

“Every Student is a child of God, and is deserving of an opportunity for the best Catholic Education possible. The overall mission of Catholic Education is to teach the Gospel and to model Jesus Christ.” -

Guidebook for Diversified Learners - The Roman Catholic Diocese of Phoenix



PTO and Dad's Club 2017 - 2018 Fundraising Priorities



**Supporting Diversified Learners
Student, Family and Faculty Resources**

**Renovating the
Pope Saint John XXIII House
Beautiful Space for Small Group
Instruction and Extended Care Program**



“Consult not your fears but your hopes and your dreams. Think not about your frustrations, but about your unfulfilled potential. Concern yourself not with what you tried and failed in, but with what it is still possible for you to do.”

Pope Saint John XXIII

2017 - 2018 PTO and Dad's Club Fundraising Initiative Start-up Costs for Supporting Learning Differences at STCS - Parent, Teacher and Student Resources and Renovating Space for Extended Care and Resource Program Use

Saint Theresa Catholic School, in serving its mission of providing excellence in academic preparation in a Christ-Centered learning environment to families of Saint Theresa Parish and the local community, enrolls students with a broad and diverse set of learning skills and styles. While careful to admit students with an expectation of success at Saint Theresa Catholic School, our mission entails serving all families who seek the faith and moral development fostered by a Catholic Education. Our school must be prepared to address the educational needs of students as best described by national statistics. Our students are drawn from a population in which “The percentage of total public school enrollment that represents children served by federally supported special education programs increased from 8.3 percent to 13.8 percent between 1976–77 and 2004–05. Much of this overall increase can be attributed to a rise in the percentage of students identified as having specific learning disabilities from 1976–77 (1.8 percent) to 2004–05 (5.7 percent).”¹ More recent statistics suggest the trend continues to increase, an increase that is noted each year by the Saint Theresa teachers.

About 13–14% of the school population nationwide has a handicapping condition that qualifies them for special education. Current studies indicate that one half of all the students who qualify for special education are classified as having a learning disability (LD) (6–7%). About 85% of those students have a primary learning disability in reading and language processing. Nevertheless, many more people— perhaps as many as 15–20% of the population as a whole—have some of the symptoms of dyslexia, including slow or inaccurate reading, poor spelling, poor writing, or mixing up similar words. Not all of these will qualify for special education, but they are likely to struggle with many aspects of academic learning and are likely to benefit from systematic, explicit instruction in reading, writing, and language.

Dyslexia occurs in people of all backgrounds and intellectual levels. People with dyslexia can be very bright. They are often capable or even gifted in areas such as art, computer science, design, drama, electronics, math, mechanics, music, physics, sales, and sports.

In addition, dyslexia runs in families; parents with dyslexia are very likely to have children with dyslexia. For some people, their dyslexia is identified early in their lives, but for others, their dyslexia goes unidentified until they get older.²

While resources to address the individual needs of students often take center stage in the form of differentiated instruction, pull-out instructional programs and technology supported interventions, there is a growing awareness that students with learning differences need additional support from families and teachers. A study focused on the parents of students with Learning Disabilities (LD) reports:

The parents of kids with LD face challenges and celebrate successes on a daily basis. What they believe plays an important role in their kids’ lives. The National Center for Learning Disabilities and others in the LD field conducted independent research to gain insights into parents’ feelings and beliefs. In their report, *The State of Learning Disabilities: Facts, Trends and Emerging Issues (Third Edition)*, they say that of the parents surveyed:

- 35 percent have serious concerns about their ability to cope with their children’s learning issues. These parents feel isolated, guilty, stressed and worried about their children’s future.
- 31 percent have conflicting feelings. These parents accept their children’s issues, but aren’t sure how to find or ask for help. They feel stressed, admit to being impatient with their children and are worried about their children’s future.

1 NCES National Center for Educational Statistics. (n.d.). Fast Facts. Retrieved October 8, 2017, from <https://nces.ed.gov/fastfacts/display.asp?id=64>

2 Dyslexia Basics – International Dyslexia Association. (n.d.). Retrieved October 8, 2017, from <https://dyslexiaida.org/dyslexia-basics/>

- 34 percent are optimistic about their ability to cope. These parents feel able to take on the challenges and be good advocates for their children. They don't feel guilty, are able to manage stress and have ways of dealing with their kids' learning and attention issues.

The bottom line is that not all parents of kids with LD see their situation the same way.³

Today's educators lack in the ability to properly teach and engage special needs students in the classroom. Although Vaughn et al. (2007) stress that "One of the teacher's most important role is to take ownership of students with disabilities," (p. 172) general education teachers are often finding this to be an extremely difficult task. The success of inclusion is only meaningful and successful when implemented correctly, and Rock et al. (2008) explain:

To fully engage in and progress through the general classroom, students with disabilities need more than to be physically present in the classroom. They need group-individualized instruction, supplementary aids and services, accommodations, and modifications to which they are entitled. It is unfortunate that many teachers lack training in ways that ensure students with disabilities cognitive access-an opportunity to actively participate and to profit from instruction linked to the general curriculum, (p. 32).⁴

The Saint Theresa PTO, in cooperation with the Dad's Club of Saint Theresa Catholic School, have committed to addressing the needs of all Saint Theresa students who will benefit from a comprehensive approach to providing specialized instructional services. Funding is sought to allow the school to hire a specialist trained in identifying, allocating and providing instructional support to students in need. Two years of "seed funding" is contemplated, allowing for the start-up and implementation of a resource program concurrent with the school's identification and allocation of continuation funding for year three and beyond. In addition to the instructional resource program, improving the Saint John XXIII house to provide extended care facilities as well as space for the resource program offices and small group instructional areas has emerged as a funding priority. Funds raised will be used to address four goals:

- Support Saint Theresa families with a knowledgeable specialist who will assist in navigating the special need requirements of a student. Advice on identifying the special need, maximizing access to public and private programs, planning an individualized education program for the student and coordinating services will assist parents with information needed to cope with their student's learning issues.
- Support Saint Theresa classroom teachers with a knowledgeable colleague who specializes in the methods, techniques and activities that support the student with learning issues in the classroom.
- Support Saint Theresa students with learning issues with direct interventions as appropriate.
- Transform the original ranch house on the campus of Saint Theresa, now the Saint John XXIII building, into functional and aesthetically pleasing office and small group instructional space. It is anticipated that the newly renovated space will provide offices for PTO, Dad's Club, Extended Care, and the Resource Specialist while also providing program space for the extended care (before school and after school) program and a small group instructional space for the resource program.



3 *Learning Disabilities Facts, Trends, Stats | Public Perception of LD.* (n.d.). Retrieved October 89, 2017, from <https://www.understood.org/en/learning-attention-issues/getting-started/what-you-need-to-know/learning-disabilities-facts-trends-and-stats>

4 Rosenzweig, K. (2009, October 23). *Are Today's General Education Teachers Prepared to Meet the Needs of Their Inclusive Students?* Retrieved from http://opencommons.uconn.edu/cgi/viewcontent.cgi?article=1019&context=nera_2009

Budget

Saint Theresa Catholic School is committed to restoring and then enhancing the availability of instructional resources to address the exceptional education needs of all students. The renovation of the Pope Saint John XXIII House will return this facility to active use providing updated space for small group instruction, space needed to expand differentiated instruction as the resource programs expand. The renovated space will also be made available for expanded extended care programming, used uniform sales, a permanent location for a spirit shop, PTO/Dad's Club offices and storage and other space needs as identified.

To accelerate and fully implement the vision of implementing this instructional and facility programming, Saint Theresa will utilize a phased-in approach to raising the necessary funds. Each new phase will allow for both the expenditure of funds for identified project objectives and the plan for the next phase.

PTO Funding

Phase I: \$120,000 - PTO Commitment to the Operating Budget - 2017-2018 School Year

The PTO has committed the first funds raised to on-going efforts to recognize teachers with additional salary support. With 74% of the yearly operating budget is allocated to payroll costs, meeting this commitment to our faculty and staff is made possible by the additional resources made available during this phase. Operating funds are expended for salaries and benefits, classroom supplies and activities, updating textbook series, improving and maintaining instructional technology, as well as all of the necessary operations of the school.

Phase II: \$60,000 - PTO - Specialist's Salary and Benefits 2018-2019 School Year

Funds raised for Phase II will go directly to providing seed funding to restoring resource programming. A teacher / specialist will be added to the STCS faculty and planning will continue for expansion of services.

Phase III: \$30,000 - PTO - Staff Development in Exceptional Education (2018-2019)

Professional development funds will be made available to assist with the training of classroom teachers in how best to support exceptional education practices in the classroom.

Phase IV: \$20,000 - PTO - Resource materials, Instructional Technology, Program acquisitions (2018-2019)

Instructional resources, as identified by the teacher / specialist, will be augmented.

Phase V, VI, and VII repeat the cycle for the following year's funding.

Dad's Club Funding

Phase I: \$35,000 - Dad's Club - Architectural consultant, Plan Development for Saint John XXIII House Renovations

Funds raised by the Dad's Club will initially support an architectural review of the existing structure of the Pope Saint John XXIII House. Funds raised will be utilized to implement improvements and renovations as identified by the architectural review as available, with the initial goal of making the space safe and immediately usable. Depending on the recommendations of the architect, further funding needs will be identified and addressed.