

ACADEMIC SUPPORT AT THE UPPER SCHOOL

The MICDS Upper School provides a number of “in house” support options for students. Since our teachers know our curriculum best and need to know when students require additional clarification or help on specific concepts or skills, we start that support with the teachers.

MEETING WITH TEACHERS OUTSIDE OF CLASS TIME

If your son/daughter would like extra help, the first thing he/she should do is reach out to his/her teacher for support and clarification during free period, during Collaborative, or before/after school. We offer two Collaborative periods each 6-day cycle—days 3 and 6—for students to connect with teachers. On Day 3, English, history and world language teachers are available. On Day 6, art, science and math teachers are available. Students can ask in person or email a teacher directly who in turn will follow up and confirm a time that works.

UPPER SCHOOL ACADEMIC CENTER

In addition, we offer free after school support every Monday, Tuesday and Thursday that school is in session from 3:30 to 5 p.m. in our Academic Center in Lower May Hall.

Three faculty are available on each day; one from the humanities (English, history, world languages), one from math/science and one from Student Services. Students can be referred by any faculty member or coach, but they can also drop in for support. If a student-athlete needs to use the center after school and will miss part or all of practice, the student should communicate this to his/her coach in advance.

Some areas that these teachers can help with are:

- Student would like 1:1 repetition or reinforcement of material covered in class
- Student would like a teacher to review a paper or project
- Student-athlete misses class due to travel or early dismissal and would benefit from checking in with someone to make sure they are completing everything in a timely fashion
- Student would like help balancing all of the demands on his/her time
- LAST RESORT time to make up tests (if free periods, Collaborative and before school did not work with the teacher’s schedule)
- Student has an accommodation plan and occasional support from a faculty member or a peer tutor would be beneficial
- Student would benefit from regular check-in for executive function support (prioritization of work, study skill reinforcement, help with managing all of the information he/she has to process online)