



In-class Accommodations Policies and Procedures

In keeping with the mission statement of the school to “prepare young men and women for college and life,” St. David’s offers a limited selection of accommodations based on the documented need of the student in order to help the student succeed. These are decided upon each year after a careful review of the student's psychoeducational testing on file at the school, as well as the student's use of the accommodation support in the classroom during the year. Curriculum modifications are not offered at St. David’s School.

As a private school, St. David’s is exempt from many of the provisions outlined in the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973. As a Christian school, we strive to meet the needs of every student with compassion and encourage growth in the way that best supports his or her unique gifts and talents.

I. Rights and Responsibilities

St. David's strives to foster a successful partnership between the Academic Support Office and the student with disabilities. This begins with a clear understanding of the rights and responsibilities of the school, parents, and student which fosters an environment best suited to the needs of the student.

A. Parents and Students with Disabilities (SWD)

1. Have the right to:
 - a. expect reasonable accommodations based on available documentation and demonstration of need
 - b. accept or decline any accommodations offered by the Academic Support Department
 - c. expect confidentiality of information concerning SWD within the school setting
2. Have the responsibility to:
 - a. contact the Academic Support Program Coordinator with complete and **full psychoeducational** testing when requesting a review for accommodations
 - b. sign and return accommodations form
 - c. update student diagnostic testing **every three years** for continuing accommodations (Psychoeducational testing is not provided at St. David's School, but a list of possible providers is available upon request.)
 - d. provide an address for direct submission of teacher feedback to the psychoeducational testing provider; rating scales may only be sent directly by the teachers or by the Academic Support Program Coordinator.

B. Academic Support Department

1. Has the right to:
 - a. determine appropriate accommodations
 - b. decline accommodations
 - c. request updated complete and full psychoeducational testing
 - d. assess demonstrated need by the student
 - e. allow the student's current teachers access to the testing on file when deemed necessary
2. Has the responsibility to:
 - a. maintain confidentiality
 - b. review any psychoeducational testing and consider appropriate accommodations
 - c. annually contact the parents of students currently receiving accommodations

II. Certification Process

- A. Request for accommodations is made by the parents and SWD to the Academic Support Program Coordinator.
- B. A formal educational evaluation completed by a licensed psychologist, an educational therapist, or a speech-language pathologist (LS only) is acceptable. A letter from a doctor is not acceptable.

- C. Documentation is reviewed and a member of the Academic Support Department will contact the parents by phone or email.
- D. After determining how the student's disability or weakness could impact academic performance at St. David's School, an accommodations form will be provided to the parents of the student requesting accommodations.
- E. The signed accommodations form must be returned to the Academic Support Program Coordinator before the accommodations will be provided in the classroom.
- F. Once the signed accommodations form is received, the student's teachers will be notified of the approved in-class support. Forty-eight hours must be allowed for processing the information before the accommodations may be used.
- G. Teachers are contacted annually for feedback as to the in-class use of assigned accommodations by the student.
- H. Documentation validating the use of 50% extended time in class tests and on exams is maintained by the Academic Support Program Coordinator.
- I. If an accommodation is not used, it may not be offered the following year. Continued need must be demonstrated through regular use of the in-class support.

III. Documentation Guidelines

- A. Testing on file must be no older than three years and must reflect the student's current level of functioning.
- B. Documentation must convey a clear diagnosis or significant weakness indicative of a learning disability, attention deficit, or cognitive disorder.
- C. A copy of the complete educational evaluation must remain with the Academic Support Department while the student is enrolled at St. David's School.
- D. Documentation will not be forwarded to any institution without the express, written consent of the parent.
- E. Recommendations made in the documentation will be considered, but may not be offered at St. David's School.

IV. Accommodations

- A. St. David's School does not modify curriculum or graduation requirements for any student.
- B. The selection of accommodations offered at St. David's School is reviewed and approved annually by the Academic Support Division Coordinators.
- C. St. David's promotes self-advocacy by encouraging students to take an active role in the implementation of the accommodations they are using.
- D. The responsibilities and conditions of use for the accommodations offered are written on the accommodation form. These conditions must be followed, or the removal of the accommodations may result.
- E. The accommodations offered to Upper School students are reflective of the support available in most college settings.

V. Accommodations for Standardized Testing

- A. Information concerning the application for accommodations on ACT and College Board testing is available from Andrea Adams.
- B. College Board requests annual verification from St. David's School for those students who are approved for 50% extended time on PSAT, SAT, and AP exams to confirm continued need.
- C. ACT and College Board testing requirements in brief:
 1. Professionally diagnosed condition
 2. Documentation current within 3 years (ACT); 3-5 years (College Board)
 3. Appropriate documentation on file at school
 4. Extended time use at school
 5. Copy of accommodations used at school
 6. Contact information:
 - a. www.actstudent.org
 - b. www.collegeboard.com/ssd

For questions or more information, please contact Andrea Adams, M.Ed., Academic Support Program Coordinator, aadams@sdsd.org or 782-3331, ext. 379.