

**St. Louis School
Illumination
Program**

Mission Statement

The Illumination Program supports St. Louis students in order to optimize their learning experience in our school's rigorous curriculum.

Illumination Program Overview

The hallmark of our program is that **every student** has the opportunity to benefit from the expertise of our Illumination team.

- ❑ All students are in the general education classroom for all subjects areas. We **support the student by differentiating** within the grade level standards and expectations by utilizing alternative teaching methods, materials, and tools.
- ❑ The students we serve with diagnosed learning needs (e.g. Dyslexia, Dysgraphia, ADHD, Executive Function Disorder) are of **average to above average intelligence**.
- ❑ St. Louis School **does not offer a modified curriculum**; however, certain accommodations may be provided.
- ❑ There are **no additional tuition costs** for receiving services from the Illumination team.

Illumination Team

- ❑ Mrs. Elizabeth Friedman: Reading/Math Differentiation
Grades PK-4
- ❑ Mrs. Marie Hatfield: Case Manager/Resource Teacher
Grades K-3
- ❑ Mrs. Raquel Lohmeyer: Case Manager/ Resource Teacher
Grades 4-5
- ❑ Mrs. Mary Jane Sacker: Case Manager/Resource Teacher
Grades 6-8

Team members collaborate and coordinate with the administration, school counselor, and teachers.

Tier 1

Whole Group Instruction

An Illumination team member works with the class as a whole to review concepts, extend and enrich areas of the curriculum, integrate technology, and strengthen study skills.

Tier 2 Integrated Co-teaching

Integrated co-teaching occurs when Illumination faculty and the classroom teacher differentiate instruction to benefit all students.

Tier 3

Small Group Instruction

Small group instruction occurs when an Illumination team member provides differentiation either in a classroom or in a resource room.

In grades PK-4, a student may participate in a flexible reading group based upon ongoing informal assessments and teacher recommendation. These groups are fluid and ever-changing. The main purpose is to provide early support using a variety of methods, materials, and strategies in order to boost reading skills and ensure success. **Participation in these reading groups is not indicative of a learning issue.**

Tier 4

Foreign Language Exempt FLEX

- ❑ The school may recommend exempting students in grades 2-8 from Spanish class based upon results of an up-to-date (within the last 3 years) formal educational and cognitive assessment.
- ❑ A referral list of public and private testing centers is available.
- ❑ FLEX affords students an opportunity to preview, review, and practice targeted concepts and skills with the support of an Illumination team member.
- ❑ Students in FLEX have an Academic Intervention Plan (AIP).

Academic Intervention Plan

AIP

- ❑ An Academic Intervention Plan summarizes a student's strengths and needs. The AIP contains classroom recommendations and testing accommodations based upon educational and cognitive testing results.
- ❑ The AIP is developed collaboratively and revised as needed. **The AIP is not a legally binding document.**
- ❑ Teachers implement the AIP as appropriate. Progress reports will typically reflect a student's accommodations.