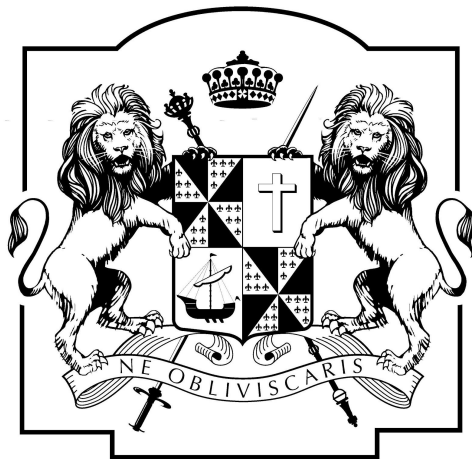


**Campbell Hall
2020-2021**



Educational Support Services

Accommodations and Interventions for Students at Campbell Hall

The goal of the Educational Support Services program is to encourage students in their growth as learners by helping them develop life-long learning skills. In partnership with teachers and parents, the directors of the program craft individualized learning plans, meet with students for check-ins as needed, and act as liaisons between home, school, and outside support. The directors also provide referrals to specialists for educational and developmental assessment. The program is not a special education program; rather, the program encourages students to use the community of inquiry model as a means to self-advocacy.

The first step in setting up accommodations for any child is to meet with the appropriate Director of Educational Support Services. At this meeting, parents can bring any prior testing and give the Director history on previous struggles and successes. At that meeting the parents and the Director will formulate a plan for how best to proceed.

If the parents and the Director determine that some degree of intervention and/or accommodations should be established, then the student will be referred for a comprehensive assessment, often called a psychoeducational evaluation. Alternatively parents may provide a previous assessment.

For an evaluation to be accepted by Campbell Hall the evaluation must be administered by a qualified professional which in California is a Ph.D in psychology, a Psy.D. or a School Psychologist who has a masters in Educational Psychology with a PPS credential. Campbell Hall is happy to provide a current list of qualified professionals. The testing should be current within 3-5 years.

Once the testing is complete, a written report should be given to the Director. The report must include:

- A. The specific disability
- B. Relevant educational, developmental and medical history
- C. A description of the comprehensive testing and techniques used to arrive at the diagnosis including:
 - a. Evaluation dates
 - b. Subtest scores from cognitive ability testing
 - c. Subtest scores from academic achievement testing
 - d. Subtest scores from information processing testing
- D. A description of the fundamental limitations supported by the test results
- E. A description of the specific accommodations requested and a statement as to why the student's disability qualifies the student for such accommodations on standardized tests
- F. Specific classroom recommendations
- G. The professional credentials of the evaluator, including information about license and certification

Once the written support is provided to Campbell Hall, there will be a meeting to determine the appropriate accommodations and interventions to be provided by Campbell Hall. This meeting will always include the parents and the Director. It may also include the student, the Grade Level Dean, the Division Principal, the professional who did the testing, an educational therapist working with the student or any other person that the team feels should be included in the meeting. The purpose of this meeting will be to create a Student Educational Plan, which will be given to the student's teachers. See a sample plan on page 9. This plan will be updated and distributed to teachers on a yearly basis. All students receiving accommodations should meet with the Director at least once a year. Parents should also call or meet with the Director yearly to discuss any modifications to the plan. Parents should plan to have the testing updated every 3-5 years.

What is a Learning Disability?

A learning disability (LD) is a neurological disorder that affects the brain's ability to receive, process, store and respond to information. LD is not a single disorder but is used to refer to a group of disorders including dyslexia, processing speed issues, visual or auditory processing issues, graphomotor issues and attentional issues. A student with a learning disability is different from one with a learning difference. Learning differences are generally "style" based – a student may learn better if the information is visual rather than auditory. However, a student with LD is a student with average (or often above average) intelligence who struggles with certain academic tasks because their brain is having difficulty performing that task.

Accommodations That Are Possible at Campbell Hall

- 50% extended time on tests, quizzes and final exams
- Preferential seating
- Use of a laptop to take notes or write essays
- Weekly reports from the teachers
- Use of a calculator
- Attentional signals from teachers
- Large print tests, quizzes or final exams
- Use of graph paper in math class
- No scantron
- One page of text at a time

Physical and Medical Disabilities

Physical and medical disabilities are separate from learning disabilities. Students who have temporary physical and medical disabilities should coordinate any interventions and accommodations through the appropriate Grade Level Dean. If the disability is long term (more than 6 months), please meet with the division appropriate Director of Educational Support Services to create a long-term plan.

Accommodations for Standardized Exams

In order for a student to receive accommodations on standardized tests such as the PSAT, SAT or AP exam, the College Board and ACT require that a student have testing on file at their school of attendance. The testing should include a **DSM-IV diagnosis**.

PSAT/SAT

All students seeking accommodations from the College Board must contact Lisa Leone, leonel@campbellhall.org SSD Coordinator and Cassandra Cando, candoc@campbellhall.org HS Director of Educational Support Services who will process the request on-line.

Please note that requests for accommodations other than or in addition to extended time on the SAT, must be accompanied by a supporting psycho-educational or neuro-psychological assessment. Receiving multiple accommodations from the College Board has historically been more difficult for students than the single accommodation of extended time. Additionally, requests for accommodations for a student who has received accommodations at school for less than 4 months must be accompanied by the psycho-educational or neuro-psychological assessment.

It is the responsibility of the student and parent to read and understand College Board policies, dates, and requirements. Once accommodations are granted, students and parents will receive a letter from the College Board. **It is up to the students and parents to read the letter and double check that the requested accommodations are accounted for on this letter.** If they are not, please contact Lisa Leone to further apply for the desired accommodations.

ACT

All students seeking accommodations from ACT must:

1. Go to www.actstudent.org or alternatively to www.act.org
2. If you are new to ACT, create an account for yourself; if you already have an ACT account, log in.
3. On the Your Accommodations screen, BE SURE to indicate YES, you are an

examinee with a disability who needs accommodations to access the ACT.

4. Select either National Extended Time or Special Testing (please ask us if you don't know which one to choose).

5. Select your testing date; select ACT with writing (typical); or no writing.

6. ACT will assign a registration number.

7. IMPORTANT!! We MUST know that you've registered in order to submit documentation. PLEASE EMAIL your registration to leonel@campbellhall.org and candoc@campbellhall.org

8. We will then upload your supporting documents and request accommodations.

9. Students must register for the ACT via the ACT.org website **each time** they want to take the exam. Additionally, we **must** receive a copy of this registration receipt to know that you are taking the exam again with accommodations.

Regardless of the accommodation/s requested, the ACT requires that the applicant supply a copy of a psycho-educational or neuro-psychological assessment documenting the need for the accommodation.

It is important to make sure that the student's assessment is current. Campbell Hall recommends that the assessment be updated every 3-5 years, ensuring that the student's assessment is current for not only the standardized exams but for eligibility for support services in college. **It is the parents' responsibility to ensure that documentation is current so that timelines for requests for accommodations from the College Board and ACT are met.** Information on test dates and deadlines can be found at: <http://www.act.org/content/act/en/products-and-services/the-act/taking-the-test.html#identification>

Types of accommodations that are given to students with disabilities:

- Extended time
- Large print test book
- No Scantron
- Reader
- Extended breaks
- Breaks as needed
- Computer for essays

Please note that a recommendation for accommodations on standardized exams by a testing psychologist does not guarantee a student will receive an accommodation. Both the College Board (SAT) and the ACT have independent psychologists who review the submitted documentation and make their own determination. **We recommend students apply for accommodations that are reflective of what they utilize at Campbell Hall.**

For more information on how College Board and ACT make their decisions please read:
<https://www.collegeboard.org/students-with-disabilities/request-accommodations>
<https://www.act.org/content/act/en/products-and-services/the-act/services-for-examinees-with-disabilities.html>

The College Board and ACT are separate entities from Campbell Hall Episcopal. We do not work for them. We are not responsible for when they distribute scores or how they determine accommodations. Please contact ACT Customer Care at 319-337-1270 (Monday – Friday, 8:00 a.m. – 8:00 p.m. Central time) and an agent will assist you. For the College Board, please contact 212-713-8333.

If the request for accommodations is denied, an appeal may be filed. **The appeal process is primarily the responsibility of the parent and student.** Ms. Leone is available to help with the process. Any appeals processed through Educational Support Services **must** include a letter from the student articulating how and why the accommodation has contributed to their academic success.

Please check the respective College Board and ACT websites for necessary forms as well as test and registration dates. If you need help please contact Ms. Leone. She may be reached at leonel@campbellhall.org.

For students applying for accommodations with either or both the College Board and/or ACT please sign along with your parents that you have read and understand this information.

Please contact Lisa Leone for registration dates, forms and help with the process. She can be reached at leonel@campbellhall.org

For accommodations on the ERB exams (Grades 3-8), please contact Courtney Behrenhausen at 818 505 5384 or behrenc@campbellhall.org.

SAMPLE
Student Educational Plan
CONFIDENTIAL

Date: September 4, 2020

Student Name: Great Kid

Grade: 10

Testing Date: July 2, 2018

Strengths:

- Great Kid has strong verbal reasoning
- Good overall reading and writing skills
- Good auditory processing
- Good organizational skills
- Great Kid loves to dance. She is an avid equestrian and animal lover.

Observable Classroom Behavior:

- Great Kid always completes her homework
- She participates well in class discussion
- She is eager to learn new concepts

Challenges:

- Visual processing
- Processing speed
- General anxiety about test taking

Observable Classroom Behavior:

- Difficulty getting notes or written instructions from the board
- Runs out of time on in-class projects and tests and quizzes
- She has difficulty showing her knowledge on tests and exams

Management Plan

Strategies for Strengthening Strengths:

- Continue to encourage Great Kid to participate in class and explain to her privately what a positive contribution she makes to the class
- When possible, allow Great Kid to complete classroom work at home if she runs out of time at school

Necessary Accommodations:

- 50% extended time on quizzes, tests and exams
- Allow Great Kid to look at overheads or other visual material after class to fill in missing notes

- Encourage Great Kid to work with friends in the class to photocopy class notes

Suggested Strategies:

- Work with Great Kid to come up with strategies for your particular class that will help relieve her anxiety about tests and quizzes. For example, is there a place that she prefers to sit? Does it help if she gets the test in parts so that she is not overwhelmed with the whole test at once? Does it help her to get up and stretch or get a drink of water part way through the test?

Outside Support: Great Kid is working with an Educational Therapist once a week outside of school. Mr. Therapist is concentrating on the test anxiety as well as the visual processing issues.

SAMPLE
Student Educational Plan
CONFIDENTIAL

To: 5th grade Team (includes all specialty teachers)

CC: Mrs. Frank and Mrs. Kempf

From: Courtney Behrenhausen

Date: September 1, 2020

Student Name: Great Kid

Grade: 5

Testing Date: July 2, 2018

Strengths:

- Great Kid has strong verbal reasoning
- Good overall reading and writing skills
- Good auditory processing
- Good organizational skills
- Great Kid loves to dance. She is an avid equestrian and animal lover.

Observable Classroom Behavior:

- Great Kid always completes her homework
- She participates well in class discussion
- She is eager to learn new concepts

Challenges:

- Visual processing
- Processing speed
- General anxiety about test taking

Observable Classroom Behavior:

- Difficulty getting notes or written instructions from the board
- Runs out of time on in-class projects and tests and quizzes
- She has difficulty showing her knowledge on tests and exams

Management Plan

Strategies for Strengthening Strengths:

- Continue to encourage Great Kid to participate in class and explain to her privately what a positive contribution she makes to the class
- When possible, allow Great Kid to complete classroom work at home if she runs out of time at school

Necessary Accommodations:

- 50% extended time on quizzes, tests and exams
- Allow Great Kid to look at overheads or other visual material after class to fill in missing notes
- Check in with Great Kid during tests and quizzes to help reduce anxiety

Suggested Accommodations:

- Work with Great Kid to come up with strategies for your particular class that will help relieve her anxiety about tests and quizzes. For example, is there a place that she prefers to sit? Does it help if she gets the test in parts so that she is not overwhelmed with the whole test at once? Does it help her to get up and stretch or get a drink of water part way through the test?

Outside Support: Great Kid is working with an Educational Therapist once a week outside of school. Mr. Therapist is concentrating on the test anxiety as well as the visual processing issues.