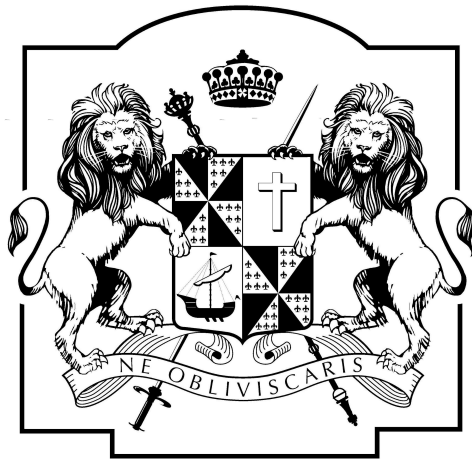


Campbell Hall



Educational Support Services Accommodating Differences Handbook

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 or multiplication chart
- Attentional signals from teachers
- Large print tests, quizzes or final exams
- Use of graph paper in math class
- No scantron
- One page of an assessment 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 and the Health Office. 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 Charlee Corra, corrac@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 Charlee Corra 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 corrac@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.** Mx. Corra 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 Mx. Corra at corrac@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 Charlee Corra for registration dates, forms and help with the process. She can be reached at corrac@campbellhall.org

HIGH SCHOOL SAMPLE PLAN
Student Educational Plan
CONFIDENTIAL

Student Name: Great Kid
Grade: 10
Testing Date: July 2, 2023
Evaluator: Dr. Psychologist

Strengths:

- Math reasoning skills including visual reasoning
- Writing skills. Great Kid enjoys writing short stories.
- Reading comprehension
- Loves sports and creating pottery.

Challenges:

- ADHD Inattentive Type
- Difficulty with visual memory and visual processing speed. This can make it challenging for him to take notes in class.
- Some executive functioning concerns in terms of turning work in time. Great Kid sometimes needs reminders.
- Visual motor skills

Management Plan (standardized testing in bold):

- **50% additional time** on quizzes, tests, standardized testing and finals
- **No scantron**
- **Computer use for essays**
- Preferential (least distracting) seating.
- Reminders to turn work in on time
- Breaks as needed

Outside Support:

- Great Kid is working with XYZ tutor twice a week.

MIDDLE SCHOOL SAMPLE PLAN
Student Profile Summary and Management Plan
CONFIDENTIAL

Student Name: Super Student
Class of 2029

Strengths:

- Overall cognitive abilities
- Auditory processing and memory
- Verbal processing speed
- Abstract reasoning
- Verbal expressive and receptive language skills
- Super is a student who wants to do well in school and works hard.
- Super is a strong athlete and plays a variety of sports.

Challenges:

- Writing disability including
 - Spelling accuracy
 - Grammar and punctuation accuracy
- Working memory
- Reading disability including
 - Word reading accuracy
 - Reading rate and fluency
- Visual attention and processing
- ADHD - difficulty maintaining focus
- Executive functioning including:
 - Shifting tasks
 - Academic fluency
 - Response inhibition

Management Plan:

- 50% additional time on quizzes and tests – particularly in the areas of reading and writing
- Use of a keyboard for writing assignments and test essays (including use of spell check)
- Encourage Super to use a layered approach to writing –first get the content down and then go back and look at spelling, then another look just for punctuation and another for capitalization etc.
- Do not penalize Super for spelling errors if the assessment is not specifically testing for spelling.
- Give Super organizational support as needed.

ELEMENTARY SCHOOL SAMPLE PLAN
Student Profile Summary and Management Plan
CONFIDENTIAL

Date: August, 2024

To: 4th Grade Team

CC: Robin Frank and Gretchen Kempf

From: Courtney Behrenhausen

Student Name: Awesome Kid

Grade: 4

Date of Testing: November, 2022

Strengths:

- Strong working memory
- Strong verbal comprehension - specifically the ability to learn and retain knowledge about the world around her.
- Intact verbal comprehension, visual spatial skills and processing speed.
- Solid reading skills
- Awesome is a conscientious student and takes pride in her work.
- Awesome is a passionate dancer. She loves cooking and painting.
- Awesome is very self-aware and insightful.

Challenges:

- Specific learning disorder in mathematics:
 - Number sense
 - Math facts
 - Fluency and accuracy
 - Math reasoning
 - Particular difficulty with word problems
- Difficulty with fluid reasoning, which is the ability to solve novel problems independent of previous knowledge or information
- Difficulty with auditory processing and auditory memory
- Anxiety - Awesome experiences social anxiety. This can manifest in stomach aches or withdrawal.
- Central auditory processing weakness include:

- Difficulty with dichotic listening (ability to hear several sounds at once and attend to one over the others)
- Temporal processing (this affects ordering and sequencing)
- Some difficulty with speech perception - it will be more difficult for Awesome to understand speech that is unclear, accented or speakers that mumble.

Management Plan:

- 50% extended time on quizzes, tests and standardized exams
- Take quizzes and tests one page at a time
- Go over test instructions in clear and concrete terms.
- Providing examples or modeling including visuals is very helpful
- Check understanding frequently
- Seating away from environmental noise (pencil sharpeners, windows)
- Be cognizant of the amount of auditory processing that you are asking from Awesome at any given time.
- Look for leadership opportunities for Awesome.
- When not specifically testing multiplication, she should have a multiplication chart in her desk and stapled to tests and quizzes.
- Repeat directions - please do not rephrase. Awesome can be confused if the information is rephrased because she may hear it as new information.
- Awesome can have difficulty copying notes from the board. Check for accuracy.

Outside Support:

Awesome will be working with an educational therapist twice a week and is in therapy for anxiety.