

PROCESS MAP



PARENTS

LEARNERS

APPLICATION & SCREENING

- Complete application
- Intake Interview - Is it the right fit?
- Determine initial level of service & needs/outcomes
- Refer or make external recommendations if appropriate



CONTRACT FOR SERVICES

- Contract agreement specifying services, roles for all parties & requirements for exiting services

INITIAL ASSESSMENTS

- **Initial Assessments** - *academics, strengths, preferences, learning styles*
- **Individual Learner Growth Plan**

PARENT & LEARNER ONBOARDING

ONBOARDING MODULES

- How to use the system
- Expectations of all parties
- Basics of program philosophy, UDL, growth mindset & basic learner support strategies

ONBOARDING MODULES

- How to use the system
- Expectations
- Assignment of asynchronous interactive modules, group sessions & live individual coaching sessions based on *Individual Learner Growth Plan*

GENERAL SERVICE PLAN

PARENT COACHING

- **Parent coaching modules** based on learner's enrollment
- **Monthly 1:1 coaching sessions** to problem-solve with *Curriculum & Programming Director* or contracted *Parent Coach*
- Access to an **on-demand library** or live offerings of group trainings sessions on a variety of topics

LEARNING SYSTEM

- **Individual Learner Growth Plan** - Developed with learner & parent at onset, reviewed with learning team quarterly
- **Independent Interactive Learning Modules** - assigned based on assessment level & desired content areas in *Individual Learner Growth Plan*
- **Individual Coaching Sessions** - with contracted *Learning Coach* based on learning module assignment & ongoing needs
- **Group Sessions** - Live group sessions with *Director* and/or *Learning Coach* to practice skills in a group setting. All students will have a session at the beginning of each week to plan learning goals.

PROGRESS REVIEW & DATA

- Parent has continual access to data in a **Parent Portal**
- If learner is partially educated by a school & requires an IEP or 504 plan, *Director* will provide data & feedback as part of the IEP team.
- If the learner's progress is faltering, the team will switch to monthly checks/reviews & the instructional plan may be altered.
- If the learner continues to struggle with progress, the team will evaluate whether the program is a good fit for the learner & next steps (modification of learning plan/instruction, accommodations needed, transition to another learning program, etc.).

ONGOING ASSESSMENT

- **Weekly Progress Monitoring** - based on assessments & quick PM checks with *Learning Coach* or *Director*
- **Exit Interview** for each learning module to provide feedback on accessibility, user interface & successes/struggles
- **Quarterly Progress Review** - Check in with family/learners & *Director* to look at data, discuss any issues, & make adjustments for learner growth.

Note: This program is not a substitute for special education programming. We do not assume responsibility for special education programming, however we will work with families & districts as an integrated part of an IEP or 504 team. Instruction provided in a UDL model.