

THE KING'S CHRISTIAN SCHOOL TIMOTHY PROGRAM FREQUENTLY ASKED QUESTIONS

1. Which students are enrolled in the program?

*King's students who have been classified (by a Child Study Team or by a professional, qualified evaluator) as having a Specific Learning Disability (SLD) and who have been recommended for special services which can be provided at King's are **required to be enrolled** in the Timothy Program.*

Under specific circumstances, students with the classifications – Multiple Disabled(MD), Communication Impaired(CI), or Emotionally Disturbed (ED) – may be determined to be suitable for the program. Generally, King's is not equipped to address the needs of students who are classified as Neurological Impaired(NI), Socially Maladjusted or Mentally Retarded.

*King's families pay a **monthly fee in addition to regular tuition** for their children to be enrolled. Some scholarship assistance has been available for families with financial need.*

2. What is the Camden County Educational Services Commission?

The "Commission" is an agency that provides service to families who have their child(ren) enrolled in a Camden County nonpublic school. At no fee to the family, the "Commission" will conduct a Child Study Team evaluation process for the student who has been referred by the school. Services are only provided if the student's family is in full agreement. After receiving the referral and the family's permission, the CST meets with the family and school personnel (Timothy teacher; administrator; at least one classroom teacher may attend) to determine eligibility for the evaluation. School records and teacher input is reviewed.

*If the student is eligible, then the team members (psychologist, learning disability teacher consultant, and social worker) meet with the student to do extensive testing and meet with the family to conduct a thorough interview; they also may observe the student in class. Reports are written and sent to the family and the school for preview. Following this, a meeting is scheduled with the team, family, and school personnel to discuss the evaluation. Recommendations are made regarding classification, special services, classroom instruction, supplemental instruction, possible further testing, counseling, etc. **A Service Plan (ISP) for the student is developed.** The family, school personnel, and team members sign to indicate acceptance of the plan. A copy of the report is placed in a confidential file apart from the regular cumulative school records; a copy is given to the family. **Each classified student receives an Annual Review; Re-evaluations are done every three years.***

Most classified students are granted up to thirty hours of supplemental instruction provided by instructors employed by the "Commission". The families may accept or reject this service. The supplemental instruction will be given during the school day at the school..

3. Are all students, evaluated by the CST, classified?

No, it is not unusual for the CST to determine that the student should be non-classified. Sometimes, the suggestion is that the family have the student seen by a physician or other professional for an evaluation that lies outside the team's expertise or responsibility.

4. Are the Child Study Team members qualified?

Each team member must be a licensed, qualified professional. The school is asked to evaluate the team members periodically. Traditionally, there has been an excellent, professional relationship between the "Commission" and King's. Normally, team members are quite appreciative of the nonpublic school and admire the atmosphere and quality of program here at King's. It has been our added blessing to have teams with some team members who fully understand our Statement of Faith.

5. Are families permitted to use the services of private evaluators rather than use the service of the "Commission"?

*Yes, King's honors this as long as the evaluation is done by qualified, professional evaluator(s). Private evaluations can be very costly for the families, however, and often are done by only one member of a Child Study Team. On the King's admissions application, **families are asked to indicate whether their child has been professionally evaluated and determined to have a learning disability.** If the student has been evaluated, the family is expected to show the school a copy of the report and the recommendations prior to the student's acceptance.*

6. How is a student referred for an evaluation?

Teachers begin by discussing the situation with the Timothy teacher(s) and the campus principal. They must review the student's records to see what has been done previously. They are to verify that classroom interventions and various instructional strategies have been tried. Next, the Commission's referral form is to be requested from the Timothy teacher. This form (which involves some communication with the student's family) is completed and returned to the Timothy teacher, who will seek the appropriate signatures and actions to get things underway.

7. What about students who are classified as ADD/ADHD?

ADD/ADHD are considered medical impairments. Child Study Teams do not classify these students. However, the team may recommend that a family take the child to a physician or to a professional able to determine whether an impairment exists. Sometimes, the physician may place the child with an ADD/ADHD diagnosis on medication.

*In what is called “An Accommodation Plan”, the school can describe various “reasonable accommodations” that will be made for the student. (Students with visual impairment, physical disability, etc. would be included in this category, as well.) The Timothy teachers will coordinate the development of the plans for the students, working in conjunction with the classroom teachers, administrators, and parents. **Generally, the accommodations are made within the regular classroom setting.***

Students with such Plans are not automatically enrolled in the Timothy Program. However, at King’s, the Timothy program may be able to assist the teacher with these students, by administering quizzes/tests, providing a less distracting study area, allowing extended time, etc..

Not every student can be accommodated at King’s, but we do want to meet the needs of students who can be serviced here with reasonable accommodations. A question on the King’s admissions application asks families to indicate if their child has a medical impairment that requires accommodations.

8. How is the King’s Timothy Program staffed?

Holly Mumma, who has a degree in special education and experience with special needs students, teaches the elementary students on a part time basis. Carole Doughty, who is a qualified reading specialist and who has learning disabilities training and experience, teaches students in middle school on a part time basis. Susan Cochran, a teacher with special education training and qualifications, also teaches middle school students on a part time basis. Peg Savidge, who is a certified Teacher of the Handicapped and who has experience teaching special needs students at the secondary level, teaches full time in middle school and high school. She also coordinates the program, bolstered by her extensive administrative training and experience.

9. What actually takes place in the Learning Center and Study Lab?

*Timothy teachers give **specialized instruction** in language arts, reading, math, and study skills in accordance with the CST Service Plans and in accordance with accepted professional special education practice. The teachers **support and reinforce the classroom instruction** by helping students prepare for and take quizzes/tests and by helping students learn and employ solid study skills/reading in the content area skills. The teachers give personal, encouraging attention to small groups and individuals. They also maintain good communication with the families, teachers, and the school administrators.*

To meet the needs of some students, the Timothy teachers take responsibility for a subject area or course. At the high school level these courses are then considered “General Courses”. Reading in the content area skills and study skills instruction are key elements of such courses.

*The Timothy teachers interact with the classroom teachers frequently. They receive lesson plans via an envelope system, e-mail, and/or in person at least weekly. They **work in concert with the classroom teachers** to develop ways to support the classroom instruction as much as is possible. Preparing for the initial CST evaluations, annual reviews, and reevaluations and then meeting with the team and families are major activities in the Timothy Program.*

Students receive specialized assistance in the elementary school Learning Center and the Middle School/High School Study Lab 3-10 times each week. Additional time is given to administering quizzes/tests, to interacting with teachers, and to observing students in the classroom.

10. Is the Timothy Program effective?

*Feedback from students, families, administrators, and teachers would indicate that there are many positive results and benefits in having such a program. We trust that **it is making a difference in the lives of the students and in the experience of the school.** We are all still trying to make assessments, to learn from research and experience, and to improve our services and interactions. Suggestions are always welcomed. **Support of the Program by the King’s teachers, administration, Board, and families has been excellent; this is greatly appreciated!***

11. What is the English Language Support Program?

King’s has been blessed to have international students enrolled as students. These students normally require English language support. This instruction is coordinated through the Timothy Program. The students also receive specialized ESL instruction provided through the Camden County Educational Services Commission.

