freshmen. Transfer students that are accepted after that date, but prior to the start of the following school year, or that are accepted for mid-year transfers, will meet with the Director of Student Services to determine their schedules.

On the first day of attendance, the transfer student will start his/her day by meeting with the Director of Admissions and a few other staff members that will acquaint the student with some of the policies and procedures that the student will need to know to successfully navigate the personal, academic, and social expectations of the SWCHS community. Once ready to begin attending classes, the transfer student will be assigned to a current SWCHS student that will help the transfer student to find his/her way to classes, help the transfer student navigate lunch, and be available to answer any questions that the transfer student may have.

New student ILPs

Students that enter SWCHS with a formal diagnosis and that have active IEPs, 504 Plans, or other accommodation plans will be assigned an Individual Learning Profile

(ILP). This document is the SWCHS equivalent of a 504 Plan and functions as such when applying for accommodations on standardized testing (ACT, PSAT, AP tests, etc.). It gives the teachers the diagnosis that the student has been given, a summary of the student's learning strengths and challenges, and the accommodations that the student requires to maximize academic success. A copy of the document can be seen in the school site by the student, his/her parents, his/her teachers (including his/her learning specialist), the school counselors, and the Director of Student Services. All students that have an ILP are assigned a Learning Specialist, as indicated above, who works as a liaison between the student, parents, and teachers in order to help maximize the student's academic success.

Appendix I.....PSEO/DE/IS Enrollment Form
Appendix II.....Application to LL
Appendix III.....LS Agreement
Appendix IV.....Non-LL requirements

Appendix I



To seek, know, live, and proclaim the Truth.

1981 Bavaria Rd., Chaska, MN 55318
Ph 952-556-0040 Fax 952-556-5567 www.swchs.org

SWCHS PSEO/Distance Ed/Independent Study Enrollment Form

SWCHS recognizes that we cannot meet the unique learning needs of every student, nor can we offer every academic opportunity to our student body. Therefore we do allow our students to enroll in other academic and/or career exploration options through PSEO, Distance Education, and some limited Independent Study opportunities. *However, caution should be exercised by any students that are considering potential NCAA post-high school participation, as it is the responsibility of the student and his/her parents to get any/all non-SWCHS courses approved by the NCAA prior to enrollment in said courses.*

SWCHS students may enroll in one or more PSEO, Distance Ed (online), and/or Independent Study courses under the following conditions:

1. They must take all core classes at SWCHS (Bible, History, and English).
2. They must arrange their schedule (for off campus courses) such that they are able to attend all Encounter and Discipleship meetings.
3. In order to receive a SWCHS diploma, they must fulfill all SWCHS credit requirements.
4. They must maintain a GPA of at least 2.75 on all coursework.
5. Courses that are offered at SWCHS must be taken at SWCHS.

PSEO (Post-Secondary Enrollment Option) is a Minnesota State funded program which allows high school sophomores (for a limited number and type of courses), juniors and seniors, to earn college credits that may also count towards completion of their high school graduation requirements. These courses may be taken on campus at the institution in which the student is enrolled, or through distance learning (online). Tuition, fees, and required textbook costs are paid by the Minnesota Department of Education. Students interested in pursuing this option must first apply at the institution they wish to enroll in for their PSEO coursework, then complete this form once accepted.

Distance Education (DE) refers to enrollment in coursework online and can be taken through any of various institutions, including private educational organizations, as well as public secondary and post-secondary institutions. It may even involve taking coursework at colleges and universities that are equivalent to PSEO coursework, but that does not qualify under the Minnesota Department of Education for the PSEO program. Courses of this type are usually fee-based, which the student is responsible to cover. Students desiring to pursue this type of coursework begin by locating the program they wish to enroll in, submit the name of the course and the sponsoring program to the Director of Academics for approval, and then submit this form once enrolled. The student should request that the sponsoring institution submit the final letter grade earned in the course to the Director of Academics upon completion of the course. SWCHS reserves the right to grant/refuse credit for any DE course.

Independent Study (IS) coursework involves completing a course of study under the supervision of a parent, tutor, or other privately arranged instructor/supervisor in a homeschool setting. *The courses taken in this fashion will appear on the student's transcript as a homeschool course.* For the most part, SWCHS discourages IS coursework. Only in very rare situations, in which the parents and SWCHS

agree together that the student does not have the ability to be successful in a class currently offered, will a student be allowed to take an IS course in lieu of a course SWCHS offers. The instructor or parent must submit the anticipated curriculum, including the learning objectives of the course, the methods of instruction, as well as the methods of assessment to the Academic committee for approval prior to the beginning of the term. If the IS request is approved, the student should complete this form and then work for a minimum of 3½ hours/week for each week of the semester. The parent/instructor should submit the letter grade earned by the student to the Director of Student Services upon completion of the course. SWCHS reserves the right to grant/refuse credit for any IS course.

Any student that enrolls in a PSEO and/or DE course may receive a credit on SWCHS tuition according to the amount covered by the MDE or the amount paid to enroll in the course (when applicable) up to \$300/semester course. This refund is not available to students doing IS courses. Families wishing to receive this credit must apply for it upon completion of the course. The credit will be applied to their account once SWCHS receives notification of successful completion of the course. A form for requesting this credit is available from the Director of Student Services.

Any student intending to enroll in a PSEO/Distance Ed (DE)/Independent Study (IS) course must complete this form and return it to the Director of Student Services when registering for your classes, but no later than prior to the first day of the SWCHS semester in question.

Student Name: _____ Grade: _____ School Year: _____

Course Title and Number	Type of Course (Circle one)	Institution (if PSEO / DE)	Semester (circle)	Start date	# of credits
	PSEO DE IS		Fall Spring Summer		
	PSEO DE IS		Fall Spring Summer		
	PSEO DE IS		Fall Spring Summer		
	PSEO DE IS		Fall Spring Summer		
	PSEO DE IS		Fall Spring Summer		
	PSEO DE IS		Fall Spring Summer		

Parent signature: _____ Date: _____

Student signature: _____ Date: _____

<i>(For office use only)</i>	
Administration Approval signature: _____	Date: _____

Appendix II

Application to Learning Lab

To be approved by one of the school's Learning Specialists and Mrs. Broscoff

Name: _____

Semester and year applying for Learning Lab: _____

Have you taken Learning Lab before? (Please circle one) Yes or No

If you have taken Learning Lab, who was your Learning Specialist? Rengel or Clarksean

Do you have an ILP? (Please circle one) Yes or No

What is your current GPA? _____

What is your cumulative GPA? _____

Reason for applying for Learning Lab (Please justify your enrollment in Learning Lab by explaining your learning needs, etc):

Please describe your work ethic, or your approach to completing homework, in 1-2 sentences:

How would you rate your level of skill or comfort in advocating for yourself with your teachers on a scale of 1-10?

Circle 10 for= super comfortable; Circle 1 for = I find it very difficult to talk to my teachers.

(Note: "Advocating for yourself" just refers to your ability to walk up to a teacher, or email them, anytime you need help with homework, have a question about a grade, or if you need to schedule time with them for one-on-one help)

1 2 3 4 5 6 7 8 9 10

Why did you rate yourself at this number?

What do you see class time in Learning Lab being used for?

Do you currently enlist the help of a tutor for any school work? If so, for which classes?

Seniors only - You can not register for an open hour and Learning Lab (unless permitted by ILP accommodations).

Appendix III

Learning Specialist Agreement

Purpose

We are here to help you succeed in every area of your school career whether it be academic, social, or spiritual. We will do what we can to support your needs! During your busy schedule, it must be a weekly or bimonthly priority to meet with your Learning Specialist upon your or her initiation at a suitable time for both. The purpose of the meetings is to ensure you are lining yourself up for academic success in all classes through daily working toward goals.

In a typical meeting, your Learning Specialist will:

- Look over your version of a planner with you to the week ahead
- Check on late assignments
- See that you are studying well in advance for exams
- See to your well-being

Following a meeting, your Learning Specialist will:

- Make notes from the conversation
- Email your teachers or parents if needed
- Pray for you!

The times that work best for the Learning Specialist are:

Tuesday/Thursdays:

Wednesday/Friday:

Wednesdays are the best during LATE START.

The times that work best for the student are:

Appendix IV

What services can I expect for my student with an ILP enrolled in Learning Lab? that is not

If your student has an ILP but is not in Learning Lab, you and your student can expect:

- the Learning Specialist to meet with your student 1 - 4 times per semester:
 - for 10-15 minutes/meeting,
 - to review grades and missing assignments, and to discuss learning strategies and how to advocate for ILP accommodations.
 - The number of meetings will be dependent on the need and cooperation of the student.
 - They will be scheduled with LS during breaks, lunch, before and/or after school.
- the Learning Specialist to run a monthly grade report and to contact your student to schedule a meeting if she/he has any Ds or Fs
- the Learning Specialists to have an open door policy and be happy to meet with your student, or with you, as needs arise - just shoot them an email using learningspecialists@swchs.org.

If your student has needs that go beyond this scope, please consider one of the following options:

- Schedule him/her to be in Learning Lab for at least fall semester next year
- Arrange for a personal academic coach (i.e tutor) to work with your student on a consistent basis (once a week is often very helpful). Contact the Director of Student Services for a list of suggested tutors.
- Set up a plan for greater accountability at home, such as a weekly meeting with one or both parents, where the student shows the parent what is coming up (as seen in Google Classroom), as well as current progress (as seen in the school information site - SIS). Contact the Director of Student Services for suggestions on how these can be structured to help the student take more responsibility in his/her academic success with your help at home.