



Carondelet High School Academic Support Policy

Carondelet High School is committed to supporting learners with varying needs. The academic support team and teachers work with students and parent(s)/guardian(s) to provide reasonable accommodations for students with documented learning differences, and for students with medical or psychological diagnoses.

The goal of Carondelet's Academic Support Program is to empower young women. In addition to developing skills and strategies for academic success, we strive to teach students to become advocates for themselves in the classroom, amongst their peers, and in the community. The vision for our program is for students to be resilient and independent.

Carondelet High School provides a basic list of accommodations based on the resources that we can provide. Carondelet will attempt to provide support to the best of its ability. As a comprehensive high school, Carondelet is not set up to simulate a 1:1 environment and thus may be not equipped to put in place ALL accommodations/recommendations that are stated in an IEP, 504 Plan, or Private Evaluation.

An accommodation is defined as an alteration to the environment, curriculum, assignments or assessments in order to help students access the curriculum. Carondelet can only provide accommodations to the learning environment - not modifications to the curriculum. Teachers have the right to discern whether or not an accommodation may possibly modify the outcome of the overall assignment and factor this into how work is assessed. Teachers can make the final decision in conjunction with the case manager as to the appropriateness of accommodations being requested.

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POLICY STATEMENT

This policy is not a contract. It is a statement of our intent to accommodate a student with learning differences, medical, or psychological diagnosis that impacts her academic progress. It does not provide greater or lesser rights than provided under applicable federal, state or local law. The presence of an IEP, 504 Plan, professional evaluation or a doctor's recommendation does not automatically ensure a student is eligible for a Carondelet Educational Plan or a Carondelet Academic Plan.

DIFFERENT SUPPORT STRUCTURES AVAILABLE

CARONDELET EDUCATIONAL PLAN (CEP)

Before receiving any kind of academic accommodations, a student must have a comprehensive evaluation that reveals a learning difference, medical, or psychological need that impacts her learning, and/or states any functional limitations. **EVALUATION OR ASSESSMENT MUST BE CURRENT - NO OLDER THAN FIVE YEARS FROM REQUEST and must be completed by a licensed and/or certified institution or individual.**

Assessment:

A parent/guardian can either have their student assessed through the public school system or through a state licensed private assessor.

Public School Process:

1. The process begins with a formal request by the parent. Proof of residency and registration is required in the public school. The school district will request teacher feedback and other data. Carondelet's Academic Learning Support department can help parents with the process and is the contact for all of the school district requests for information.
2. While the process may vary among school districts, typically they will request information that pertains to the student's current academic progress, past standardized test scores, observed strengths and areas of concern, along with documented attempts of in-class adaptations (if any). The school district may

use any information provided to determine whether the student is eligible for assessment.

3. If approved for testing, the district will assign a school psychologist and resource teacher who will conduct the assessment.

Private Assessment Process:

Carondelet accepts evaluations conducted by private licensed and/or certified assessors as long as the protocols of assessment are aligned with the criteria identified by College Board and the ACT

- [College Board](#)
- [ACT](#)

Documentation

Public/private assessments and medical documentation must be on letterhead, typed, dated, signed, legible, and include:

- the specific learning difference, medical, or psychological diagnosis clearly stated w/ accompanying DSM-V number or Ed Code
- relevant educational, developmental, and medical history
- a description of the comprehensive testing and techniques used to arrive at the diagnosis (including):
 - test results with subtest scores [standard or scaled scores] for all tests)
 - a description of the functional limitations to learning due to the diagnosis
 - a description of the specific accommodations being requested
 - the evaluator's name, title, information about license or certification (i.e. licensed psychologist) as well as the area of specialization, employment and state in which the individual practices

Learning Disabilities

The applicant must provide the results of age-appropriate diagnostic testing performed by a qualified professional. Documentation must address the following:

1. Description of the presenting problem(s) and its (their) developmental history, including relevant educational and medical history
2. Neuropsychological or psychoeducational evaluation which includes results of an intellectual assessment using a complete and comprehensive battery
3. Results of a complete achievement battery
4. Other appropriate assessments for consideration of a differential diagnosis from co-existing neurological or psychiatric disorders

5. Specific diagnosis and evidence that alternative explanations were ruled out. Description of the functional limitations supported by the test results and a rationale for the recommended test accommodations specific to those functional limitations.

Public or private evaluations must be within the last five years

please note: assessments conducted by a student's family member are ineligible

CARONDELET ACADEMIC PLAN (CAP)

If a student does not qualify for a CEP, but has an impairment that substantially limits one or more major life activities, the student may qualify for successful support strategies and help in a regular classroom setting. Before receiving any kind of academic accommodations, a student must have a comprehensive medical diagnosis or a DSM V diagnosis stating this limitation. Carondelet accepts evaluations conducted by private licensed and/or certified assessors as long as the protocols of assessment are aligned with the criteria identified by College Board and the ACT.

- [College Board](#)
- [ACT](#)

Documentation

Attention Deficit/Hyperactivity Disorder

The applicant must provide diagnostic results from an evaluation by a qualified professional. Medical or psychiatric testing should be current and completed within the last year with new documentation submitted to Carondelet by July 1st of each year.

Documentation must address the following:

1. Original diagnosis (e.g. date/age/grade, diagnosing professional, symptoms/impairment, course of treatment, and educational/behavioral/social interventions)
2. Evidence of childhood onset before age 12 (symptoms of inattention, hyperactivity, or impulsivity demonstrated in two or more settings)
3. Evidence of current impairment, including: a. A statement of presenting problems (e.g. academic failure or significant struggle, poor social/familial functioning, relationships, behavioral problems) b. A diagnostic interview
4. A ruling out of alternative diagnoses and explanations

5. Relevant testing using reliable, valid, standardized, and age-appropriate assessments to determine functional limitation (e.g. intellectual, achievement, neuropsychological, and rating scale measures from multiple sources)
6. Number of applicable DSM-IV or DSM-5 criteria and a description of how the criteria impair the examinee (e.g. measurable impairment in academic achievement, social functioning, sports, extracurricular activities, employment, clubs, daily adaptive functioning, and/or executive functioning. Failure to finish timed tests cannot be used in isolation to demonstrate impairment.)
7. Specific ADD or ADHD diagnosis (ADHD-Predominantly inattentive, ADHD-Predominantly hyperactive/impulsive, ADHD-Combined, ADHD-NOS, or Unspecified)
8. Evaluations must be current (within the last 5 years) along with a medical or psychiatric documentation update within the last year.

Psychiatric Disorders -Mood or Anxiety Disorders or Serious and Persistent Mental Illness. Documentation must address the following:

1. Specific diagnosis
2. Age of onset and the course of the illness
3. Psychological tests used
4. The history of treatment for the disorder, including medication and/or psychotherapy
5. Evidence of current impairment, including a statement of presenting problems (e.g. academic failure or significant struggle, poor social/familial functioning, behavioral problems)
6. Explanation of how the examinee's impairment affects his/her functioning across settings. Observations and/or rating scales of the examinee's functional limitations in academic achievement, behavior, mood, and/or adaptive functioning may be helpful.
7. The initial evaluation in which the disorder was diagnosed should be included along with a medical or psychiatric documentation update within the last year.

All requests for teachers to complete forms for initial and subsequent assessments, must go through the assigned ALS Dept. Case Manager who will distribute and collect all necessary forms.

UPON COMPLETION OF ASSESSMENT

1. The parent(s)/guardian(s) will provide supporting documentation explicitly stating the learning difference (with corresponding DSM-V code) and/or medical need and the need for accommodations with permission to share this information with the education team.

2. The case manager will schedule and facilitate a conference with the student and parent(s)/guardian(s), together or separately. The purpose of the conference is to collaboratively put together the student's Carondelet Educational Plan.
3. The case manager will inform the student's teachers of the learning difference and/or medical needs and provide a list of requested accommodations. The Carondelet Plan will be uploaded to Powerschool and available to the education team for review.
4. The student's progress will be noted regularly. A follow-up conference may be requested by the student, her parents, or any person on the educational team.

After a Carondelet Plan is established, an attempt will be made to place the student in an educational support class or equivalent during their freshman and sophomore years. The plan will be evaluated annually by the case manager in consultation with the student, parent(s)/guardian(s), and appropriate educational team members. If essential, ed-support classes can continue; however, it is the goal of Carondelet that the student is meeting goals and acquiring skill sets to be functioning independently by their junior year.

All requests for teachers to complete forms for initial and subsequent assessments, must go through the assigned ALS Case Manager who will distribute and collect all necessary forms.

TYPES OF SUPPORT CARONDELET PROVIDES

REASONABLE ACCOMMODATIONS

The following information is offered to clarify the types of accommodations that *could be* received in a regular classroom setting at Carondelet High School. **Modifications to the curriculum are not afforded at Carondelet, nor does Carondelet remediate for grade-level deficiencies.**

Classroom Environment:

- Preferential seating: such as being seating near the front of the room, away from stimuli, and/or near the door to allow leaving class for breaks
- Use of school approved white, brown, pink noise machines to alleviate distractions and improve focus. Airpods are not allowed as an accommodation.

Instructional Methods:

- Student work not marked down for spelling/handwriting
- Verbal check for understanding with teacher

- Use of an audio book
- Access to notes and/or study materials from the teacher via Schoology platform (when possible)
- Structured routine for assignments/projects
- Frequent breaks
- Frequent non-verbal on-task reminders
- Peer tutoring

Classroom Assessments:

- 50% extended time for assessments
- Oral response to assessment
- Revised assessment directions
- Delay of assessment due to symptomatic conditions (w/ prior approval)

Extended or modified testing:

Extended time for testing occurs in a structured way. Extended time may be part of the Educational or Academic Plan, however, students usually find that additional time is only necessary for certain subjects and in certain situations. *If a student needs extended time on a regular basis, it is highly recommended that she be scheduled for no more than 60 units to ensure that one period in the day is dedicated to testing.* This will ensure that the student does not miss valuable instructional time for testing thus reducing the anxiety and pressure students experience around testing.

It is the student's responsibility to make arrangements with their teacher no later than 48 hours before a test and to verify these arrangements prior to the scheduled assessment. Students will make use of extended time, during zero period, during afternoon X-block, during 7th period or after school by arrangement.

Students will begin assessments in their regular class (to ensure they have access to their teacher as needed). If the test is not completed during the class time AND the student is eligible for extended testing, the remainder of the test can be completed by the end of the day with teacher arrangement. The extended time can also be completed during a free block or after school in PowerLab. Students must complete the assessment the same day they started the exam, unless prior arrangements have been made with the teacher.

EDUCATIONAL SUPPORT CLASSES

All students who have an Educational Accommodations Plan are entitled to the services provided by Carondelet's Academic Support Program.

The HFCE class is designed to help students prepare for and take on the challenges of high school. The course will help students build a toolbox of strategies and habits of the mind to improve their learning effectiveness, attitudes, and motivation. The following are part of the curriculum: Time management, concentration, note-taking skills, textbook study methods, test-taking strategies, and critical thinking skills. The course will further focus on identified gaps in learning specific to reading comprehension and math.

- Freshmen and Sophomores are automatically eligible for HFCE First and Second step courses. Enrollment in these courses will be counted for graduation elective credit (EP/PR).
- Under certain conditions, this program further allows Junior and Seniors to take HFCE 3 and 4, as an elective class for credit (pass/fail) (Note: Study Hall does not count as an Educational Support class.)

When a student is enrolled in HFCE class, the expectations are that the student use class time to:

- engage in the support process with a positive collaboration and effort
- Employ a growth mindset and strategies that address her learning differences or individual needs
- review planner or electronic calendar
- learn study skills and test taking strategies
- learn executive function skills as prescribed by the Case Manager

STANDARDIZED TESTING ACCOMMODATIONS

To receive testing accommodations for standardized tests and assessments, the College Board and ACT mandate an active and up to date, accommodations plan, of least 4 months in use. The Case Manager/SSD Coordinator at Carondelet will need to apply for the student on-line. Parent(s)/Guardian(s) must sign

the “Consent to Apply for Accommodations” form provided by the case manager.

Tests offered by ACT that need prior approval for accommodations: ACT

ACT: Students may take this test anytime and need to register on their own. To receive accommodations, ACT mandates an active accommodations plan, either IEP, 504, or private school plan. The Case Manager/TAA Coordinator at Carondelet will need to apply for the student on-line after the student has registered for a test and has created an ACT user number. Current, within 3 years, supportive documentation that describes a diagnosis which proves functional limitations, will need to accompany the request. The deadlines for applications for accommodations can be found here:

www.act.org/content/act/en/products-and-services/the-act/taking-the-test.html

Tests offered by the College Board: PSAT, SAT, SAT Subject Exams and all AP exams.

PSAT: Current sophomores and juniors take this pre-SAT test in the fall.

SAT: Students may take this test anytime.

AP tests are usually taken by students who are enrolled in AP courses.

The deadlines for applications for accommodations can be found here:

<http://professionals.collegeboard.com/testing/ssd/application/dates>

COURSE SCHEDULING TO MEET NEEDS

When a student has an Educational or Academic Plan (CEP or CAP), the student and the designated Case Manager will review the student’s proposed schedule before course scheduling begins in February. The Case Manager, in cooperation with the Educational Team, will take into account the student’s requirements for graduation and the student’s learning difference, medical or psychological diagnosis.

STUDENT/PARENT RESPONSIBILITIES

STUDENT RESPONSIBILITIES

In addition to the support provided by teachers, case managers and parents, students with an Educational or Academic Plan must be committed to achieve at their highest potential.

Each student has the following responsibilities in order to benefit from her Educational or Academic Plan.

Work/Study Habits:

- seek academic support through academic assistance, tutoring, and study hall as needed
- maintain contact with the educational support team regarding general academic progress
- learn the difference between doing homework and studying
- effectively use academic planner
- organize and budget time in a structured and consistent manner
- develop test prep behavioral strategies for testing
- establish short and long-term objectives
- identify the essential elements of a task
- meet with the case manager to discuss available study tools
- sustain effort on a task
- take complete and accurate notes or obtain notes from teachers or peers
- use library resources and reference tools
- keep track of academic progress using PowerSchool & Schoology

If a student is earning an undesirable grade, it is the student's responsibility in cooperation with her case manager to first meet with the teacher(s) to discuss how to improve the grade. If the grade has not improved within a reasonable amount of time, (this depends on the number of assignments) and the student is striving to meet their student responsibilities to improve the grade, a follow-up with the educational support team may be warranted.

Personal Development:

- employ digital citizenship in-line with the student handbook
- accept objective criticism
- develop skills to adjust to new situations
- develop independence/practice self-advocacy skills
- manage frustration
- curb impulsive behavior
- recognize personal competence

PARENT GUARDIAN RESPONSIBILITIES

Parent(s)/guardian(s) have the following responsibilities in order for their student to benefit from reasonable accommodations:

- assure student's regular and punctual attendance to classes
- attend the required family meetings WITH students
- keep students' documentation up to date and if requested, complete additional educational testing in order to ensure the current level of need is understood.
- discuss academic progress with student on a regular basis (Schoology & Powerschool)
- engage with team and support goal setting priorities through positive school-home partnership agreements
- encourage student to have regular contact with her teachers regarding academic progress and confirm contact with her teacher before contacting teacher yourself
- provide a suitable learning environment at home, including regularly scheduled homework and study time...i.e. limit/remove access to cell phone, social media, T.V. etc
- avoid over-scheduling and extra-curricular activities to support your student's progress
- arrange for and support outside academic support or therapy, if recommended, to ensure the best possible support for the student
- foster at home conversations to build reliance around school life and academics

STUDENT RECORDS AND PRIVACY

Any academic or educational file, created by Academic & Learning Support, during a student's time at Carondelet High School, can be obtained at the family's request. All records, digital and physical, will be expunged from our data bases by July 1st of each year. Please be sure to save your information as we will not be able to provide records once we have purged data and files.

OBTAINING INFORMATION ABOUT STUDENT PROGRESS

When a parent/guardian is concerned with their student's progress, the best way to contact the Case Managers is via email. If a phone call is warranted, please allow 48 hours for a response.

Academic & Learning Support Policy Acknowledgement

Please review the Carondelet High School Academic & Learning Support Policy including our vision and philosophy surrounding educational support procedures and programming.

Carondelet High School reserves the right to amend the Academic & Learning Support policy at any time. All policy addendums will be shared with parents/guardians and posted under educational support area on the school website.

Parent Signature

As parent(s)/guardian(s), we have read the 2023-2024 Academic & Learning Support policy and understand all policies and programming.

The signatures below are treated by Carondelet High School like a physical handwritten signature on a paper form.

If this document is signed by only one parent/guardian, such parent/guardian represents that she/he is either a single parent or is authorized to bind the community, or is the appointed guardian of the applicant.

Parent/guardian Signature _____ Date _____