



CARROLLWOOD DAY SCHOOL

Education with Character

Carrollwood Day School Inclusion Policy

Philosophy

CDS strives to create a welcoming environment for the educational needs of each student and ensure that all students are provided with the necessary support to achieve academic success and reach their full potential. This is achieved through collaboration, open communication, mutual respect, support, and problem-solving.

General Policy

In accordance with applicable law, CDS does not discriminate against any individual on the basis of disability, including but not limited to, in its application process, admission decisions, during enrollment, or at any time. CDS will make reasonable accommodations and modifications to its policies, practices, or procedures when such modifications are necessary to access its goods, services, facilities, privileges, advantages, or accommodations to individuals with disabilities unless the modifications would constitute a fundamental alteration or impose an undue burden on CDS.

Because CDS is an independent school that does not accept federal funding, it does not implement IEP and 504 plans. Such formalized public school plans, however, may provide insight into how CDS can best meet a student's needs, and CDS requests that families share such plans to further its goal of inclusion.

In addition, CDS is committed to differentiation of instruction as necessary and appropriate to accommodate individual student needs, in accordance with IBO publications and standards.

Assessment and Identification of Disability

CDS relies on the parent or guardian of current or prospective students to communicate the student's disabilities and request a reasonable accommodation, auxiliary aid/service, or modification (collectively, "accommodation") of CDS' policies, practices, or procedures based on the student's disability. Student progress is also regularly monitored and reviewed by faculty.

If a parent or guardian requests an accommodation or CDS faculty identify a pattern of concern, a "student study team" comprised of at least one teacher with knowledge of the student, a parent or guardian, and the learning specialist meet for an interactive process to discuss next steps. Based on individualized assessment and in collaboration with the student study team, a plan for classroom differentiation and/or a CDS Accommodation Plan (CDS AP) may be created. Not all educational needs will require a CDS AP; some may be met by differentiation of classroom instruction as necessary and appropriate to accommodate individual student needs.

CDS may request appropriate documentation from the parent or guardian, including, but not limited to, a full psycho-educational battery including cognitive and achievement testing by a licensed and qualified practitioner identifying a disability. Recommendations from outside professionals will be reviewed and considered, but CDS cannot guarantee its ability to implement recommendations that would fundamentally alter the nature of the school or cause CDS an undue burden.

CDS Accommodation Plans

- A CDS AP is developed when a disability is identified by a qualified practitioner, which may include,

but is not limited to, a full psycho-educational evaluation, and CDS faculty and administration determine the request is reasonable and does not create a fundamental change to the educational environment or mission of CDS or cause an undue burden.

- The Learning Specialist, the parent or guardian, and student (and in some cases at least one teacher with knowledge of the student or other CDS individual) will meet to discuss necessary and reasonable accommodations.
- Once the CDS AP is developed, the Learning Specialist, parent or guardian, and the student will meet to review.
- The CDS AP is confidentially shared and discussed with the student's teachers (as needed).
- The CDS AP, assessments, and related communications are kept in locked files, and distinct from a student's general education file.
- Responsibility for follow-through on specific recommended accommodations is shared between the parent or guardian, student, and relevant CDS staff, depending on the nature of the disability and age of the student.

Communication of Policy

- To request an accommodation, current and prospective students should share relevant documentation of the disability as it relates to the requested accommodation, including releases to communicate with relevant health or other service providers.
- When current students are identified with concerns or possible special learning needs, the School Counselor or Learning Specialist discusses options and this policy with the student's family.
- Current and prospective students and families may access this policy on the website.
- Any questions regarding this policy should be directed to the assigned Learning Specialist.

College Board (SAT), ACT, and IB Accommodations

To request accommodations through College Board, ACT, and IB, the student's full psycho-educational testing must be current and on file with CDS. The parent or guardian maintains responsibility for taking the following steps regarding requests for standardized test accommodations, keeping in mind that the identification of a disability does not necessarily mean that extra time will be granted and is subject to individual guidelines. CDS Administration reserves the right to decline requests for application if sufficient evidence does not exist to substantiate the need. In these cases, and with the exception of IB, the parent or guardian have the right to apply directly.

College Board (SAT)

1. During the 9th-grade year, schedule a meeting with the SSD coordinator to input information to College Board.
2. Upon receipt of the College Board decision, forward a copy of the letter to the SSD coordinator for CDS records.
3. If approved, when you log onto the College Board site to register for any future test, you automatically will be recognized as a student requiring an accommodation.

ACT

1. During spring of the 10th-grade year—at least 3 months prior to the first intended ACT—print out the forms from the ACT website or see the SSD coordinator for the forms. 2. Fill out the forms, sign them, and bring them to the SSD coordinator for signature. 3. Mail the forms with registration and payment for a specific test date.
4. Follow the same procedure for each additional ACT date.

IB

1. During August of the 12th-grade year, schedule a meeting with the DP Coordinator and SSD Coordinator to review documentation.

This policy will be reviewed on an annual basis by the staff as facilitated by the IB Coordinators.

Last updated: March, 2022