



BATTLE GROUND ACADEMY

Learning Services

2026–27 HANDBOOK

FRANKLIN, TENNESSEE

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Mission and Philosophy

In keeping with BGA's mission "To ignite and nurture student curiosity, intellect, and character," BGA offers reasonable accommodations to students with diagnosed learning differences. We are committed to supporting the diverse learning needs of our students through thoughtful, evidence-informed accommodations and services. The policies outlined in this document provide a comprehensive overview of the procedures, expectations, and guidelines related to Learning Services. These policies are designed to ensure a collaborative partnership between families, students, and educators while promoting student independence, academic success, and preparation for lifelong learning. By clearly defining our processes and responsibilities, we aim to foster a supportive and equitable learning

environment for all students who qualify for academic support.

As an independent school that does not receive state or federal funding, BGA is not required to follow the same guidelines outlined in the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act. While these laws apply differently in our setting, BGA is well-equipped to support students with diagnosed learning differences. Rather than modifying the curriculum or program, we provide reasonable accommodations designed to help students access the full academic program. We are deeply committed to understanding each student as an individual and partnering with families to help every learner grow, thrive, and reach their full potential.

Learning Services Model

BGA's Learning Services Department follows a Gradual Release Model designed to build student independence and self-advocacy over time. This approach aligns with the developmental stages of students and ensures that they acquire the skills needed to manage their own learning and accommodations as they progress through the school divisions.

LOWER SCHOOL (GRADES K–4): TEACHER-LED SUPPORT

- In the Lower School, students are fully supported by their teachers in the implementation of their accommodations.
- Teachers work closely with the Learning Services team to understand and apply the strategies outlined in each student's Learning Plan (LP).
- Students at this stage are typically not expected to self-advocate or manage their accommodations independently.
- The emphasis is on creating a structured, supportive environment in which students experience success with embedded supports.
- Early support services may include Orton-Gillingham reading intervention, individual and small-group push-in support, and speech and language therapy.

MIDDLE SCHOOL (GRADES 5–8): SHARED RESPONSIBILITY AND EMERGING SELF-ADVOCACY

- In the Middle School, students begin to take a more active role in understanding their learning profiles and available accommodations.
- Teachers continue to support implementation, but students are encouraged to begin practicing self-advocacy skills, such as asking for clarification or requesting the use of an approved accommodation.

- Students may meet periodically with the Director of Learning Services to review their Learning Plans and discuss their role in the learning process.
- This transitional phase prepares students for more independent management in Upper School.

UPPER SCHOOL (GRADES 9–12): STUDENT-LED RESPONSIBILITY

- In the Upper School, students are expected to take full ownership of their learning needs and accommodations.
- Students must proactively communicate with their teachers about the use of accommodations, such as requesting extended time in advance of assessments.
- Planning ahead, attending office hours, and scheduling meetings with teachers are essential skills for success at this stage.
- The Learning Services team remains available for consultation, coaching, and support, but the primary responsibility shifts to the student.

This gradual release model equips students with the self-awareness, executive functioning, and advocacy skills necessary for success in college and beyond. It fosters independence while maintaining appropriate support at every stage of development.

Learning Plan Certification Process

Under the supervision of the Director of Learning Services, the divisional Learning Services Directors create Learning Plans (LPs) for students with documented learning differences. The LPs include approved instructional and assessment accommodations and additional recommendations on how teachers can support students in the classroom. BGA has a structured procedure for developing and implementing an LP.

- Parents submit a complete and full psychoeducational evaluation from a licensed psychologist or (for Lower School only) a language evaluation from a speech-language pathologist. After third grade, a doctor's letter alone is not sufficient.
- The divisional Director of Learning Services reviews the documentation and meets with the parents to discuss how the disability impacts the student's academic performance.
- The divisional Director of Learning Services develops or updates the student's LP, outlining strengths, challenges, instructional accommodations, and testing accommodations.
- A copy of the LP is provided to parents for review and acknowledgment.
- Parents sign the LP and return it to the divisional Director of Learning Services.
- Once the signed form is received, the divisional Director of Learning Services shares the LP with the child's teachers. Students in grades K–4 can begin using their accommodations right away. Students in grades 5–12 will meet with their divisional Director of Learning Services before accommodations go into effect.
- The divisional Director of Learning Services collaborates with teachers to monitor accommodation use and identify necessary adjustments for the following school year.
- If a student does not use a particular accommodation, it may not be included in the LP for the next academic year.

Documentation Guidelines

For a student to receive academic services and accommodations through an LP, BGA requires a current and comprehensive psychoeducational evaluation conducted by a licensed professional. This evaluation helps us better understand the student's learning profile and determine appropriate supports. However, for students in kindergarten through third grade, a formal doctor's note confirming an ADHD diagnosis may be accepted in lieu of a full psychoeducational evaluation. Our documentation guidelines align closely with ACT and College Board (AP, SAT) requirements.

- Educational evaluations must be completed within the last three years, reflect the student's current level of functioning, and include input from the school.
- Documentation must include a clear and specific diagnosis of a learning disability, attention deficit disorder (e.g., ADHD), or cognitive disorder.
- Students with a vision disorder or mental health diagnosis (e.g., anxiety, depression) are required to submit updated documentation from a licensed medical or mental health professional on an annual basis to maintain access to accommodations.
- A complete copy of the educational evaluation will be kept on file with the Learning Services Department for as long as the student is enrolled at BGA.
- BGA will not release any documentation to outside institutions without the parents' explicit written permission.

Psychoeducational Evaluation Providers

We have a partnership with Southeast Psych Nashville, a respected psychology practice based in Brentwood. Southeast Psych tests our students on campus at a reduced rate, providing convenience and affordability to families.

We accept psychoeducational evaluations from any licensed provider, provided the evaluation includes formal teacher input. For families who prefer not to work with Southeast Psych, we are happy to provide a list of additional qualified providers.

Accommodations

Accommodations are subtle changes in instructional practices or assessment administration that intend to provide optimal access to success for students with learning differences. Accommodations do not alter academic expectations; they provide support to help students with learning differences meet those expectations. BGA does not modify curriculum or graduation requirements for any student.

- The divisional Learning Services Directors review and approve accommodations annually.
- BGA reserves the right to determine which accommodations can be reasonably provided within the scope of available resources and instructional settings. Not all recommended accommodations will be available.
- Students must demonstrate a need for an accommodation before it will be approved.
- The accommodations offered to Upper School students reflect the support available at most colleges.
- US students will only receive accommodations for AP classes that have been approved by College Board.

Accommodations

BGA Lower School Academic Accommodations

INSTRUCTIONAL ACCOMMODATIONS

Access to Physical Tools	Student has access to physical tools (fidgets, slant boards, wiggle seats, etc.)
Approved Breaks	Teacher allows appropriate breaks (movement, brain, vision, anxiety); teacher allows student to leave classroom to meet with designated staff member
Audiobooks	Students may listen to audiobook while reading along in printed or digital book
Chunking	Teacher breaks multi-step directions or long assignments into smaller sequenced tasks
Dictation	Students may dictate HW to parents or classwork to designated staff member
Extra Think Time	Teacher allows student additional think time for oral responses
Nonverbal Cues	Teacher establishes and uses nonverbal cues (mark paper, tap shoulder) to redirect as necessary
Preferential Seating	Teacher seats student near classroom resources and away from distractions
Read Aloud	Teacher/Designated staff member read directions aloud to student (K-3)
Speech to Text	Student completes written assignments using speech to text feature on iPad
Typing > Handwriting	Student may type designated assignments on an iPad instead of handwriting

TESTING ACCOMMODATIONS

Extended Time	Student receives time and a half to complete standardized tests (4th only)
Read Aloud	Teacher/Designated staff member read directions and/or classroom tests aloud to student (K-3)
Small Group Testing	Student is tested with a small group in an alternate location

BEST PRACTICES

Check for Understanding	Teacher has student repeat directions/key points of instruction back to teacher
Checking-in/Redirecting	Teacher gains student attention before giving directions to confirm student is attending; teacher checks in with student during independent practice and redirects attention as necessary

Executive Function Support	Teacher checks class notes/planner to ensure student is sufficiently organized and has most critical information recorded
Multi-modal Instruction	Teacher uses auditory, visual, and kinesthetic instructional methods
Repeat Directions/ Instruction	Teacher repeats directions/key points of instruction to student as necessary
Visual Schedule	Teacher provides a visual schedule to assist with routines and transitions

SERVICES OFFERED

- Individual and small-group intervention
- Individual and small-group push-in support
- On-site speech/language therapy provided by FSSD
- Tutoring space before and after school (dependent on space availability)

Accommodations

BGA Middle School Academic Accommodations

INSTRUCTIONAL ACCOMMODATIONS

Advanced Notification	Teacher will give student advance notice on class participation expectations
Approved Breaks	Teacher allows appropriate breaks (movement, brain, vision, anxiety); teacher allows student to leave classroom to meet with designated staff member
Audiobooks	Student may listen to audiobook while reading along in printed or digital book
Calculator Use	Student uses a four-function calculator to complete assignments/assessments
Chunking	Teacher breaks multi-step directions or long assignments into smaller sequenced tasks
Class Notes	Teacher provides class notes and/or posts on Google Classroom; student may take picture of the board with teacher permission
Headphones	Student is allowed to use noise-canceling headphones in Study Hall
Preferential Seating	Teacher seats student near classroom resources and away from distractions
Speech to Text	Student uses approved device to transfer spoken word into processed document
Typing > Handwriting	Student may type lengthy assignments on an iPad or laptop instead of handwriting

TESTING ACCOMMODATIONS

Alternate Location Testing	Student may take classroom tests, exams and standardized tests in the Learning Center
Calculator Use	Student uses four-function calculator to complete assignments/assessments
Extended Time	Student receives time and a half to complete assessments and standardized tests
No Penalty for Spelling	Student receives no penalty for spelling errors on assignments/assessments unless the skill is specifically being evaluated
Speech to Text	Student uses approved device to transfer spoken word into processed document
Typing > Handwriting	Student may type lengthy assessments on an iPad or laptop instead of handwriting

BEST PRACTICES

Check for Understanding	Teacher checks for understanding when giving directions & during independent work time
Multi-modal Instruction	Teacher uses auditory, visual, and kinesthetic instructional methods
Redirecting	Teacher redirects student focus (conditionally) without penalty or disciplinary measures
Use of Appropriate Fonts	Teacher uses sans serif fonts such as Arial, Comic Sans, Helvetica
White Space	Teacher includes plenty of white space on assessments

SERVICES OFFERED

- Academic coaching for additional instructional and/or executive functioning support
- Check-ins with the Learning Services Team
- Consultation with families and students

Accommodations

BGA Upper School Academic Accommodations

INSTRUCTIONAL ACCOMMODATIONS

Approved Breaks	Student may take short (approx. 5 minutes) breaks outside of the classroom
Assignment Segmentation	Teacher and student collaborate to break long assignments into smaller sequenced tasks
Preferential Seating	Teacher seats student near classroom resources and away from distractions
Speech to Text	Student uses approved device to transfer spoken word into processed document

TESTING ACCOMMODATIONS

Alternate Location Testing	Student takes classroom tests and exams with learning services in a smaller, restricted environment
Calculator Use	Student uses an approved calculator to complete assignments/assessments
Extended Time	Student receives time and a half to complete assessments
No Penalty for Spelling	Student receives no penalty for spelling errors on assignments/assessments
Typing > Handwriting	Student types responses to assignments/assessments on device approved in advance

BEST PRACTICES

Advanced Notification	Teacher will give student advance notice on class participation expectations
Low/No Stakes Assessments	Teacher offers some assessments at low or no credit as progressive benchmarks
Multi-modal Instruction	Teacher uses auditory, visual, and kinesthetic instructional methods
Multiple Format Assessments	Teacher offers a variety of modes of assessment (i.e. projects, presentations, etc.) outside of traditional timed tests/quizzes
Redirecting	Teacher redirects student focus without penalty or disciplinary measures
Teacher Notes Check	Teacher checks notes from class to ensure student is sufficiently organized and has most critical information recorded
Use of Appropriate Fonts	Teacher uses sans serif fonts such as Arial, Comic Sans, Helvetica

White Space

Teacher includes plenty of white space on assessments

SERVICES OFFERED

- Academic coaching for additional executive functioning support
- Study-skills support before, during, and after school
- Consultation with families and students

Standardized Testing Accommodations

Accommodations are subtle changes in instructional practices or assessment administration that intend to provide optimal access to success for students with learning differences. Accommodations do not alter academic expectations; they provide support to help students with learning differences meet those expectations. BGA does not modify curriculum or graduation requirements for any student.

BENCHMARK/PROGRESS MONITORING (K–4)

- Students will not receive accommodations on benchmark and progress monitoring assessments, as these assessments are not designed to assess students with accommodations in place.

ERB MILESTONES AND CTP (3RD–8TH)

- Students with an approved extended-time accommodation will be granted extended time on the ERB Milestones and CTP.

ACT/COLLEGE BOARD ASSESSMENTS

- Students with a professionally diagnosed disability or condition may apply for accommodations for ACT and College Board Assessments (PSAT, SAT, AP Exams).

Request Process for ACT and College Board

ACT

- Students request accommodations during the ACT registration process.
- ACT notifies the Director of Learning Services.
- Written consent is obtained from the parent/guardian.
- The Director of Learning Services submits the accommodations request and required documentation to ACT.

COLLEGE BOARD

- The Director of Learning Services will reach out to students with LPs and their parents/guardians prior to their first College Board exam (either the PSAT or an AP Exam) to determine interest in applying for accommodations.
- Written consent is obtained from the parent/guardian.
- The Director of Learning Services submits the accommodations request and required documentation to the College Board.

SUBMISSION OF ACCOMMODATIONS REQUESTS TO ACT AND COLLEGE BOARD

The Director of Learning Services will submit accommodations requests to ACT and the College Board once all of the following requirements have been met:

- A signed parent/guardian consent form is on file with the school.
- A current psychoeducational evaluation is on file with the school.

- Documentation shows the accommodation has been implemented and necessary at school for at least six months.
- The student has an active LP in place at school.
- The request is submitted before the official deadline. Please note that accommodation requests must be submitted to ACT by the test registration deadline. To allow sufficient time for the accommodation approval process, students should register for the ACT at least two weeks before the registration deadline.

REQUIRED DOCUMENTATION FOR SUBMISSION

Accommodation request submissions may include, but are not limited to, a student's current psychoeducational evaluation, current Learning Plan, and a letter from the Director of Learning Services. If a reconsideration request is needed, additional supporting documentation may include letters from a teacher, psychologist, tutor, or family member, as well as report cards. Please note that recommendation letters submitted as part of the accommodation request cannot be shared with families.

If the initial request is denied, the Director of Learning Services will submit one reconsideration request on behalf of the student.

ACT AND SAT SCHOOL-BASED TESTING

BGA will administer the ACT and SAT on campus for students who are approved for ACT Special Testing or SAT School-Based Testing, provided that staff are available to proctor the exam. The exams will be administered at school within the time frames mandated by ACT and College Board: 9 days for ACT and 2 weeks for College Board. Please note: Due to scheduling constraints,

BGA is unable to offer administration of the December ACT and SAT.

Student Engagement

Learning Services strives to serve all BGA students with learning differences by guiding students in a way that improves their BGA experience and prepares them to access teachers and support services as they progress through BGA and in college.

MIDDLE SCHOOL LEARNING SERVICES STUDENT EXPECTATIONS

- Attend all scheduled check-in meetings with Learning Services.
- Attend before-school morning help sessions with teachers if missing multiple assignments.
- Attend before-school morning help sessions with teachers prior to tests and quizzes if their core-class average is below 75.
- Check in with their core-subject teachers after an absence to find out what work was missed and arrange for make-up assignments.
- Actively engage in classroom discussions and activities.

UPPER SCHOOL LEARNING SERVICES STUDENT EXPECTATIONS

- Meet with the US Director of Learning Services to review LP and accommodations within the first four weeks of school.
- Attend all scheduled check-in meetings with Learning Services.
- Complete extended-time assessments within the same school day.
- Attend before and after school work sessions if missing multiple assignments.
- Schedule and attend at least one weekly before-school help session when a core-class average falls below 75.
- Prepare for teacher meetings by identifying homework questions or test prep topics.
- Actively engage in classroom activities and meet classroom expectations.

Parent Partnership

At BGA, we believe that strong collaboration between families and the school is essential to achieving the best possible outcomes for each student. A proactive and consistent parent partnership ensures that students receive the support they need both in and out of the classroom. To help us work most effectively together, we ask parents and guardians to consider the following responsibilities:

- Seek outside tutoring/counseling when the support a student requires exceeds BGA's capabilities.
- Reinforce expectations for accommodations and learning plans at home.
- Ensure student attendance and engagement in before- and after-school work sessions or teacher meetings.
- Stay informed about your child's assignments, grades, and overall progress by regularly checking myBGA for students in grades 5–12.
- Obtain and share results of psychoeducational evaluations with Learning Services.
- Notify Learning Services of any absences extending beyond three days.
- Communicate concerns regarding academic progress with Learning Services.

Peer Tutoring

If a student with a learning plan demonstrates a need for additional support, they may be assigned a peer tutor. Students who are working with a peer tutor are expected to:

- Complete and sign the Peer Tutor Form. Parent, peer tutor, and teacher must also sign the form.
- Meet with peer tutor weekly at assigned time and location.
- Meet with the respective classroom teacher weekly.
- Prepare discussion topics and questions before meeting with the teacher or peer tutor.

Alternate Location Testing

Students in grades 5–12 with an Alternate Location Testing (ALT) accommodation may choose to take their class assessments in the Learning Center. This setting offers a quieter, less distracting environment and is designed to support students who benefit from reduced testing anxiety or extended time.

At the beginning of the school year, students may opt in or opt out of ALT based on their individual needs. However, testing in the least restrictive environment is always encouraged—students are

welcome to take assessments in the regular classroom setting if they feel comfortable doing so. When testing in the classroom, students will continue to have access to their teacher for clarification or support, just as their peers do.

If a student opts out and later determines that the classroom environment is not effective for them, they may opt back in—but not on a test-by-test basis. Instead, they will be expected to take all assessments for that course in the Learning Center for the remainder of the academic year.

Assistive Technology Use

The school supports the use of assistive technology (AT) to help students access the curriculum and demonstrate their knowledge. Students may be permitted to use BGA vetted AT on a trial basis to determine its effectiveness and appropriateness for their educational needs.

Use of assistive technology is subject to the following conditions:

- Non-Disruptive: The AT must not significantly disrupt the learning environment for others. If disruptions occur, alternative solutions will be explored.
- Integrity of Assessments: AT may not be used in any way that compromises the integrity of classroom tasks, assessments, or standardized testing. Use during evaluations must align with testing guidelines and teacher or administrator approval.
- Review and Monitoring: The effectiveness and suitability of the AT will be regularly reviewed in collaboration with the student, educators, and relevant support staff.

Our aim is to balance accessibility with fairness and the integrity of instruction and evaluation for all students.

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