



Trinity's Learning Support Program

Accommodations are tailored to a student's need on a case-by-case basis and aligned with each student's learning difference. It is the parent's responsibility to provide appropriate documentation and request services in a timely manner. Documentation should describe how the diagnosis limits the student's participation in courses, programs, or facilities of the school. Reasonable accommodations can be provided if the accommodations do not alter the essential elements of the course or the school's graduation requirements.

Classroom and Assignment Accommodations may include:

- appropriate placement in courses by Academic Programs
- student access to teacher's PowerPoints or other lecture notes
- additional time to complete in-class assignments, particularly writing assignments
- "chunking" of larger assignments into smaller sections
- assistance with proofreading written work
- use of multiple techniques to encourage student focus
- use of non-verbal cuing
- reinforcement of directions and instructions
- preferential seating arrangements
- coaching on organizational strategies and planner use

Examination Accommodations may include:

- extended exam time, typically time and one half
- exams in a room with reduced distractions
- calculators for exams
- assistance for parents with the application process for accommodations on standardized and AP tests





Trinity's Traditional Program

Trinity's Traditional Program has a history of success serving students needing remediation as well as students with learning differences. Trinity requires all students with diagnosed learning differences to forward a copy of their testing information and diagnosis to the dean of studies for the Traditional program. The following specifies more clearly the kinds of accommodations that can be made within the program and those that cannot.

Academic Strategies:

- smaller class sizes
- workload appropriate to student ability
- flexible but reasonable testing accommodations
- grading standards appropriate to student ability and effort
- use of technology to support individualized learning
- use of multiple techniques to encourage student focus
- reinforcement of directions and instructions
- use of non-verbal cues
- assignments posted for students
- preferential seating as needed
- specialized Language Arts and Math curriculum
- a specialized counselor for academic and behavioral issues

Conditions and Strategies NOT available at Trinity:

- IEPs are not available
- support personnel are not available including: co-teachers, scribes, etc.
- there is not a "no-fail" guarantee
- students are not exempt from homework, testing or other graded work
- oral or untimed tests are at the teacher's discretion, as well as extended time for assignments
- teachers will provide support and instruction with organizational strategies, but will not write assignments in planners or take notes for students
- strict behavior modification programs cannot be followed



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