

DISCOVERY CENTER

Numonohi Christian Academy

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Supporting tribal church planting by
meeting the needs of missionaries' children

Discovery Program Sourcebook

"So then, while we have opportunity, let us do good to all men, and especially to those who are of the household of the faith."

Galatians 6:10

Rationale for the DISCOVERY CENTER at Numonohi Christian Academy

THE GOAL

New Tribes Mission of Papua New Guinea has the goal of reaching indigenous people with the Gospel of Jesus Christ and establishing mature churches among them. The express purpose of the Discovery Center at Numonohi Christian Academy is to aid NTM parents, school personnel, field leadership, and sending churches in this task by accurately identifying special educational needs, constructing effective educational plans, and equipping parents, teachers, and administrators to effectively meet the educational needs of NTM missionary families.

OUR RESPONSIBILITY

Mission schools have a unique opportunity to meet the educational needs of students from missionary families, thus facilitating the work of getting the Gospel to the ends of the earth. Dedicated to serving our missionary families, we seek to meet the learning needs of all children entrusted to us. Students who experience difficulties in learning present a special opportunity for us to glorify God. We see all of our students as part of God's creation, potential members of the body of Christ, and part of God's eternal purpose. We believe God is glorified when we bring our problems to Him, when needy conditions make us dependent on Him, and when our weaknesses are testimonies to God's overcoming power and grace to see us through. We rejoice in the glory God receives when we respond to Christian service opportunities presented by meeting the special needs of missionaries' children.

STUDENT DIFFICULTIES

Students with learning difficulties exhibit significant difficulty acquiring listening, speaking, reading, writing, spelling, reasoning, or mathematical skills. Students receiving services through the Discovery Center are those experiencing obvious frustration in areas related to school performance or those who are considered at risk for future difficulties.

WHAT INTERVENTIONS ARE CURRENTLY OFFERED?

Discovery

The Discovery Program of educational therapy is 80 minutes of intensive, one-on-one therapy designed to strengthen weaknesses in the learning process rather than compensate for them. It is licensed through the National Institute For Learning Development (NILD, www.nild.org). It is a team effort between the student, the classroom teacher, the parents, and the educational therapist to turn passive learners into independent learners. Students enrolled in the program can expect to be in the program for a period of three years, and possibly longer, depending on their specific needs.

Search & Teach

Search is a brief individual scan, designed to identify 5 and 6 year old children who are vulnerable to future learning difficulty. It provides profiles of individual strengths and weaknesses in the readiness skills necessary for reading success. This scan is administered to all 5 and 6 year old children at NCA.

The Teach portion of this program includes some of 55 different learning activities carefully designed to address the needs revealed by the Search Scan. Teach is administered in individual sessions, 3-5 days a week, for 30-45 minutes in duration. The learning activities are selected in areas corresponding to the individual weakness of the students. The criterion for successful completion of the program is mastery of the learning activities identified as areas of need.

Consultation

Consultation involves meeting with an educational therapist for less than an hour, 1-3 times per week. This level of intervention is intended to help students with mild needs, needs in very limited areas, or students needing organizational assistance.

Distinctives of Discovery Center Programs

1. Individualized – The student meets one-on-one with an educational therapist for intense therapy designed to remediate the deficit areas of that particular student.
2. Non-tutorial – Tutoring is a short-term solution and has been likened to giving a student with learning needs a life jacket to make it through the next chapter or test. Educational therapy is like teaching the student to “swim on his own” and is designed to change a passive learner into an independent thinker.
3. Integrated Program – The programs combine motor, visual, auditory, and cognitive training to strengthen deficit areas.
4. Emphasis on Deficit Areas – Therapy involves intense stimulation of the student’s deficit areas to strengthen thinking and reasoning skills.
5. Parental Involvement – In Discovery therapy, parents must be involved in the therapy program through parent training, observing therapy, and/or supervising homework activities.
6. All age inclusive – The Discovery Program is designed to be effective with all age groups, lower elementary through adults. Search & Teach is designed for 5 and 6 year old children.

The educational therapy programs help to improve:

- Eye-Hand Coordination
- Visual-Motor Skills
- Directionality/Laterality
- Spatial Perception
- Handwriting
- Mental Calculation
- Short and Long-Term Memory Skills
- Sequencing Ability

- Thinking Skills
- Organizational Skills
- Auditory Skills
- Attention Span

CHARACTERISTICS OF STUDENTS WITH LEARNING NEEDS

These students have difficulties in the acquisition and/or use of listening, speaking, reading, writing, reasoning, or mathematical abilities that impede their ability to learn and/or demonstrate learning. These academic difficulties may stem from numerous reasons including:

- Learning Disability – dysfunction in the way the brain processes, organizes, stores, and retrieves information in specific cognitive areas resulting in achievement that is significantly below expected levels given the student’s broad cognitive ability.
- Cognitive Impairment – dysfunction in the way the brain processes, organizes, stores, and retrieves information that is broadly lower than expected for a student of that age.
- Medical or Physiological Problems – medical issues that result in poor brain function, lack of energy to invest in learning, poor vision, poor hearing, etc.
- Poor Educational Opportunities –missed foundational educational information due to poor educational environments or significantly mismatched teaching and learning styles in educational settings.
- Transition Difficulties
- Trauma
- Assorted Other Causes

Problems in self-regulatory behaviors (discipline), social perception (how the child interprets what is going on around him), and social interaction may exist or increase with special learning needs, but do not by themselves mean there are learning needs.

Additional Characteristics Observed In Students With Learning Needs:

- Excessive yawning and sleepiness in class—the amount of energy some students have to expend to attend or perform in the classroom is incredibly high. Students may tire quickly when working in an area of deficit.
- Continued uncertainty of left or right handedness—some students have difficulty even remembering which hand they write with, or pick the fork up with, etc. You may observe them using the right hand to comb their hair or hold their cup, and also observe that they just as frequently use their left for the same tasks.
- Directionality—this is the sense of left and right “outside” of one’s own body. A student with directionality problems would have a hard time saying whether the cup is to the left or to the right of the plate, etc.

- Laterality—this is the sense of left and right “within” oneself. A student with laterality problems has a hard time knowing which his left side is and which his right is. They may forget which hand is which, and rely on clues like “I wear my watch on my left wrist”, not being able to have confidence concerning their left and right without concrete clues, even as they grow older.
- Uneven levels in academic achievement—some students are not consistent in their performance. It frustrates the teacher, because if a child excels in math, why can’t they remember what they read? This sometimes is revealed in inconsistent performance even on the same kinds of tasks. The teacher may be asking, “If he could do these problems yesterday, why can’t he do them today?”
- Difficulty with abstract thinking—some may have trouble understanding concepts that are not literal. Understanding the meanings of Proverbs or morals to stories would be difficult.
- Inability to generalize—It is hard for some students to take a concept learned in one situation and apply it to a problem of a different kind. For example, if in one science class they did an experiment that involved a balloon filled with hot air, and it rose - they wouldn’t automatically generalize that because hot air made the balloon rise, that hot air is lighter, therefore less dense. If hot air is a part of another problem, inside or outside of the classroom, this concept would be important to be able to apply.
- Hyperactivity—some children seem to have a need for constant stimulation. They are able to sit still and concentrate when their minds are being stimulated. (That’s why so many have observed “He can sit still for hours when it is something he’s interested in”). If his mind is not fully engaged, they may resort to stimulation of the physical kind - foot tapping, leg swinging, up and down out of the chair, “fiddling” with things, touching things on the desk, in the desk, etc.
- Distractibility – some students pay attention to whatever stimuli calls for their attention the loudest. As a result, they may jump from one task to another, one conversation to another, or be inappropriately attending to an insignificant task at the expense of ignoring a critical task.
- Short Attention Span—some students have a short attention span, which is different than distractibility. This is when the student lacks the cognitive ability to hold their attention on a task for a sustained length of time. They do not necessarily begin attending to other stimuli, but rather simply disconnect with the stimuli to which they were previously attending.
- Difficulty accessing language—some students may have trouble finding the “right” word when speaking, not being able to retrieve words that you want to say, to express yourself. The words are there - there just seems to be a block in the way to retrieving them. “It’s on the tip of my tongue.”

- Frustration with learning—Most students with learning needs struggle with the emotional frustration that accompanies their struggle. Of course, since all students are different, they may demonstrate this frustration in different ways. These students may react with behaviors that range from excessively submissive and passive to excessively aggressive.

DEFINITIONS OF AUDITORY PERCEPTUAL COMPONENTS

Auditory Discrimination

The ability to perceive the differences between sounds and the sequences of sounds.

We are not talking about a problem with the ear organ, itself. The ear is receiving sound in adequate volume. The problem lies within the auditory or “listening” area of the brain, where the sounds are translated or perceived.

This will affect expressive language. For example, if a child cannot hear the difference between the words “intersection” and “intercession”, he will likely be mispronouncing words he means to say, or using the wrong word to express what he’d like to say. Other examples are “car” and “tar”; “shear”, “seer”; “thread”, “bread”, and the like.

Auditory Figure-Ground

The ability to select relevant auditory stimuli from irrelevant. The ability to inhibit background noise; to change one’s focus of attention.

Children with this problem are sensitive to noise. Noise bothers them, because it is distracting. They are unable to “tune out” the noises that are supposed to be in the background. The background noises are just as demanding. If the student really is trying to concentrate and do well, any extra noise can actually frustrate them to the point of anger. They are easily distracted. Pencil sharpening, scuffling feet, conversations in the classroom during class, etc., pose a real threat to their “getting” the material they are trying to get.

Auditory Closure

The ability to identify auditory stimuli when part of it is missing.

These students cannot listen “casually” and still get what is being said. They cannot “fill in the blanks” of what was said if they missed part of it. You need to get their full attention and speak directly to them to be sure they got your instructions, etc.

Auditory Blending

The ability to blend isolated sounds or syllables into words.

If you give this child a word, sound by sound, and ask them what the word would be, there would be difficulty noted. Children with this problem have trouble reading. They may omit final sounds and say /buhl/ for /bl/. Not only are they slow in decoding, but because so much energy has to go into the blending to form words, the meaning of the text gets lost. Therefore, reading comprehension is affected.

Auditory Memory - the ability to retain or recall auditory experience.

Children with this problem may have difficulty remembering the sound that goes with each letter (sound/symbol association). They will sometimes substitute words of the same class, such as "pony" for "horse", because they can't bring up in their memory the exact word they wanted to use. They may use the word "thing" a lot because it is difficult to remember the right name for an object. These students are often accused of being forgetful.

Auditory Sequencing

The ability to hold a pattern of sounds within a word, a series of words within a sentence, or a series of ideas.

The alphabet sequence is difficult. They have to start with "A" each time to remember where another letter falls in the sequence.

Days of the week and months of the year are difficult unless recited from the "start" (Sunday or January), because they are only a part of their rote memory. Their memory span is adequate, but the sequencing is not. Before and after questions, like: "What day comes before Thursday and after Tuesday?" cannot be answered quickly.

Sounds within words can get mixed up, as in "pasgetti" for "spaghetti", "aminal" for "animal", and "amulinim" for "aluminum". The same can happen in relating a series of words within a sentence or a series of events. It makes their thoughts come out unorganized.

Auditory Association and Comprehension

The ability to relate spoken words and concepts to each other in a meaningful way.

A child with trouble in this area may have difficulty following directions. He may be a real concrete thinker. For example, you may be talking about taking someone's picture (with a camera), and the child is thinking that you are talking about literally taking the person's picture (away from them).

He may have difficulty seeing the meaningful relationship between words. For example, if asked, "What goes with shirt", the answer should be pants. If then asked, "What goes with dog?" The child might again respond, "pants". Well, dogs do "pant" when hot and thirsty, but it just doesn't "fit" meaningfully here. These children have trouble classifying or grouping words in a meaningful way.

DEFINITIONS OF VISUAL PERCEPTUAL COMPONENTS

Visual Discrimination

The ability to distinguish likeness and differences among forms and symbols.

We are not talking about a problem with the organ of the eyes, themselves, or something that wearing glasses can correct. This is a problem rooted in how the visual area of the brain is interpreting what is seen. Two "squares" of close, but different size, might be interpreted as being the same, for example.

Visual Figure-Ground

The discrimination of an object from its background; the ability to focus on one thing (figure) allowing all else to drop into the background.

Children having difficulty in this area find it hard to read maps and charts. They may have trouble interpreting pictures or finding things in the dictionary. If they were to look out of a windshield with rain drops on it, it would be difficult for them to "tune out" the drops, and focus in on the road. They have difficulty with games that require you to "Find the hidden picture".

Visual Closure

The ability to recognize the whole when only parts are presented.

This can affect the student's ability to recognize what design a small puzzle will make when only shown some of the pieces. The same is true of an unfinished drawing. Handwriting and spelling are definitely affected by this. Letters are often formed without being "closed" properly. For example, picture the word "dress" written in cursive with the rounded part of the letter "d" not closed off to touch the stem. The result is something that looks more like "cl"... "clress". Another common example is the letter "o" that is not closed at the top, looking more like a "u". With a visual closure problem you can see how this would cause difficulty in reading someone else's handwriting, too.

Visual Spatial Orientation

The ability to see spatial relationships.

Students with difficulty in this area seem to "ignore" margins. They have trouble spacing things on paper. "Lining up" numbers to perform mathematical operations such as in long division, prove very difficult.

Spatial relationships such as "time" also pose problems. These students can't "picture" how long 5 minutes is (or any time - an hour, a week, etc.) You can imagine that this causes them to be late for things. Turning papers in on time can be a real challenge.

Spatial relationships involving directionality are also involved. Think of the letters "u" and "n"; "p", "d" and "b"; "j" and "f"; "q" and "p". It is important how they are positioned in space - it changes the meaning of the symbol. They may have real struggles with terms such as "left", "right", "east", "west", and sometimes even with "up", "down", "north", "south", "under " and "above".

Visual Memory – The ability to recall or retain the visual experience

A child with a visual memory problem has trouble remembering sight words when reading. They may not remember if a word "looks right" after it is spelled. They may even have difficulty remembering how to form certain letters. "I forget what a "Q " looks like." Or, "Is this how an "X" goes?"

Visual Sequencing

The ability to recall visual stimuli in a serial order.

This can cause problems in spelling, because the student cannot remember the correct sequence of letters within the word. He may have all the right letters there - but in the wrong sequence. This also makes memorizing lists of things difficult if they have to be recalled in order for a test. It is difficult for them to "picture" in their mind the sequence of things as they were on the page, or in the book, etc.

Visual-Motor Integration

The ability to coordinate what is seen with a motor response.

Problems with visual-motor integration affect many areas of school performance. It is probably the most obvious in Physical Education classes, where the student appears a little awkward or uncoordinated. However, it can cause serious problems in the classroom in the areas of "tracking". Tracking is the ability to copy words from the chalkboard or a book. Students who consistently copy incorrectly or get "lost" as to their place in copying probably have a tracking problem. Handwriting may also be affected because the student is not able to coordinate his thoughts with his hand (trying to get his hand to cooperate in making the correct letters, the correct way at the correct time). Students who struggle in this area usually hate to write. It is laborious. To get away from the unpleasant task quicker, they often rush through their work, which of course makes their work even messier.

The staff and faculty of Numonohi Christian Academy have a strong commitment to the academic success of each of our students under our care. Concerning the operation of the Discovery Program which addresses the needs of students with learning difficulties, we ask that you keep the following policies in mind.

GENERAL POLICIES

AVAILABILITY - The Discovery Center's services are to be made available to the children of missionaries enrolled in Numonohi Christian Academy through the elementary and high school levels. It is also available to NTM home-schooled students who live at Lapilo or a nearby location.

Enrollment – After a student is identified as qualifying for services, placement in the Discovery Center programs requires annual parental consent. Students in the high school level will be required to sign an agreement that expresses their personal desire to be enrolled in and to cooperate with the program.

Priority considerations for enrollment (not necessarily in order of importance):

- ✓ Students already in the program
- ✓ Children of NTM missionaries
- ✓ Severity of the learning need:
 - Students who cannot "make it" without some type of intervention now
 - Less severe high school students who could be through the program by graduation
- ✓ How much time the student has left in our school to receive help
- ✓ Time on the waiting list
- ✓ Regular classroom teacher's recommendations
- ✓ Special case (scheduling of furlough times, etc.)

INITIAL IDENTIFICATION PROCEDURES

SEARCH SCAN (for Kindergarten and 1st grades)

- All Kindergarten and 1st grade students enrolling at NCA will be administered the search scan which evaluates the development of underlying cognitive abilities necessary for reading readiness.

- When students are identified by the Search scan as being potentially vulnerable to future learning difficulties, a checklist soliciting teacher feedback will be given to the classroom teacher.
- The results will be evaluated by the Discovery Coordinator and if a recommendation is made for Teach intervention, then a parent meeting will be scheduled to communicate the recommendation.
- Upon parental permission being given in writing, a schedule will be determined that suits the Discovery Center personnel and the classroom teacher so as to minimize the impact of being absent. The child will meet 3-5 times per week for 30-45 minutes typically.

DISCOVERY THERAPY REFERRALS (for grades 2-12)

- Referrals can be initiated by either classroom teachers or parents and must be submitted in writing to the Discovery Coordinator.
- A Checklist evaluating student achievement and behavior is completed by classroom teachers and / or parents (if home-schooled) and reviewed by the Discovery Coordinator.
- If the referral and feedback indicate a strong possibility of learning difficulties, a parent conference is scheduled to communicate this information and discuss the possibility of diagnostic testing.
- If the parents wish to pursue diagnostic testing they must fill out an *Application for Testing* form. This form will seek to identify other factors that may contribute to the identified learning difficulties as well as give a fuller educational and developmental history.
- If the *Application for Testing* information also indicates that a full diagnostic test battery would be beneficial, then the parents will be asked to give written permission to complete the evaluation.
- A testing fee will be charged to cover the costs of the testing materials and related costs. It will also serve as a "gateway" fee to the Discovery Center. Any testing reevaluation or updates will be covered. Therapy intervention is covered under the normal tuition fee structure.
- Upon completion of the diagnostic testing evaluation, a meeting will be scheduled with both parents to consider the results and plan intervention if necessary. A written report will be provided to document the testing results and the evaluator recommendations. Results may also be shared as necessary with educators responsible for educational services to that student.

PROGRAM IMPLEMENTATION

Search & Teach

The Teach program is designed to provide follow-up intervention tasks in the areas identified as vulnerable on the Search scan. This program will be carried out by a trained therapist during school hours as a supplement to the regular education classroom instruction. There is no homework associated with Search & Teach and no required parental participation other than to occasionally observe sessions.

Discovery Therapy

The Discovery program consists of two, 80 minutes sessions per week carried out by an educational therapist licensed by the National Institute for Learning Development (NILD). The therapist mediates the student through tasks designed to challenge areas of cognitive and academic deficit in an intense, stimulating, language dominant environment with a systematic and mastery-based approach. This program is designed to supplement the education that is taking place in the classroom but is non-tutorial in that it focuses on strengthening the underlying cognitive weaknesses that cause weakness in the learning process.

PARENTAL INVOLVEMENT

- Parents will be required to:
 - Observe six sessions of the student's educational therapy early on in the therapy process (these sessions will be used to introduce the parents to the Rhythmic Writing assignments which they will do with their child at home).
 - In some cases where this is not possible for either parent, special Rhythmic Writing training sessions will be scheduled
 - Give Rhythmic Writing to student at home the days that he/she does not have therapy
 - Supervise other assigned homework
 - Observe one session each semester or more often if possible (once a quarter is ideal) throughout the school year
 - Give Rhythmic Writing and supervise homework during the summer
 - Parents will sign and submit a "parental agreement form" showing that they understand and agree with the requirements as laid out above.

- Annual Testing – Educational evaluations shall be administered annually to accurately track student gains and to focus the therapist on working with the student's greatest learning deficits. These evaluations and the therapist observations should be summarized into an annual report in the spring that will enable planning for the next year.

WITHDRAWAL

- Parents are at liberty to withdraw a student from therapy at any time.

- A conference will be scheduled with the parents, administrator, the therapist, and the Discovery Program Coordinator.
- If a decision is made to withdraw a student, a date to end the Discovery Center instruction will be agreed upon.
- The Coordinator will notify the appropriate school personnel or home-school coordinator of the student's withdrawal from the program.

DISMISSAL (Graduation from the program)

- To determine eligibility for dismissal, program criteria will be as follows:
 - Annual Testing Evaluation: Any retake of initial testing which would be indicated to measure the improvement in an area that had been deficit
 - Evaluation of student by classroom teacher(s) and parents indicating success and independence in school and homework
 - Both parents (if possible) will meet with therapist and student for final therapy session
 - Complete the Dismissal Form in duplicate
- Dismissal may take place at the end of any school semester.
- Continued cooperation and communication between classroom teacher, therapist, and parents may contribute to the student's success through the remaining school years.

CLASSROOM LIAISON

SCHEDULING

- The therapist should work with the teachers to develop a therapy schedule that is feasible (an ideal time for this is the pre-school orientation days with all teachers present)
- Prior to the beginning of the school year, teachers are to receive a schedule for all therapy sessions.
- Therapy will begin the second week of school.

TEACHER/THERAPIST INTERACTION

- Teachers who have students involved in the educational therapy program are encouraged to observe their students in therapy at least once during the first quarter of school, and a second time during the second half of the school year when possible.
- Therapists may observe their students in the regular classroom setting when they have time.

- The therapist will be present at parent-teacher conferences involving a therapy student
 - The conference remains the teacher's and is under the teacher's direction
 - The Discovery Center is there as a resource to provide the family with answers to questions that may arise during the conference

CLASSWORK/ HOMEWORK

- Modifications and adjustments are often necessary for students with recognized learning needs. They should be made only when and where necessary, and will depend on the student's particular needs.
- Examples of accommodations include:
 - Abbreviated spelling lists
 - Reduced copy work
 - Fewer math problems
 - Realistic expectations on original writing
 - Easing of time pressures (speed drills, timed tests, etc.)
- It is not necessary to require the make-up work missed during therapy sessions.
 - Each student receives a heavy load of additional work and homework from the therapist
 - Evaluation must be made of the work and the student to determine when make-up is absolutely necessary

GRADE PLACEMENT

- We desire that Discovery students be in the best place for their educational and social growth and that *usually* will be with their peer age group in the regular classroom (special circumstances may necessitate a different arrangement which would be re-evaluated annually).
 - A modified curriculum may be required
 - Educational therapy takes time (typically several years), but students staying with their peers on an adjusted curriculum often catch up.

ADJUSTED CURRICULUM / REPORTING GUIDELINES

- Students on a modified curriculum will receive report cards that reflect that they are not currently doing grade level work.

- Students should only receive accommodations / modification when truly necessary – The Discovery Center’s goal is independence and success in the regular classroom.
- High school students receive 1/2 credit per semester for educational therapy
 - This can come under a title such as "Study Skills I" for first year, "Study Skills II" for the next year and so forth
 - The credit is granted based on the number of hours per week (3 hours), the material covered, and the amount of homework required

EXTRA-CURRICULAR ACTIVITIES

- Students in the Discovery Program are eligible to participate in any extra-curricular activity, regardless of grades, if the student meets the following criteria:
 - Demonstrates a hard-working attitude in each subject
 - Displays a submissive spirit towards authority
- No Discovery student shall be prevented from participation in extra-curricular activities unless the Board of Management determines that the student has not met the criteria listed above.

PERSONNEL

QUALIFICATIONS FOR DISCOVERY THERAPIST

- The therapist shall be a college graduate licensed through the National Institute for Learning Development (NILD).
- The therapist shall be one who makes a good role model for students in his/her walk with the Lord.
- The therapist will be one who has passed the NILD graduate level courses in good standing and seeks to maintain their high professional standards of excellence.
 - This includes continuing education opportunities while on furlough and books, DVD, and CD presentations offered while on the field.
 - The therapist will plan to attend the advanced course of NILD within 2 years of the Introductory course, if no advanced therapist is in the program yet.
 - If there is an advanced therapist, the second therapist may wait till furlough to defray costs - assignment of students will take this into consideration.
 - After the Advanced training, the therapist will continue to work toward acceptance into the Level III course for Professional Certification and full licensure.

REQUIREMENTS

- The therapists shall be required to attend:
 - All pre-school orientation days.
 - Scheduled faculty meetings.
 - Parent-teacher conferences when involving a therapy student.
- Student load expectations:
 - Full-time therapists: 7 students (3 hours a week per student, plus time for testing, reporting, teacher meetings, parent training sessions, etc.). A new therapist should not be asked to take a full load during the first year.
 - Part-time therapists: 3-5 students.
 - Program Coordinator: maximum load of 5 students for experienced therapists so that he/she may fulfill coordinator responsibilities.
- Activities Related to Calendar Changes:
 - During the first week of school, therapists shall prepare for initiation of therapy.
 - When half days are scheduled, therapy shall be conducted on a schedule agreed upon by the administration, coordinated by the Discovery Coordinator.
 - All students shall be excused from therapy during exam week. This time will be used for staff continuing education opportunities, reports, and parent meetings.
- All students shall be excused from therapy during Stanford Achievement Testing week.