

LMAIS Admissions Statement

Our hope is that this resource guide will empower families with the information needed to find a school that is the best fit for their child. This resource guide was a collaboration among learning specialists across independent schools in the Chicagoland area with support from the LMAIS schools' Admissions/Enrollment Management Departments. We encourage families to use the resource guide as they explore schools. In the spirit of an independent school education, we value the partnerships we cultivate with our families, and welcome you to reach out to the respective admissions offices should you have additional questions.

The following LMAIS High Schools have contributed to this resource guide:

- Beacon Academy
- Chicago Academy for the Arts
- Chicago Waldorf School
- Elgin Academy
- Francis W. Parker School
- La Lumiere School
- Lake Forest Academy
- Latin School of Chicago
- Lycée Francais de Chicago
- Morgan Park Academy
- North Shore Country Day School
- Roycemore School
- University of Chicago Laboratory Schools
- Wolcott School
- Woodlands Academy of the Sacred Heart

Table of Contents

- I. Preface
- II. Role of Documentation
- III. Necessary Documentation
- IV. Sample Questions for Parents/Guardians to Ask of Schools
- V. Important Considerations for Parents/Guardians
- VI. Learning Resources Support Information by School

I. Preface

The transition to high school can be both exciting and anxiety-provoking for eighth grade students and their parents and guardians. These emotions can be magnified when your child is a *neurodiverse learner*- a child with a learning difference, an attentional impairment, or any other learning obstacle that necessitates extra support around academics. There is a number of questions and concerns that you must consider to ensure that your child spends the next four years in an environment which both challenges and nurtures them appropriately.

What should you, the parent or guardian of a neurodiverse eighth grade student, expect from the transition to a private or independent high school?

First, it is essential to consider how the overall culture of a high school is different from that in middle or elementary school. Until eighth grade, parents and guardians primarily drive the educational process for their children. They advocate for and make important decisions on behalf of the student and monitor their progress closely. In addition to introducing new content, middle school education teaches students how to learn effectively. In high school, especially in private and independent school cultures, the parents' and guardians' roles change to that of a coach, and students are expected to assume more responsibility for their learning processes. High school personnel including Learning Specialists and Academic Resource staff help students self-advocate, develop critical-thinking skills, and problem-solve in their quest for academic success. Expectations for students include understanding how to self-advocate

for their specific learning style. In high school, the students drive the educational process. This is tied to the changes in development that occur in late adolescence and is part of their growth during the high school years.

Another significant consideration is the nature and mission of the school in question, particularly as it fits with the way your child learns. Private and independent schools are responsible for ensuring that students are eligible for college admissions upon graduation. This is important because it means that many private and independent schools do not modify their curricula.

What is the difference between accommodations and modifications?

The difference between *accommodation* and *modification* is important to understand. An *accommodation* is a change to how curriculum is delivered or understanding is articulated; accommodations give neurodiverse learners an equal opportunity to learn and express what they have learned. Accommodations make learning fair for students with learning differences, but do not change the level, sophistication, or amount of required work. Examples of accommodations include extended time on assessments, access to auditory versions of printed texts, and the use of a computer to compose essays. *Modifications*, on the other hand, change what is being taught or measured in class. This would include a reduction in the scope of homework, significantly changing the nature or content of curricula, or eliminating core graduation requirements. Again, many private and independent schools do not modify their curricula.

II. Role of Documentation

High school Learning Specialists communicate with a number of outside agencies on behalf of students, including testing companies such as College Board and the ACT and the colleges to which students will eventually apply. Learning Specialists certify that the documentation of a student's neurodiversity meets the bureaucratic guidelines established by these agencies. Please note: documentation of a learning or attentional difference that your child will need to access high school

accommodations may be different from what they needed to be eligible for the same accommodations in middle school. If your child needs support from the beginning of freshman year, it is essential that you contact the Learning Specialist at the school they will enter before the start of the year to learn what those requirements are, and to possibly have your child's documentation updated. Most private, independent schools and colleges/universities adhere to the documentation guidelines of the College Board and ACT. To view these documentation guidelines, please visit:

College Board: www.collegeboard.org/students-with-disabilities/documentation-guidelines/disability-documentation

ACT: www.act.org/content/dam/act/unsecured/documents/6368%20ACT%20Policy%20for%20Documentation-Web.pdf

When preparing to submit documentation, here are a few guidelines to keep in mind:

- The College Board (which sponsors the PSAT, SAT, SAT Subject and AP exams) and some colleges require students' documentation (a full psycho-educational evaluation, including both cognitive and achievement testing) to be updated every five years, with a stated DSM diagnosis.
- The ACT and many other colleges require documentation to be updated every three years and follow the same standards as the College Board.
- The primary purpose of your child's documentation is not for standardized test accommodations. Current test results provide the Learning Specialist with valuable information about how your child learns best and what support they need.

III. Necessary Documentation

Intellectual potential tests: These assess intelligence, which may be understood as the general potential which the student possesses. Various aspects of intelligence - including verbal-logical, visual-spatial, fluid and crystallized - are also evaluated differently. Some common tests include the Wechsler Intelligence Scale for Children, Wechsler Adult Intelligence Scale, and Woodcock-Johnson Tests of Cognitive Abilities.

Achievement tests: These provide a comprehensive assessment of the student's performance in all relevant areas, including oral language, reading, written language, mathematics, and the content areas including the humanities, the physical and social sciences, and fine and applied art. Some common tests include the Woodcock-Johnson Tests of Achievement, Wechsler Individual Achievement Tests, Clinical Evaluation of Language Fundamentals, KeyMath, and Gray Oral Reading Test.

Processing tests: These compare and contrast the student's verbal and nonverbal processing capabilities including perception, memory, symbolization, conceptualization, and reasoning abilities. They also compare modalities of input and output, including visual, auditory, and psychomotor areas. Some common tests include the Woodcock-Johnson Tests of Cognitive Abilities, Wide-Range Assessment of Memory and Learning, and Wechsler Memory Scale.

Comparison of timed and untimed performance tests: These determine if the student's processing speed may impede the student's capacity to demonstrate subject area mastery. Some common tests include the Woodcock-Johnson Tests of Achievement and Nelson-Denny Reading Test.

Psychosocial skills and dispositions for learning tests: These evaluate the student's capacity to understand and respond appropriately to a wide range of academic situations and a variety of interpersonal circumstances. Some common tests include Behavior Assessment System for Children, Multidimensional Anxiety Scale for Children, Conners Comprehensive Behavior Rating Scales, and Millon Adolescent Personality Inventory.

Attention and Executive Function tests: These assess areas of performance that contribute to effective learning and living, including the ability to attend to relevant stimuli and ignore irrelevant elements, concentrate for appropriate periods of time, engage in self-monitoring and other self-regulatory processes, organize behavior to accomplish tasks, set longer-term goals and plan for their attainment, exhibit flexibility of thought and of the approach to tasks, and adapt working memory systems to particular situations. A combination of self and observer reports, as well as standardized auditory and visual continuous performance data, provide the most useful insight into student functioning. Some common tests include the Integrated Visual and Auditory Plus Continuous Performance Test, Conners' Continuous Performance Test with Conners' Continuous Auditory Test of Attention, Behavior Rating Inventory of Executive Function, Test of Everyday Attention for Children, and Delis-Kaplan Executive Function System.

IV. Sample Questions for Parents/Guardians to Ask of Schools

The following questions will help the parent or guardian of a neurodiverse eighth-grade student choose the right high school.

- What kinds of services does your school provide? What don't you provide?
- How do you inform teachers of a student's learning styles and accommodations?
- How (and how often) do you communicate with parents? What is reasonable?
- Are there any fees associated with access to your Learning Center?
- How are students notified of homework/grades? What is your learning management system?
- How will parents or guardians learn if a student is struggling?
- How does your school handle tutoring in and outside of school?
- What is a reasonable expectation for a nightly homework load?

- What are the characteristics of successful students at your school?
- Does your school offer any summer programs, and if so, how do students get involved?

V. Important Considerations for Parents/Guardians

Once you have a good sense of the schools' programs and services, it is your responsibility to consider carefully how your child would feel in the school's individual cultures. Ask yourself the following:

- How does my child handle frustration and constructive criticism?
- How comfortable is my child advocating for him/herself?
- How much direct supervision does my child need to succeed academically?
- What kinds of sacrifices would my child have to make to be successful here?

For most students, the amount of work required to succeed at a private or independent school is a jump up from eighth grade. Even if this is not true from the beginning, it often becomes evident by the end of the sophomore year. Students who have rich lives outside of the classroom (athletes, performers, volunteers, etc.) and who require additional time to complete school work may need to give up some activities to achieve the kinds of grades they want for themselves.

School support personnel and parents and guardians share the goal of helping every student achieve his or her best possible success. We want to challenge our students, to support them, and to see them flourish, personally as well as academically.

VI. Learning Resources Support Information by School

Beacon Academy

Program information: Beacon Academy's learning resources department offers support to students so they can thrive in an innovative and challenging educational environment based on Montessori principles. The goal of the learning resources program is to encourage students to become the driver of their educational experience by understanding and advocating for their learning needs. Learning support is available to any student who has academic challenges or concern.

Documentation requirements: We require updated documentation that supports a learning difference. This might be in the form of a neuropsychological evaluation, current IEP or 504, or an existing learning support plan from a previous school. Documentation should be updated every three years to ensure compliance with ACT, College Board, and college admissions standards.

Academic accommodations: Beacon accommodates learning differences in the following way: extended time on assessments as determined by updated documentation, use of computer for assessments, small group testing and one-on-one appointments with Learning Resource personnel. Please note, Beacon Academy will provide accommodations but does not modify curriculum.

Additional information: Learning Resource personnel can serve as a referral source to students and parents when looking for outside evaluators or tutors.

School website: www.beaconacademyil.org

Program name: Learning Resources

Program contact:

Hilary Holder, Director of Admission
 hholder@beaconacademychicago.org
 224.999.1177

Chicago Academy for the Arts

Program information: Learning Resources at The Academy is designed to assist students who have a history of learning issues or who need additional academic support to be successful in a program that is both academically and artistically rigorous.

Documentation requirements: Any student with a documented history of school-related learning difficulties can receive limited accommodations in the classroom. In general these accommodations are individualized and based on documentation shared by the family that includes formal assessments and psychoeducational evaluations.

Academic accommodations: The learning resource teacher will prepare a School Plan for Students With Learning Difficulties. The shared document will include a brief history of the student's academic progress and will make note of any diagnosed learning disabilities, medical conditions, or social/emotional issues that were discussed in the reports. The School Plan will list all accommodations and strategies. The School Plan serves as documentation for standardized testing accommodations. In most cases, The Academy will not be able to implement all accommodations included in an IEP or 504 plan, and this will be discussed with families prior to admission. The most commonly provided accommodations include extended time on tests and quizzes, permission to use a computer or note-taking technology during lectures, access to the Learning Resource Room for testing, preferential seating, and recording devices during lectures.

Additional information: The Academy provides accommodations for qualified students to foster academic and artistic success and promote the active development of organizational and advocacy skills. To meet this goal, The Academy provides support to students and families in consideration of their individual needs and our curriculum. Many students meet with the Learning Resource teacher on an informal basis, including weekly check-ins and topic-specific assistance. Other students may be assigned to a Study Skills course or a supervised study, both of which meet daily.

School website: www.chicagoacademyforthearts.org

Program name: Learning Resources

Program personnel:
Elizabeth Cunningham, Learning Resource Teacher

Program Contact:
Kitsana Salyphone, Director of Admissions
ksalyphone@chicagoartsacademy.org

Chicago Waldorf School

Program information: The Chicago Waldorf School (CWS) provides a diverse curriculum that supports the development of self-directed young adults who are dedicated to the pursuit of ongoing learning and eager to contribute positively to the global society of the 21st century. The Student Services Department supports all students across three strands: Academic and Executive Function, Neurodevelopmental Foundations, and Social Emotional Wellbeing.

Documentation requirements: We require updated documentation that supports a learning difference. This might be in the form of a neuropsychological evaluation, current IEP or 504, or an existing learning support plan from a previous school. Documentation of a learning or attentional difference should be updated every three years to ensure compliance with ACT and college admissions standards. Please refer to the LMAIS Resource Guide section on Role of Documentation and Type of Diagnostic Information required for additional information.

Academic accommodations: Individual Learning Plans (ILPs) are developed by the Student Services Department in conjunction with high school faculty. The ILP serves as documentation for standardized testing accommodations. In most cases, CWS will not be able to implement all accommodations included in an IEP or 504 plan, and this will be discussed with families prior to admission. The most commonly provided accommodations include extended time on tests and quizzes, permission to use a computer or note-taking technology during lectures, and preferential seating.

Additional information: The Student Services Department can serve as

a referral source to students and their parents to outside evaluators for testing and tutors. Additionally, Student Services Faculty are available to help interpret diagnostic data for students, parents and faculty members.

School website: www.chicagowaldorf.org

Program name: Student Support Services Department

Program personnel: Kris Boshell, Learning Support Director

Program contact:

Laura Grenholm, Enrollment Director

lgrenholm@chicagowaldorf.org

773.465.2371

Elgin Academy

Program information: Elgin Academy seeks to serve all admitted students well. Through our Personalized Learning program, we work in partnership with students, faculty, and families to create a supportive environment so that each student can achieve success. A major goal of this process is to empower students to advocate for themselves at Elgin Academy, in college, and beyond.

Documentation requirements: Upon matriculation into Elgin Academy, we review current IEP and/or 504 plan paperwork for students transferring from other schools. After reviewing all pertinent documents and speaking with the student and family, we create a plan that may include accommodations as well as other suggested learning structures. In the Upper School, we look for documentation that aligns with what is required by the two major standardized testing services: the College Board and the ACT organization. Typically, this results in the need for an evaluation summary completed by an outside professional.

Academic accommodations: Typical accommodations include extended time for assessments (+50% is most common), and assessments taken in a smaller setting. We have also approved accommodations such as enlarged print or no scantron sheets for students with vision impairments.

School website: www.elginacademy.org

Program name: Personalized Learning

Program personnel:

Doug Sept, Upper School Director and Director of College Counseling

Sandy Revak, Middle School Director

Program contact:

Dr. Diane Schael, Director of Admissions

dschael@elginacademy.org

Francis W. Parker School

Program information: Parker's Learning Resources Department supports 1st–12th grade students with learning differences and some social emotional needs. When a student is admitted into the Upper School, our LR staff reviews documentation, and makes teachers aware of the students accommodation needs through an internal portal and conversations with teachers. While diagnostician recommendations are reviewed and considered, Francis Parker cannot accommodate students needing “modifications” to their curriculum. We encourage students to become active, independent learners by helping them understand and communicate their learning needs, as well as teaching them strategies that will work best for them. Students work through a “drop in” or appointment system to address their individual learning needs and are assisted in their communications with teachers as needed with the guidance of LR faculty. The time in LR varies for each student but can range from daily check-ins to weekly sessions.

Documentation requirements: Please refer to LMAIS Resource Guide documentation suggestions/requirements

Academic accommodations: Extended time on assessments, small group and one-on-one appointments with LR personnel, tests read aloud as needed, note-takers, help with executive functions, computer for essays, study strategies

Additional information: Serving as liaisons between home and

school, we aim to help parents understand and address their children's challenges, providing outside referrals for testing, tutoring, and counseling as needed. Our aim is to assist families through the assessment process (usually every three years,) and help with the interpretation of diagnostic data. We work hand in hand with our counselling department to help families set realistic expectations, making recommendations regarding schedules, home routines, summer programs, educational opportunities and other referrals as needed.

School website: www.fwparker.org/page/academics/learning-resources

Program name: Learning Resources Department

Program personnel:

Two Lower/Intermediate School Learning Specialists
Three Intermediate/Middle School Learning Specialists
Two Upper School Learning Specialists

Program contact:

Karen Fisher, Director of Admissions
admissions@fwparker.org
773.797.5107

La Lumiere School

Program information: La Lumiere School is a grade 9-12 boarding and day school tucked away in the woods of Indiana, playing home to young scholars from places all across the world. We forge relationships founded on the dignity of every member of our community. From there, we challenge and support one another as together we develop character, ignite scholarship, and cultivate faith.

Surrounded by adults for whom raising children is both a profession and a life choice, boarders are guided through life's challenges with a variety of perspectives and a large family of mentors and friends to support them along the way. Their recreational, extra-curricular, and social activities are built-in and executed in a safe, structured setting. Students encounter all of this in an environment where every community member values genuine personal growth and mutual support.

Documentation requirements: Please refer to the LMAIS Resource Guide documentation suggestions and requirements.

Academic accommodations: La Lumiere's small and intentionally designed community promotes a diverse and inclusive culture that allows for learning differentiation in all classroom settings. Along with extended time, outlined study guides and separate testing accommodations, La Lumiere also provides alternate assessments when warranted and assistance with executive functioning development skills. Our goal is to ensure that every student is honored and given the opportunity to learn, find success, take risks and thrive.

School website: www.lalumiere.org

Program contacts:

Adam Kronk, Head of School

Meg Stiphany, Director of Enrollment Management & Marketing
mstiphany@lalumiere.org
219.326.7450 x103

Marje Monroe, Director of Wellness
monroe@lalumiere.org
219.326.7450 x216

Lake Forest Academy

Program information: While Lake Forest Academy prides itself on the rigor of its curriculum and the access students have to meet individually with faculty, we recognize that students arrive with different academic skill sets and may need additional support to thrive. The Academic Support Program at LFA serves to fill this need by providing individual and group support in time management, organization, study skills development, note-taking and reading skill development, and homework completion.

Documentation requirements: Medical or psycho-educational evaluation and documentation that states the diagnosis and academic recommendations and any IEPs, 504 plans, or accommodation plans in

place at previous schools.

Academic accommodations: Individualized coaching in organization, time management, and study skills, academic counseling to discuss academic concerns and identify strategies for improvement, daytime small group study halls and evening Structured Study Hall, development of academic support plans for students experiencing academic issues related to absences, illnesses, or psychological crises, coordination of accommodations for all national standardized tests (ACT, PSAT, SAT, and AP Tests).

Typical accommodations that can be provided by Lake Forest Academy include extended time on assessments (50% extra), breaks during testing, preferential seating, small group testing environment, recording of lectures, use of audiobooks, alternative testing formats, cycle meetings with the Learning Resource Specialist, accommodations for physical or medical conditions, and temporary accommodations for injuries and illnesses.

School website: www.lfanet.org

Program name: Academic Support Program

Program personnel:

One upper school learning resource specialist

Program contact:

Katie Gilbertson, Learning Resource Specialist

kgilbertson@lfanet.org

Latin School of Chicago

Program information: Latin School of Chicago provides its students with a rigorous and innovative educational program in a community that embraces diversity of people, cultures and ideas. Learning Resources helps students understand how they learn best and develop reliable skills to support their learning. Learning specialists are available to work with any student who has academic challenges or concerns. Students may also seek help with organization, workload management, study or note-taking

strategies, and self-advocacy.

Documentation requirements: In general, we require the same documentation requirements as the College Board. Documentation of a learning or attentional difference should be updated every three years to ensure compliance with ACT and college admissions standards. Please refer to the LMAIS Resource Guide section on Role of Documentation and Type of Diagnostic Information required for additional information.

Academic accommodations: Accommodations are determined based on a current evaluation by a qualified and licensed provider that follows the guidelines documented in this guide. Students may qualify for small group testing and 50% extended time.

Additional information: Learning specialists refer students and their parents to outside evaluators for testing and tutors. Additionally, learning specialists are available to help interpret diagnostic data for students, parents and faculty members.

School website: www.latinschool.org/academics/student-support

Program name: Upper School Learning Resources

Program personnel:

Jen Hayman, Upper School Learning Specialist

Stephen Wright, Upper School Learning Specialist

Program contact:

Office of Enrollment Management and Financial Aid

admissions@latinschool.org

312.582.6060

Lycée Français de Chicago

Program information: The Student Services Department (SSD) is available to help students achieve success at the Lycée. The student services team includes the learning specialists, the reading specialist, and the school counselors. This team of specialists collaborates with

parents and teachers to identify and support students in need of services and to provide accommodations to those who qualify. The student services team supports students inside and outside of the classroom by determining the best course of action to take for each student. In the secondary school, the learning specialist also collaborates with the Dean of Students and the College Advisor who work together to help develop each student's self awareness and self advocacy skills as they prepare to enter college.

Documentation requirements: Please refer to the LMAIS Resource Guide for documentation suggestions/requirements.

Academic accommodations: Most accommodations from diagnostic testing are considered and implemented when possible. Accommodations can include extended time (50%), breaks during testing, small group testing when possible, preferential seating, use of audiobooks, computer use for assignments, calculator use on assessments, executive functioning, and study skills support.

Additional information: The Student Services Department serves as a support to students, staff and families. The specialists at the high school level provide support specifically to students with official diagnostic evaluations and maintain an updated referral list for outside evaluators and tutors as well as facilitate meetings between outside specialists, families and the school when needed. The SSD can help to interpret diagnostic data and communicate accommodation needs to students, faculty and families as well as serve as a liaison between school and home.

School website: www.lyceechicago.org

Program name: Student Services Department (SSD)

Program personnel:
One Learning Specialist
One Counselor

Program contact:
Director of Admissions
admissions@lyceechicago.org
773.665.0066 x201

Morgan Park Academy

Program information: Morgan Park Academy's Student Support Team supports the success of PK–12th grade students. Through monthly meetings and teacher referrals, we address academic, social/emotional, behavioral, and physical issues that students may be encountering. Upon acceptance to Morgan Park Academy and at the beginning of each school year, the Student Support Team, along with the division principal, reviews the suggested accommodations for those students with a current, professional evaluation. From those recommendations, an individual Learning Accommodation plan is devised, implemented, and reviewed yearly. In addition, we offer families an opportunity to meet with the student's teachers at the beginning of the school year, providing a platform to best understand the student's unique learning style and needs. We realize that differences exist and our goal is to facilitate school success for all of our students.

Documentation requirements: Morgan Park Academy requires an updated Neuropsychology evaluation stating a diagnosis and classroom recommendations. Please refer to the LMAIS Resource Guide for specific testing requirements. Specifically for grades 9-12, we look for documentation that aligns with what is required by the two major standardized testing services: College Board and ACT.

Academic accommodations: Accommodations are granted, based on the results and recommendations of a professional evaluation by a Neuropsychologist. Currently, MPA offers the following accommodations: extended time on assessments, preferential seating, separate testing room for finals, ability to audio record a classroom lesson (with permission from the teacher), and the use of larger font for testing.

Additional information: Morgan Park Academy has referrals for outside resources including a partnership with a Learning Specialist who provides extra assistance for students during their study hall periods or outside of

the school day. Parents are responsible for the cost of these services. The Wellness Counselor assists students in their application for National Testing accommodations (PSAT, SAT, AP, and ACT).

School website: www.morganparkacademy.org

Program name: Student Support Team

Program personnel:

Kari Misulonon, Student Support Services Director
Nerissa Conley, Nurse
Jennifer Schmidt, Curriculum Director

Program contact:

Jennifer Stec, Wellness Counselor
jstec@morganparkacademy.org

North Shore Country Day School

Program information: North Shore's Learning and Reading Resources Department provides curricular and organizational support to K-12 students with learning challenges due to learning disabilities, attention issues, weak study skills or emotional issues. Students can meet with the learning specialist for individualized support on either a short-term or long-term basis. Students can be referred for support services through parents, teachers, advisors, psychologists or school administrators. North Shore charges a fee for these individualized services, for which financial aid is available. The learning specialists develop an Individual Achievement Plan (IAP) for students with documented learning disabilities, or psychological or medical diagnoses. The IAP describes the student's learning style, detailing strengths, and also identifying cognitive and academic weaknesses that interrupt his/her learning process. It includes an action plan for supporting the student individually and in the classroom. The IAP also describes accommodations that the school will provide to the student.

Documentation requirements: North Shore requires a current evaluation by a licensed provider, updated every three years. Please refer to the LMAIS Resource Guide section on documentation and diagnostic information required.

Academic accommodations: Accommodations for students who qualify can include extended time on assessments, small group testing, calculator use on assessments, computer use for essays, and preferential seating

Additional information: The learning specialists conduct staffings on new students who experience learning challenges and may need support services, and they also help parents find diagnosticians if they want to have their student formally evaluated. Additionally, the learning specialists assist parents in applying for accommodations on College Board and ACT exams.

School website: www.nscds.org/page

Program name: Learning and Reading Resources

Program personnel:

Christine Ritchey, Middle School Learning Specialist
Tom Saleh, Upper School Learning Specialist
Ceil Scanlan, Upper School Learning Specialist/Department Chair

Program contact:

Jason Giffen, Director of Admissions
jgiffen@nscds.org

Roycemore School

Program information: The Student Success Team works to develop independent learners who understand their learning styles in order to advocate for themselves and benefit from a variety of educational opportunities. Students work with our team in a variety of settings.

Documentation requirements: The Student Success Team requests that families share any evaluations completed before applying. If an evaluation has not been completed, we encourage families to seek further testing to allow us to gain a deeper understanding of the student. Using this information, our team develops a plan that may include accommodations or modifications when appropriate. We

request formal documentation that aligns with the College Board and ACT requirements.

Academic accommodations: Typical accommodations include extended time on tests and quizzes, permission to use computer or note-taking technology during lectures and/or tests, preferential seating, small group testing settings, extra breaks or movement breaks during class and tests, and writing in the test booklet.

Additional information: Roycemore provides remedial and compensatory support for students in our program to help grow academically, emotionally, and most importantly in their understanding of themselves as learners. In order to do this, our team provides support for students and their families ranging from one-to-one sessions, daily or weekly homework check-ins, or annual reviews of progress and their Learning Plan. The support given by our team is age-appropriate and varies based on student needs and goals.

School website: www.roycemoreschool.org/supporting-student-success

Program name: Student Success Team

Program personnel:

Karen Byrnes, Upper School Learning Specialist
Dr. Jay Einhorn, Consulting Psychologist
Wendy Griffin, Middle School Learning Specialist
Merle Passis, Lower School Learning Specialist
Judy Wahl, Gifted Coordinator

Program contact:

Karen Byrnes, Upper School Learning Specialist

The University of Chicago Laboratory Schools

Program information: The University of Chicago Laboratory Schools view all students as unique in their individual combinations of developmental readiness, culture, lifestyle, learning style, temperament, and special talents. The educational diversity required to serve students with learning differences is related to the Laboratory Schools' larger

commitment to diversity and inclusion.

Documentation requirements: Accommodations are based on current evaluation data by qualified and licensed assessors following the guidelines and suggested evaluation methods documented in section III of this guide.

Academic accommodations: The Laboratory Schools seek to accommodate students with documented learning challenges while maintaining programmatic curricular integrity and rigor. Examples of accommodations include extended time on tests, use of technology, or alternative testing environments.

Additional information: All teachers have access to composite learning profiles for students with accommodations at the beginning of each academic year, updated annually or as new evaluation information becomes available. Learning Coordinators provide support to students; guide them in developing organizational and problem-solving skills; and, promote development and achievement through assisting students in the understanding of their own individual strengths, challenges, and unique ways of learning. Faculty and support staff work with students to develop self-advocacy, personal responsibility, and interpersonal skills to empower them to direct their learning processes and outcomes. Students are expected to become the drivers of their communication with teachers and parents. Successful U-High students strive to achieve, learn when to seek assistance, value learning from mistakes, come to appreciate their personal learning strengths and areas for growth, and learn how to manage their time well among the many challenging academic or co-curricular pursuits in which they engage.

School website: www.ucls.uchicago.edu

Program name: High School Learning Coordinators

Program staff: Lesley Scott

Program contact:

High School Learning and Counseling
773.702.9445

Wolcott School

Program information: Wolcott School is a college preparatory high school for students with learning differences; students with strong intellect who have identified learning or attention disorders. While our students participate in a rigorous academic program, they are enrolled in a Learning Strategies class, a required course for all four high school years. In Learning Strategies classes, students work with a learning specialist in small groups of three to five students and are guided to develop the organizational, academic, testing and study skills critical to success in high school and beyond. Learning Strategies helps students develop a keen understanding of their own strengths and learning styles, which empowers them to become strong self-advocates. Students are guided to develop self-selected areas of strength as well as areas of challenge through a yearly student-led learning plan. Learning Strategies class meets during the students' school day, and in contrast to many other school settings, students do not need to miss class time in their content area courses or need to make appointments with their learning specialists before or after school in order to receive support and guidance.

Documentation requirements: As part of the admission process to Wolcott School, all students submit a current psychoeducational, psychological, or neuropsychological evaluation report. Before graduating, students undergo a psychoeducational evaluation at Wolcott with our school's psychologist so that they may submit current documentation to their selected college to access accommodations. The evaluation completed at Wolcott prior to graduation is at no additional cost; it is included in the cost of tuition.

Curricular accommodations: We want all students to understand the most effective techniques that give them access to curriculum and permit them to demonstrate their knowledge. All students are encouraged to explore and use available learning tools that may be viewed as accommodations in other settings. Students are given: extended time on all assessments, the option to type or use dictation software on all assignments, audio texts options for all assigned readings, the option to utilize a human reader or human scribe, note-taking support and/or scaffolded notes, verbal instructions paired with visual supports, manageable steps

for long-term assignments and projects, 24/7 access to assignment information and materials. Each student is provided with a laptop, which gives them efficient access to multiple learning tools.

Additional personnel are available during finals week, ACT testing, and College Board tests so that students have access to readers, scribes, and reduced-distraction settings. The ACT is typically given over three days.

Additional information: Learning Specialists not only work with students directly, but also support faculty in making instructional adjustments to address the needs of students. The faculty teaching content areas are experts in their fields, and they have made a professional commitment to work with students with learning differences and are strong collaborators in making curriculum accessible to students. Content area courses are taught in small settings; on average, class sizes are ten students.

We offer an after school program, Academic Coaching, that supports students in completing school work and in comprehending course material. Rarely do Wolcott students need private tutoring outside of school; most Wolcott students find the support within the school day in Learning Strategies class and after school in Academic Coaching to be more than sufficient.

Students receive exceptional guidance from our Director of College Counseling, Marybeth Kravets, the co-author of the *K&W Guide to College Program and Services for Students with Learning Differences, 13th edition*, during all four years of high school. As seniors near graduation, learning specialists assist them in securing accommodations at their college of choice. Additionally, students have opportunities to meet with a communication expert to hone their college interviewing skills and elevator pitch to tell their story.

School website: www.wolcottschool.org

Program name: Learning Strategies Department

Program personnel:
Learning Specialists (Eight instructors)

Program contact:
Rachel Spiro, Director of Admissions
rspiro@wolcottschool.org

Daphne Sajous-Brady, Director of Student Services

Woodlands Academy of the Sacred Heart

Program information: Woodlands Academy supports diverse learners in our rigorous college preparatory curriculum through a variety of means including small classes, student-teacher conferencing, ongoing monitoring and feedback of student progress, and multi-level classes. Learning Specialists provide direct and consultative support. The Learning Program is a fee-based service for students who have mild learning disabilities or disorders requiring more individualized support. Areas addressed include developing student skills in self-advocacy, executive functioning, reading comprehension, written expression, mathematics, and test-taking strategies. Additionally, the Learning Specialists help oversee testing for students who are not in the Learning Program. Faculty are informed of accommodations and student learning needs to ensure collaborative support.

Documentation requirements: Documentation requirements for participation in the Learning Program or for consideration of an Accommodations Plan include a current assessment (within three years) provided by a credentialed professional.

Curricular accommodations: When addressing accommodations for students with disabilities, recommendations from current, valid assessments are reviewed as well as a consideration of what is reasonable within the college prep curriculum. Examples of accommodations considered are extended time, small group setting, and separate location for exams. Students' documented needs are taken into account with respect to additional accommodations that are offered within inclusive classroom settings.

Additional information: The Student Support team (including the Principal, Assistant Principal, Psychologist, and Learning Specialists) provides information for parents seeking referrals for assessments, tutoring, and therapeutic support. The Student Support Team will arrange for an intake meeting with parents to review assessment results, discuss The Learning Program, and help create goals for students' success.

School website: www.woodlandsacademy.org

Program name: Learning Program

Program personnel:
LP Specialists, Student Support Team

Program contact:
Ms. Katie Creed, Director of Admission and Affordability
kcreed@woodlandsacademy.org
847.234.4300 x213