

2024-2026

BAISLD Resource Guide

Bay Area Independent School Learning Differences

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BAISLD is a group comprised of learning specialists, teachers, and administrators who work to support and advocate for students with diagnosed learning differences in San Francisco Bay Area's private and independent schools.

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I. Preface

The transition to high school can be both exciting and anxiety-provoking for eighth graders and their parents/guardians. The 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 which necessitates academic accommodations.

There are a wealth of questions and concerns which a neurotypical student's parents don't need to ask, but you must consider in order to ensure that your child spends the next four years in an environment which both challenges and nurturers them appropriately.

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

First, it is essential to consider how the overall culture of high school is different from that in middle or elementary school. Up to eighth grade, parents/guardians largely "drive" the educational process for their children, advocating for and making important decisions on behalf of the student and monitoring their progress closely. Middle school educators, in addition to introducing content, teach students how to learn effectively. In high school, especially in the private/independent school culture, the parent or guardian's role changes to more that

of a coach, and students are expected to step up to assume more responsibility for their own learning process. High school staff, including learning specialists, Academic Resources staff, and their equivalents, help students learn to understand themselves, self-advocate, develop critical-thinking skills, and problem solve in their quest for academic mastery. Expectations for students include that they will know if they need help and will ask for it from their support team (rather than from their parents). In high school, it is the students who "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 school years.

Another significant consideration is the nature, mission, and culture of the school in question, particularly as these factors impact the way your child learns. Most private/independent schools are college-preparatory, which dictates the flexibility of the curriculum and is designed to coincide with standards for acceptance into colleges, particularly those of the UC system. In general, these schools cannot meet the needs of students who are not ready to do college-preparatory work. Private and independent schools are responsible for ensuring that students are eligible for college admission upon graduation. This is important because it means that most of us do not modify our curricula.

The difference between "modification" and "accommodation" is important. An accommodation is **how** curriculum is delivered or understanding is articulated. Accommodations give neurodiverse learners

an equal opportunity to learn and to 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 would include extended time on assessments, access to auditory versions of print 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 reductions in the scope of homework, significantly changing the nature or content of curriculum, the format of assessment, or eliminating core graduation requirements.

II. Role of Documentation

High school Learning Specialists communicate with a number of outside agencies on behalf of students, including standardized test organizations (College Board & 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.**

This means that the documentation of a learning or attentional difference that your child will need in order to access high school accommodations may be different than what they needed in order to be eligible for the same accommodations in middle school.

If your child will need support form the beginning of ninth grade, it will be essential that you contact the learning specialist at the school they will be attending well before the start of the year in order to learn what their documentation requirements are, and possibly have your child's documentation updated. Most private and independent schools and colleges/universities adhere to the College Board's and ACT's documentation guidelines. Therefore, there are a few issues to keep in mind:

A) The College Board (which administers the PSAT, SAT, and AP exams) and some colleges, require students'

documentation (a full psycho-educational evaluation, including both, cognitive and achievement, testing) to be updated every 5 years, with a clearly stated diagnosis.

B) The ACT (an increasingly popular standardized test) and many colleges require documentation to be updated every 3 years, and to the same standards as the College Board.

C) The primary purpose of your child's documentation is not just to get them accommodations! Even more importantly, current test results provide the Learning Specialist with valuable information about how your child learns best what support they need.

Documentation which dates back to fifth grade is not really relevant at the ninth grade level. For example, fifth grade documentation may not specify the amount of extended time needed for testing or make the recommendation for use of a computer to compose essays. In addition, students' skills and performance can change dramatically between ages 8 to 14.

III. FAQs for Parents/Guardians

What questions will help the Parent/Guardian of a neurodiverse eighth grader choose the right high school?

- What kinds of services does your school provide? What don't you provide?
- How do you inform teachers of students' learning styles and accommodations?
- What percent of your student body has a diagnosed learning difference?
- What services are available for students without a diagnosis?
- 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/guardians learn that their student is struggling?
- What kinds of 1-on-1 support are available for my child?
- How does your school handle tutoring in and outside of school?
- What is a reasonable expectation for homework load, for a neurodiverse learner?
- What are characteristics of successful students at your school?

- Does your school offer any summer programs, and if so, how do students get involved?

IV. Important Questions for Parents/ Guardians

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

- How does my child handle frustration/constructive criticism?
- How doe say child handle "less than perfect" performance/grades?
- How comfortable is my child advocating for themselves?
- How much direct supervision does my child need in order to succeed academically?
- What kinds of sacrifices would my child have to make to be successful at this school?

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

School support staff and parents/guardians share the goal of helping of helping every student achieve

their best possible success. We want to challenge and support our students in order to see them flourish personally and academically.

V. Resource Information by School

The following BAISLD schools have contributed to this resource guide. Please click on a school's name for more detailed information.

Alphabetical listing of schools

Archbishop Riordan High School
The Athenian School
Bay School
College Preparatory High School
Convent of the Sacred Heart High School
Drew School
The Hamlin School
Head-Royce School
Holden High School
Jewish Community High School of the Bay
Junipero Sierra High School
Kehillah Jewish High School
Keys School
Lick-Wilmerding High School
Marin Academy High School
Marin Catholic High School

The Marin School
Menlo School
Nueva School
Orinda School
Park Day
Pinewood School Upper Campus
San Domenico School
San Francisco University High School
San Francisco Waldorf
Sonoma Academy
Sterne School
The Urban School of San Francisco

Archbishop Riordan High School

School Website: www.riordanhs.org

School Location:
175 Frida Kahlo Way, San Francisco, CA 94122

Number of Students: 1150

Flexible Tuition/Financial Aid Program: Yes

Program Name: Resource Specialist Program

Program Website: https://www.riordanhs.org/academics/learning-support

Program Staff: Director - Stephanie Lundin; Asst. Director/Tier 3 Coordinator - Victor Veal, Coordinators - David Major, Shannon Moran, Jennifer Parker, & Lauren Ragusa

Program Staff Contact: Stephanie Lundin

Program Information:
Riordan offers students in the RSP a tiered structure of support to meet their individual needs, with flexibility as the student moves through the college preparatory curriculum. A designated faculty coordinator for each grade level facilitates communication between students, faculty, and parents about accommodations, grades, and other aspects of academic life. Based on their individual profiles, students can take a CSU/UC approved RSP English class and/or an RSP class focused on executive function skills.

Additional Information:
Tier 1: This college-style "drop in" support program is designed for students with strong advocacy skills. The goal is for all students, regardless of what tier they start in, to move to Tier 1 before graduation.

Tier 2: This moderately structured level of support emphasizes executive function, reading, writing and testing support for students with language-based learning differences and/or attention issues.

Tier 3: This highest level of structured support has the same emphasis as Tier 2 but takes place in a small group format and allows for more 1:1 tutoring time during the school day by certified staff and social skills support as needed.

Percent of Student Population Served: 15%

Documentation Requirements:
In order to apply to the RSP, students must have a psycho-educational evaluation within 3 years that shows a diagnosis of a mild to moderate learning disability, NVLD, ADD/ADHD, or any OHI.

Accommodations for Mental Health: Yes

Testing Accommodations:
50% Extended Time, 100% Extended Time, Small Group/ Separate Space, Computer/Keyboard Use, 4 Function Calculator, Answer on Test/Large Block Answer Sheet (No Scantron), Enlarged Text

Assistive Technology Accommodations:
Speech to Text, Text to Speech, Audiobooks, Computer/ Keyboard Use

Other Accommodations:
Allow student access to teacher notes or notetaker, Allow student to take short breaks, Preferential seating in proximity of the teacher/instruction, Allow student to go to counseling wing or RSP if needed

The Athenian School

School Website: www.athenian.org

School Location: Danville, CA

Number of Students: 535

Flexible Tuition/Financial Aid Program: Yes

Program Name: Learning Services

Program Website: NA

Program Staff:
Director of Learning Services and Student Support - Jeannine Morales

Program Staff Contact:
jmorales@athenian.org

Program Information: Athenian's learning services team embraces students' strengths and skill levels and is here to help every student at Athenian succeed. Our goal is to help students build resiliency and become strong self-advocates; students who have a deep understanding of how they learn can help their teachers with how best to challenge and guide them. We recognize that all students learn differently and we will collaborate with you, your parents, and your teachers to ensure every student's fair opportunity for success.

Percent of Student Population Served: 15%

Documentation Requirements: Same criteria as The College Board

Accommodations for Mental Health: Yes

Testing Accommodations:
50% Extended Time, Answer on Test/Large Block Answer Sheet (No Scantron)

Assistive Technology Accommodations:
Speech to Text, Text to Speech, Audiobooks, Recording Devices in Class, Computer/Keyboard Use

The Bay School

School Website: www.bayschoolsf.org

School Location: 35 Keyes Avenue, San Francisco

Number of Students: 440

Flexible Tuition/Financial Aid Program: Yes

Program Name: Learning Services

Program Website: https://www.bayschoolsf.org/academics/learning-services

Program Staff:
Director of Learning Services - Kristina Sears; Associate Director of Learning Services - Alice Rose; Learning Specialist - Jill Rosenberg

Program Contact:
learningservices@bayschoolsf.org

Program Information: The Bay School Learning Services program encourages the growth and development of students' executive function, study, and self-advocacy skills in a rigorous college preparatory environment. The team provides opportunities for staffulty, specialists, and parents/guardians to explore how best to support students through the use of accommodations, differentiated instruction, support in the home environment, and connection with other families. A unique feature of Bay's program includes two three-week immersive terms each year for students to focus on one course, oftentimes with travel, practical applications, hands-on projects, and community involvement features. Part of every school day includes tutorial time for all students to visit in small groups and individually with teachers. Bay also has a peer tutoring program and a special peer writing mentoring program.

Learning specialists meet regularly with students enrolled in the program throughout the school year to review and address their learning plan, progress, and challenges, with 9th-graders scheduled weekly during the first half of the first semester. After this initial transition to high school period, students are scheduled for support services according to their individual needs. Content area support and remediation are not offered.

Additional Information: All students are expected to complete three years of Spanish or Mandarin offered by The Bay School. After the first year of study, a student with a documented language-based learning disability, and a recommendation from an evaluator for a different course of study, may apply for an alternate language pathway and take two years of American Sign Language (ASL) with an accredited and approved program outside of The Bay School. A student who completes two years of any world language study, including ASL, may apply for a waiver for the third year requirement.

Percent of Student Population Served: 30%

Documentation Requirements: A full neuropsychological or psychoeducational evaluation report, completed no earlier than 6th-grade, is required. Individual cognitive and academic test scores and a diagnosis with a DSM/ICD code must be included, following the guidelines of the College Board. Students without this documentation can access learning services for three meetings/semester. Not all evaluator-recommended accommodations are available at Bay, and no testing or curricular modifications are made. We encourage prospective families to submit neuropsychological or psychoeducational evaluation reports during the admissions process.

Accommodations for Mental Health: Yes

Testing Accommodations:
50% Extended Time, 100% Extended Time, Computer/Keyboard Use, 4 Function Calculator, Answer on Test/Large Block Answer Sheet (No Scantron), Enlarged Text

Assistive Technology Accommodations:
Speech to Text, Text to Speech, Audiobooks, Recording Devices in Class, Computer/Keyboard Use

Other Accommodations:
No modifications, including extended deadlines.

The College Preparatory School

School Website: https://www.college-prep.org/

School Location: 6100 Broadway, Oakland, CA 94618

Number of Students: 370

Flexible Tuition/Financial Aid Program: Yes

Program Name: Learning Services

Program Website: https://www.college-prep.org/academics/learning-services

Program Staff:
Director or Learning Services - Amelia Sitter;
Math and Science Academic Support Specialist - James Campbell

Program Contact:
amelia@college-prep.org

Program Information: Although available to meet with all students, the Director of Learning Services also provides specific support for students with diagnosed learning differences and works closely with teachers, advisors, and administrators to provide accommodations and academic support that will help students with identified learning differences thrive in high school and beyond. Additionally, our Math and Science Support Specialist oversees the Learning Center and provides individualized and group support in physics, chemistry and all levels of math.

Percent of Student Population Served: 15%

Documentation Requirements:
1. Documentation of the existence of a disability, including a description of how the functional limitations impact the student's daily functioning
2. The results of diagnostic testing administered within five years of the request for accommodations, which should include the testing and techniques used to arrive at the diagnosis, including test results with subtest scores for all tests. For psychiatric diagnoses,
an annual evaluation update should be within 12 months of the request for accommodations.
3. A description of requested accommodations with a rationale connecting each accommodation to the functional limitation.
4. Educational, developmental, and medical history that is relevant in order for College Prep to assess appropriate and reasonable accommodations.

Accommodations for Mental Health: Yes

Testing Accommodations:
50% Extended Time, Small Group/Separate Space, Computer/Keyboard Use, 4 Function Calculator, Answer on Test/Large Block Answer Sheet (No Scantron), Permission to use noise cancelling headphones when separate space is unavailable

Assistive Technology Accommodations:
Speech to Text, Text to Speech, Audiobooks, Computer/Keyboard Use, Permission to photograph whiteboard

Convent & Stuart Hall

School Website: https://www.sacredsf.org/

School Location:
Convent - 2222 Broadway Street, San Francisco
Stuart Hall - 1715 Octavia Street, San Francisco

Number of Students: 415

Flexible Tuition/Financial Aid Program: Yes

Program Name: Academic Support Team

Program Website: https://www.sacredsf.org/the-experience/student-resources

Program Staff: Learning Strategist - Jen Kramer

Program Contact:
jen.kramer@sacredsf.org or 415-345-5806

Program Information: All students are invited to meet with members of the Academic Support Team on an as needed basis. The team includes the Learning Strategist, Counselor, grade level Grade Chairs. The team works together to coach high school learning routines that draw on student strengths to support areas of challenge. Students with documented learning challenges are supported with approved testing and classroom accommodations. These accommodations are shared with teachers by the Learning Strategist in a communication document called the "Learning Profile." All students are invited to work directly with their teachers for 1:1 practice and review during daily morning and afternoon office hours. Additionally, the Academic Support Team invites students as needed to coach additional strategies to support positive growth understanding the partnering aspects of social, emotional, spiritual engagement throughout high school.

Percent of Student Population Served: 28%

Documentation Requirements: Those consistent with requirements of the College Board, ACT and college level learning accommodations.

Accommodations for Mental Health: Students with a documented learning challenge associated with an identified mental health diagnosis are supported by approved testing and classroom accommodations. The Grade Chair, Learning Strategist and Counselor work closely with the student and family to create a plan for successful support.

Testing Accommodations:
50% Extended Time, 100% Extended Time, Computer/ Keyboard Use, 4 Function Calculator, Answer on Test/ Large Block Answer Sheet (No Scantron), Enlarged Text

Assistive Technology Accommodations:
Speech to Text, Text to Speech, Audiobooks, Computer/ Keyboard Use

Drew School

School Website: www.drewschool.org

School Location: 2901 California Street, San Francisco, CA 94115

Number of Students: 280

Flexible Tuition/Financial Aid Program: Yes

Program Name: Herbst Learning Center

Program Website: https://www.drewschool.org/academics/herbst-learning-center

Program Staff:
Director of Learning Support - Lauren Solomon;
Director of Testing - Karen Houck

Program Contact:
laurensolomon@drewschool.org;
karenhouck@drewschool.org

Program Information: The Herbst Learning Center (HLC) is a dedicated space for academic support at Drew, where various programs are coordinated to support students' growth. The HLC offers fee-based tutoring services with a non-site staff, as well as strategies to help with diagnosed learning disabilities through meetings with the learning specialists.

Additional Information: Guided study hall; in-house fee-based tutoring program

Percent of Student Population Served: 40%

Documentation Requirements: Our requirements match those of the College Board. Note that for some students we suggest that renewal of prior documentation wait until sophomore year to make it useful for college entrance as well as for standardized testing agencies. Consult our testing director with questions regarding the timing of updated documentation, however, as it depends upon accommodation needs that may be more immediate (PSAT, for example).

Accommodations for Mental Health: To a limited extent.

Testing Accommodations:
50% Extended Time, 100% Extended Time, Small Group/ Separate Space, Computer/Keyboard Use, 4 Function Calculator

Assistive Technology Accommodations:
Text to Speech, Audiobooks, Computer/Keyboard Use, Auditory amplification

Other Accommodations:
Brief movement breaks to refocus, access to class slides and notes, multiple weekly opportunities for 1:1 support with their teachers

The Hamlin School

School Website: www.hamlin.org

School Location: 2120 Broadway, San Francisco

Number of Students: 440

Flexible Tuition/Financial Aid Program: Yes

Program Name: Student Support Services

Program Website: https://hamlin.org/student-support-services/

Program Staff:
Melissa Skiles (Director of Student Support/Health and Wellness/DEIJB), Amy Conger (Middle School Learning Specialist 6-8th), Kathy Ford (Learning Specialist 3rd-5th), Shoshana Roodman (Learning Specialist K-2)

Program Contact:
Melissa Sklles - skiles@hamlin.org

Percent of Student Population Served: Oversee 100% of the girls, with 20% on our caseload, but seeing only 6 students in the Middle School Independent Study program/ World Language exemption - 3x week.

Documentation Requirements: Accommodations are provided for students with evaluations, but we also offer trial accommodations as part of our data collection in the RTI model.

Accommodations for Mental Health: Yes

Testing Accommodations:
Extended time, quiet testing space, use of a calculator, large print materials, Learning Ally accounts, noise cancelling headphones. No modifications to the curriculum.

Assistive Technology Accommodations:
Learning Ally, computer/laptop use vs IPADs; speech to text and text to speech options.

Other Accommodations:
Counseling support, fidgets, 8 pocket folders to support organization.

Head Royce School

School Website: https://www.headroyce.org/

School Location: Oakland, CA

Number of Students: 393 in Upper School

Flexible Tuition/Financial Aid Program: Yes

Program Name: Upper School Academic Support and Neurodiversity Counseling

Program Website: https://www.headroyce.org/life-head-royce/student-support-services

Program Staff: Upper School Director of Academic Support and Neurodiversity

Program Contact:
Peytra Redfield

Program Information: Case Management and counseling for neurodiverse students, academic counseling, connecting students to academic support resources.

Additional Information: Our school community is enriched by the diversity of thinkers and learners who add their talents to so many activities each day. Our goal is that students experience academic success and build confidence as active and engaged learners. Teachers and administrators work with families in an effort to foster a positive academic experience for all students from kindergarten through senior year. We recognize that students with diagnosed learning disabilities may need extra support in designated areas. While we expect all students to meet the School's academic standards, we strive to support students with learning differences so that they have a fair and reasonable opportunity to develop a lifelong love for learning. Our Learning Specialists in each division work closely with classroom teachers to implement strategies or specific accommodations for students with learning differences. Head-Royce provides some support for students with learning differences by each of our part-time Learning Specialists but does not specialize in accommodating learning differences and is not equipped to handle the full range of learners. Our support services change slightly in each division as developmentally and cognitively appropriate within our School mission.

We have a student neurodiversity affinity/alliance group as well as parent affinity group, the "Learning Differences Network."

Percent of Student Population Served: 20%

Documentation Requirements: We are in line with the College Board and ACT documentation guidelines and require for testing by a qualified professional with a diagnosis, a description and analysis of the tests used, and appropriate recommendations. Our documentation requirements are outlined on our website.

Accommodations for Mental Health: Yes

Testing Accommodations:
50% Extended Time, Computer/Keyboard Use, 4 Function Calculator, Answer on Test/Large Block Answer Sheet (No Scantron), Enlarged Text, cue card, note-taking support

Assistive Technology Accommodations:
Audiobooks, Recording Devices in Class, Computer/Keyboard Use, speech to text and text to speech allowed outside of the classroom

Other Accommodations:
World Language wavier with appropriate documentation. Must be approved by Dean of Students, Learning Specialist and World Language Department Chair.

Holden High School

School Website: holdenhigh.org

School Location: Orinda, CA

Number of Students: 40

Flexible Tuition/Financial Aid Program: Yes

Program Name: Learning Support

Program Website: https://holdenhigh.org/learning-support/

Program Staff:
Abby Tuttle - Co-Director Leaning Specialist
Amy Barrow - Learning Specialist

Program Contact:
abbyt@holdenhigh.org or amyb@holdenhigh.org
925-254-0199

Program Information:
Holden recognizes the specific strengths and challenges of our students. Our low student-to-teacher ratio allows teachers to attend to students' individual needs, skills, and interests. We help students understand how they learn best and effectively communicate their learning needs to teachers and staff. We provide appropriate classroom accommodations, modifications, and supports for students with disabilities with input from students, parents, teachers, psychoeducational testing, 504 plans, and IEPs. Students are also supported by grade-level advisory groups, homework labs, teacher and learning specialist office hours, individual counseling, family counseling, end of semester conferences, transition counseling, study skills classes, and academic or behavioral support meetings, as well as individual homework and learning support tutoring interventions. Holden's counselors, co-directors, learning specialists, and academic teachers meet weekly and work collaboratively to support all students.

Percent of Student Population Served: 97-100%

Documentation Requirements:
IEP, 504 Plan, neuro or psychoeducational testing, letter from medical provider.

Accommodations for Mental Health: Yes.

Testing Accommodations:
50% Extended Time, 100% Extended Time, Other Extended Time, Small Group/Separate Space, Computer/Keyboard Use, 4 Function Calculator, Answer on Test/Large Block Answer Sheet (No Scantron), Enlarged Text, Use of notes on tests

Assistive Technology Accommodations:
Speech to Text, Text to Speech, Audiobooks, Recording Devices in Class, Computer/Keyboard Use, Scribe

Other Accommodations:
Seated close to teacher, away from distractions, Frequent movement breaks for a chance to refocus, 1 break per class for a chance to refocus, Reminders to stay on task, Clearly define expected behavior, Provide rewards/incentives for positive behavior, Praise clearly and specifically when engaged, Structured classroom with clear instructions, Provision of outlines for note taking, Teacher provided or peer note taker, Visual cues to support auditory info, Multi-modal instruction, Frequent checks for understanding, Reminders to write HW in planner, Reminders to turn in HW, Assignments broken down into manageable parts, Reduced tasks/problems for assignments/tests, Reduce multiple choice answers to 3 per question, Shortened assignments, Parent/school communication around assignments

Jewish Community High School of the Bay

School Website: https://www.jchsofthebay.org/academics/student-support

School Location: San Francisco, CA

Number of Students: 180

Flexible Tuition/Financial Aid Program: Yes

Program Name: Learning Support

Program Website: https://www.jchsofthebay.org/academics/student-support

Program Staff:
Dean of Learning Support, Learning Specialists

Program Contact:
Director of Learning Support - Dr. David Neufeld
dneufeld@jchsofthebay.ort

Program Information: Learning services at JCHS are creative, responsive, and flexible. We work closely with the student, family, and teachers to create meaningful and supportive learning programs that allow students to thrive. We have three learning specialists on site who work with students in both group and individual settings. Students who have documented challenges have an official learning plan that is designed to help their teachers better understand who they are as learners, their strengths and challenges. It also indicates the testing accommodations they should be getting, along with recommendations for classroom interventions that support their learning needs. Our learning specialists work very closely with the teachers, observing students in their classes, holding team teacher meetings, and brainstorming support interventions as needed. Our school systems are designed to promote a growth mindset and emphasize learning. For example, rather than penalizing a grade when a student misses a deadline, they instead are required to spend their study hall with a learning support person, getting the intervention, supervision, or support they need to manage their independent work. Another example are the opportunities students have to revise work and retake assessments. We strive to foster an enthusiasm around learning and cultivate intrinsic motivation around striving for deep learning and academic success.

Additional Information: We invest in creating a supportive and inclusive culture in our school. Our teachers engage every couple of years in a dyslexia simulation that has been particularly impactful and meaningful in helping our teachers really empathize with some of the challenges our students face in the classroom. Additionally, we host an annual Learning Disability Panel for the entire school community where four 11th or 12th graders speak about their own learning journeys while navigating certain challenges.

Percent of Student Population Served: 35%

Documentation Requirements: Some combination of the following: Professional diagnosis; Teacher observations; History of Need/Use

Accommodations for Mental Health: Yes.

Testing Accommodations:
50% Extended Time, 100% Extended Time, Other Extended Time, Small Group/Separate Space, Computer/Keyboard Use, 4 Function Calculator, Answer on Test/Large Block Answer Sheet (No Scantron), Enlarged Text, Transcriber, oral exams

Assistive Technology Accommodations:
Speech to Text, Text to Speech, Audiobooks, Recording Devices in Class, Computer/Keyboard Use

Other Accommodations:
Note-taking supports; reduced work modifications; flexible deadlines

Junipero Serra High School

School Website: www.serrahs.com

School Location: 451 West 20th Avenue, San Mateo, CA 94403

Number of Students: 860

Flexible Tuition/Financial Aid Program: Yes

Program Name: Academic Resource Center

Program Website: https://www.serrahs.com/academics/academic-resource-center

Program Staff:
Board Certified Educational Therapist - Gayle Rosenberg,
ARC Associate - Andre Monney, MA
ARC Associate - Gina Furrer, MA

Program Contact:
Gayle Rosenberg - grosenberg@serrahs.com

Program Information:
The mission of Serra's Academic Resource Center (ARC) is to provide the support needed to allow all students to become successful learners. This support includes helping students to become self-advocates while discovering the accommodations that will aid them in their endeavors at Serra and beyond.

Additional Information: All ARC students attended a ARC Study Hall which takes the place of their Independent Study Period. During this period academic support is available as well as time for help with writing assignments, completing long-term projects, study for exams and using extended time on exams.

Percent of Student Population Served: 23%

Documentation Requirements: The documentation requirements are either a current Psychoeducational Evaluation, an active IEP or 504 Plan

Accommodations for Mental Health: Yes

Testing Accommodations:
50% Extended Time, 100% Extended Time, Small Group/ Separate Space, Computer/Keyboard Use, 4 Function Calculator, Answer on Test/Large Block Answer Sheet (No Scantron), Enlarged Text, human reader/ a Math Journal to use during Math exams

Assistive Technology Accommodations:
Speech to Text, Text to Speech, Audiobooks, Recording Devices in Class, Computer/Keyboard Use, Livescribe Pens

Other Accommodations:
Classic books with parallel text are available.
All textbooks and novels are available through our institutional membership to Learning Ally which allows the students to have auditory access to the material. A DVD Lending Library for novels, World History and United States History

Kehillah Jewish High School

School Website: www.kehillah.org

School Location: Palo Alto, CA

Number of Students: 220

Flexible Tuition/Financial Aid Program: Yes

Program Name: Center for Learning Success

Program Website: https://kehillah.org/student-support

Program Staff:
Learning Services Coordinator; Learning Specialist

Program Contact:
rpaley@kehillah.org

Program Information: The CLS supports students to realize their strengths and embrace their challenges.

Percent of Student Population Served: 35%

Documentation Requirements: Psycho-educational testing, IEP documents, 504 reports, prior grades, prior teacher reports, family narrative

Accommodations for Mental Health: Yes

Testing Accommodations: Kehillah strives to encompass universally-designed best teaching practices into its academic program rather than focusing on the specific accommodations students feel they need to demonstrate their learning. For example, where certain students receive recommendations for "chunked assignments," Kehillah offers that option for all students. We want to be creative when helping students grow their skills and avoid leading students to believe that it is only because of accommodations that they are successful students.

Assistive Technology Accommodations: See above

Keys School

School Website: https://keysschool.org/

School Location: Palo Alto, CA

Number of Students: 320

Flexible Tuition/Financial Aid Program: Yes

Program Name: Student Support

Program Staff:
Patricia Chang (Coordinator of Student Support and Lower School Learning Specialist), Soraya Saeed, MS (Learning Specialist)

Program Contact:
pchang@keysschool.org, ssaeed@keysschool.org

Testing Accommodations: 50% Extended Time, Small Group/Separate Space, Computer/Keyboard Use, 4 Function Calculator

Assistive Technology Accommodations: Speech to Text, Text to Speech, Audiobooks, Computer/Keyboard Use

Lick-Wilmerding High School

School Website: www.lwhs.org

School Location: San Francisco, CA

Number of Students: 560

Flexible Tuition/Financial Aid Program: Yes

Program Name: Learning Strategies Center

Program Website: www.lwhs.org/lsc

Program Staff: Winifred Montgomery, LSC Director; Jaski Kohli, LSC Coordinator

Program Contact:
wmontgomery@lwhs.org; jkohli@lwhs.org

Program Information:
The LSC provides a wide range of services to support students in maximizing their educational experiences, depending on their individual needs. Its overarching purpose is to empower students for a lifetime of success by helping them truly understand how they learn. For students with diagnosed learning or attentional differences, the additional goal is to teach them how to play to their strengths, to shore up/work around their challenges, and to effectively advocate for themselves in high school and in the future.

Percent of Student Population Served: 16% have formal learning plans and about 35% of the students work with our office on some level

Documentation Requirements:
We adhere to the documentation guidelines as established by the College Board, except that we require documentation of a learning or attentional difference to be updated every three years in order to ensure that students' files are in compliance with ACT and college admissions standards.

Accommodations for Mental Health: Yes

Testing Accommodations:
50% and 100% extended time, small group testing, 4-function calculator, laptop for written assessments, noise cancelling headphones, answer on test (rather than a separate answer sheet/scantron

Assistive Technology Accommodations:
audiobooks, text-to-speech, speech-to-text, smart pens and recording devices

Marin Academy

School Website: http://ma.org

School Location: San Rafael, CA

Number of Students: 440

Flexible Tuition/Financial Aid Program: Yes

Program Name: Learning Services

Program Website: https://www.ma.org/academics/learning-services

Program Staff:
Director - Rebecca Gustin; Associate Director - Lindsay Eckert; Learning Specialist - Hannah Hohle; Assistant - Joanna Paun

Program Contact: Rebecca Gustin, rgustin@ma.org

Program Information: We offer students with diagnosed learning differences a range of support and accommodations to ensure fair access to our rigorous academic program.

Percent of Student Population Served: 20%

Documentation Requirements: Please contact us for more information.

Accommodations for Mental Health: Yes

Testing Accommodations:
We review each student on a case-by-case basis. Please contact us for more information.

Assistive Technology Accommodations:
Speech to Text, Text to Speech, Audiobooks, Computer/ Keyboard Use

Marin Catholic

School Website: https://www.marincatholic.org/

School Location: Kentfield, CA

Number of Students: 800

Flexible Tuition/Financial Aid Program: Yes

Program Name: Academic Support Center (ASC)

Program Website: https://www.marincatholic.org/Academics/Academic-Support-Center

Program Staff:
Director - Cynthia Larsen;
Katie Tuttle, Amy Stoll, teachers, consultants

Program Contact:
ASC@marincatholic.org

Program Information: The ASC offers two levels of service for students - Instruction in executive functioning and meta cognitive skills or consultation.

Lower division/freshmen and sophomore student options:
1) Academic Support Class: develops skills including self-awareness, preparation, adaptability, curiosity, and endurance.
2) Consultation: meets regularly with ASC team for progress check and guidance

Upper division/junior and senior student options:
1) Independent Study Class: allows for self-guided learning and working with ASC team individualized support.
2) Consultation: meets regularly with ASC team for progress check and guidance

Percent of Student Population Served: 17%

Documentation Requirements: We follow the documentation requirements used by the University of California.

Accommodations for Mental Health: We work in conjunction with our counseling department to support students with mental health diagnoses

Testing Accommodations:
50% Extended Time, Small Group/Separate Space, Computer/Keyboard Use, 4 Function Calculator, Answer on Test/Large Block Answer Sheet (No Scantron)

Assistive Technology Accommodations:
Speech to Text, Text to Speech, Audiobooks, Computer/Keyboard Use, Note taking technology such as Livescribe or glean

Other Accommodations: Test Reader

The Marin School

School Website: https://www.themarinschool.org/

School Location: San Rafael, CA

Number of Students: 85

Flexible Tuition/Financial Aid Program: Yes

Program Name: Program for Academic Success (PAS) and Learning Services

Program Website: https://www.themarinschool.org/pas
https://www.themarinschool.org/learning-center

Program Staff:
Director of Learning Services and Academic Advising - Chanel Nijmeh; Math Specialist - Steph Lapine; Director of Library Sciences - Junia Ziblay

Program Contact:
cnijmeh@themarinschool.org
(415) 339-9336, Ext. 1016

Program Information: Program for Academic Success is for students with diagnosed learning differences who need specialized support or a modified curriculum in one or more areas of study to be academically successful in a college preparatory curriculum.
Learning Services is our academic support program that is available to every student on campus, with or without a learning difference. The Learning Services Team works together to provide support for each of the unique needs of our students through out robust Study Hall program, which every student is scheduled for.

Additional Information: The Marin School is a very relational school. We are a good match for any student who might get lost or overlooked in a bigger school environment. Because we are so small, faculty and staff have the opportunity to get to know each and every student. Our numbers are appropriately matched with our resources, so every student is able to get what they need.

Percent of Student Population Served: 65% of our students receive LD specific support, but 100% of our students have scheduled access to Learning Services

Documentation Requirements:
For mental health challenges that require accommodations: a letter from a qualified health care professional stating the diagnosis, and any recommendations for accommodations.
For learning differences: a neuropsychological or psychoeducational report conducted by a qualified profession that includes academic testing, cognitive testing, historical information, input from teachers and parents/guardians, and a narrative by the examiner. It is preferred that the testing is recent and has been done within the last four years.

Accommodations for Mental Health: Yes

Testing Accommodations:
50% Extended Time, 100% Extended Time, Other Extended Time, Small Group/Separate Space, Computer/Keyboard Use, 4 Function Calculator, Answer on Test/Large Block Answer Sheet (No Scantron), Enlarged Text, Readers for assessments, allow for breaks as needed, notetaking support

Assistive Technology Accommodations:
Speech to Text, Text to Speech, Audiobooks, Recording Devices in Class, Computer/Keyboard Use

Other Accommodations: Our Program for Academic Success offers modified curriculum. This program functions within our school, with some courses offering modified curriculum from within our standard, college prep classroom and other courses being held only with students who need the modified curriculum. Also, because we are so small, accommodations such as "preferential seating away from distractions" are not relevant for our environment because we are such a small school with an average class size of 6-8 students.

Menlo School

School Website: https://www.menloschool.org/

School Location: Atherton, CA

Number of Students: 580 (Upper School), 225 (Middle School)

Flexible Tuition/Financial Aid Program: Yes

Program Name: Learning Support Program

Program Website: https://www.menloschool.org/academics/academic-support.php

Program Staff:
Director of Learning Resources - Ryan Dean; Humanities Learning Specialist & Academic Coordinator - Lily Lam; STEM Learning Specialist - John Norris; Middle School Academic Support Coordinator - Frankie Machado

Program Contact:
(650) 330-2000, Ext. 2040 (Upper School) or Ext. 2446 (Middle School)

Program Information:
Menlo's Learning Support Program provides support and guidance at all levels, including structured support classes; drop-in, faculty-led help sessions; math and writing centers; organized peer tutoring; one-on-one sustained study skills coaching; and Student Success Plans to support those with diagnosed learning differences.

Additional Information: Menlo's Learning Center has been evolving rapidly. We encourage parents to contact us with questions about our program offerings since they may change annually.

Percent of Student Population Served: 25%

Documentation Requirements:
A copy of a child's most recent comprehensive or multi-disciplinary psycho-educational, psychiatric, or medical evaluation and, where applicable, a copy of the most recent accommodations plan. Summary letters describing a course of treatment or diagnosis are not acceptable substitutes.

Accommodations for Mental Health: Yes

Testing Accommodations:
50% Extended Time, 100% Extended Time, Small Group/ Separate Space, Computer/Keyboard Use, 4 Function Calculator, Answer on Test/Large Block Answer Sheet (No Scantron), Use of noise-canceling earbuds and headphones; Note cards for all or select classes

Assistive Technology Accommodations:
Speech to Text, Audiobooks, Recording Devices in Class, Computer/Keyboard Use, Students can use speech-to-text and composition support tech like Grammarly at home or in help sessions with a teacher. The final versions of essays/writing assignments must be prepared in class.

Nueva School

School Website: www.nuevaschool.org

School Location: 131 East 28th Avenue San Mateo, CA 94403 (Upper School Campus)

Number of Students: 450

Flexible Tuition/Financial Aid Program: Yes

Program Name: Nueva Learning Support Program

Program Website: N/A

Program Staff: Lead Learning Specialist - Cathy Robinson

Program Contact: crobinson@nuevaschool.org

Percent of Student Population Served: 25%

Documentation Requirements:
We accept educational or mental health testing, as well as 504 or IEP plans.

Accommodations for Mental Health: Yes

Testing Accommodations:
50% Extended Time, 100% Extended Time, Small Group/ Separate Space, Computer/Keyboard Use, 4 Function Calculator, Answer on Test/Large Block Answer Sheet (No Scantron), Enlarged Text

Assistive Technology Accommodations:
Speech to Text, Text to Speech, Audiobooks, Computer/ Keyboard Use

Other Accommodations: Nueva may provide further accommodations or modifications based on the subject at hand.

Orinda Academy

School Website: https://www.orindaacademy.org/

School Location: Orinda, CA

Number of Students: 60

Flexible Tuition/Financial Aid Program: Yes

Program Name: Learning Services

Program Website: https://www.orindaacademy.org/

Program Staff:
Learning Specialist - Danielle Jaynes; Dean of Students - Wendy Phillips; School Counselor - Andrew Blair

Program Contact:
Danielle Jaynes danielle@orindaacademy.org

Program Information:
Students with learning differences are supported by the Learning Specialist, who works with students to help them understand their learning differences while empowering students to embrace their differences and begin to learn skills around advocating for themselves. Students also take a mandatory Study Skills class to help them with executive functioning and current assignments they are working on. The Student Support Team, which consists of the Learning Specialist, Dean of Students, and School counselor, triages students who continue to struggle academically and social-emotionally.

Percent of Student Population Served: 85%

Documentation Requirements:
A neuropsychology or educational evaluation done in the last 5 years or a current IEP.

Accommodations for Mental Health: Yes, mental health diagnoses supported by the Student Support Team (SST).

Testing Accommodations:
50% Extended Time, 100% Extended Time, Small Group/ Separate Space, Computer/Keyboard Use, 4 Function Calculator, Answer on Test/Large Block Answer Sheet (No Scantron), Enlarged Text

Assistive Technology Accommodations:
Speech to Text, Text to Speech, Recording Devices in Class, Computer/Keyboard Use

Other Accommodations: Copy of Teacher's notes, frequent teacher check-ins, Chunking of assignments.

Park Day School

School Website: www.parkdayschool.org

School Location: Oakland, CA

Number of Students: 320

Flexible Tuition/Financial Aid Program: Yes

Program Name: Learning Support

Program Website: NA

Program Staff: Carrie Kartman (MS Learning Specialist)

Program Contact:
carrie.kartman@parkdayschool.org

Program Information:
At Middle School it's primarily push-in and teacher support, some executive function direct instruction in 6th grade, check-ins as often as possible (ideally bi-weekly, but it varies), more intensive one-on-one on a case by case basis.

Percent of Student Population Served: 35%

Documentation Requirements:
Evaluation by a medical doctor (ADHD, anxiety) or psychologist (LD)

Accommodations for Mental Health: Yes.

Testing Accommodations:
50% Extended Time, Small Group/Separate Space, Computer/Keyboard Use

Assistive Technology Accommodations:
Speech to Text, Audiobooks, Computer/Keyboard Use

Pinewood

School Website: https://www.pinewood.edu/

School Location: Los Altos Hills, CA

Number of Students: 300

Flexible Tuition/Financial Aid Program: Yes

Program Name: Learning Support

Program Website: https://www.pinewood.edu/academics/academicresources

Program Staff: Jyoti Sicina- Learning Specialist

Program Contact:
jsicina@pinewood.edu

Program Information:
Student, faculty, and parent support for students with and without Learning Differences.

Percent of Student Population Served: 10%

Documentation Requirements:
Neuropsychological Evaluations/ Educational Testing Reports

Accommodations for Mental Health: Yes

Testing Accommodations:
50% Extended Time, Computer/Keyboard Use, 4 Function Calculator, Answer on Test/Large Block Answer Sheet (No Scantron)

Assistive Technology Accommodations:
Speech to Text, Audiobooks, Recording Devices in Class, Computer/Keyboard Use

San Domenico School

School Website: www.sandomenico.org

School Location: San Anselmo, CA

Number of Students: 350

Flexible Tuition/Financial Aid Program: Yes

Program Name: Learning Resource Center

Program Website: https://www.sandomenico.org/academics/student-support-wellness

Program Staff: Nora Siggins Nemiroff (Academic Coach & Literacy Specialist), Adam Rosenthal (Academic Coach), Claire Barsanti (Math Specialist & Math Teacher)

Program Contact:
nsiggins@sandomenico.org

Program Information:
The Upper School Learning Support team works with students who enter San Domenico with identified learning differences supported by a neuropsychological evaluation. Students typically attend one 45 minute session a week with a learning specialist to receive support on academic coursework and executive functioning skills. There is no additional charge for these services.

Percent of Student Population Served: 10%

Documentation Requirements:
Neuropsychological evaluation, prior 504 or IEP; medical doctor's note can suffice for certain accommodations

Accommodations for Mental Health: Yes

Testing Accommodations:
50% Extended Time, 100% Extended Time, Other Extended Time, Small Group/Separate Space, Computer/Keyboard Use, 4 Function Calculator, Answer on Test/Large Block Answer Sheet (No Scantron), Enlarged Text

Assistive Technology Accommodations:
Speech to Text, Text to Speech, Audiobooks, Recording Devices in Class, Computer/Keyboard Use

Other Accommodations:
For some cases, we allow students to write summaries about reading passages in place of annotations

San Francisco University High School

School Website: https://www.sfuhs.org/

School Location: 3065 Jackson Street, San Francisco 94115

Number of Students: 450

Flexible Tuition/Financial Aid Program: Yes

Program Name: Learning Services

Program Website: https://www.sfuhs.org/teaching-and-learning/learning-services

Program Staff: De Shan Lett, Director of Learning Services

Program Contact:
(415) 447-5821, deshan.lett@sfuhs.org

Program Information:
We recognize and value diversity in all forms, including neurodiversity. The Learning Services program encompasses three goals connected to our mission:
To provide equitable access to our academic program for students with documented learning disabilities
To develop metacognitive learners who understand their own learning process and use their strengths to address academic challenges
To assist students with building their self-advocacy skills
Learning Services support is available to all UHS students.

Percent of Student Population Served: 12%

Documentation Requirements:
These guidelines have been adapted slightly from the College Board website:
State the specific disability, as diagnosed (diagnosis should be made by a person with appropriate professional credentials; should be specific; and, when appropriate, should relate the disability to the applicable professional standards. For example, DSM-V).
Be current (the director of learning services will determine whether a student's evaluation and diagnostic testing is up-to-date).
Provide relevant educational, developmental, and medical history.
Describe the comprehensive testing and techniques used to arrive at the diagnosis. Include test results with subtest scores (standard or scaled scores) for all tests.
Describe the functional limitations (for example, the limitations to learning impacted due to the diagnosed disability).
Describe the specific accommodations being requested and explain why they are warranted.
Establish the professional credentials of the evaluator (for example, licensure; certification; area of specialization).

Accommodations for Mental Health: Yes

Testing Accommodations:
50% Extended Time, 100% Extended Time, Small Group/ Separate Space, Computer/Keyboard Use, 4 Function Calculator, Answer on Test/Large Block Answer Sheet (No Scantron), Enlarged Text

Assistive Technology Accommodations:
Speech to Text, Text to Speech, Audiobooks, Recording Devices in Class, Computer/Keyboard Use

San Francisco Waldorf High School

School Website: https://www.sfwaldorf.org/education/high-school

School Location: 470 West Portal Ave., San Francisco, CA 94127

Number of Students: 150

Flexible Tuition/Financial Aid Program: Yes

Program Name: Individualized Learning Committee (ILC) Program

Program Website: https://www.sfwaldorf.org/education/high-school/educational-support

Program Staff: Lesley Fisher (Educational Support Coordinator); Meridith Anne Baldwin (Guidance Counselor); Gabrielle Chernis (Educational Consultant); Marcelle Rutherfurd (Study Hall Proctor)

Program Contact:
Lesley Fisher, M.Ed., ET/ P: lfisher@sfwaldorf.org

Program Information:
Our Educational Support program helps neurodivergent students understand their processing style and become their own advocate. Metacognition is fostered in an atmosphere of openness and support, as students build upon their strengths. The protocol is designed so that students receive appropriate and reasonable accommodations (extended time, class notes, audiobooks, for example) to be successful in the classroom. We offer executive function support, as needed. Sometimes the school enlists the help of specialized outside professionals.

Additional Information: Our academic classes have designated class note-takers - students who volunteer to take comprehensive notes, which are accessible for other students. Our school also has peer tutors available to offer support in all areas of the curriculum.

Percent of Student Population Served: 28%

Documentation Requirements:
We use similar guidelines as the UC system and the College Board. Overall, we expect testing done by a qualified outside professional, a clear diagnosis, a description of any functional limitations, and justifications for the requested accommodations. Testing should be updated every few years.

Accommodations for Mental Health: Yes, on a case-by-case basis.

Testing Accommodations:
50% Extended Time, 100% Extended Time, Small Group/ Separate Space, Computer/Keyboard Use, 4 Function Calculator, Some teachers allow students to answer test questions orally, depending upon the type of exam.

Assistive Technology Accommodations:
Audiobooks, Computer/Keyboard Use

Other Accommodations:
We offer the usual "boiler plate" of other accommodations (in addition to extended time): preferential seating in class, regular check-ins with teachers, use of a procedure card for some exams, etc.

Sonoma Academy

School Website: www.sonomaacademy.org

School Location: Santa Rosa, CA

Number of Students: 330

Flexible Tuition/Financial Aid Program: Yes

Program Name: Learning Support Services

Program Website: https://www.sonomaacademy.org/academics/learning-support

Program Staff: Margie Pugh (Director of Student Support)

Program Contact:
margie.pugh@sonomaacademy.org

Program Information:
The Director of Student Support offers services for all students. Meetings with parents and students, to review accommodations are scheduled when a learning evaluation is completed. Our goal is for students to advocate for themselves, understand their learning strengths and weaknesses, and be prepared for their college experience. The Director of Student Support will meet as needed with students to work on time management, reading, writing, and study skills. Students who have executive function weaknesses may be given study halls during the school day and/or after school study time. Our school allows content area tutors to work with students on campus and has an extensive peer tutoring program. The Student Support Team meets twice a week to discuss academic and emotional concerns as they arise. The Team consists of the Assistant Head of School, Director of Student Support, Dean of Student Life, Counselor, Director or Academic Services.

Percent of Student Population Served: 25%

Documentation Requirements:
We use the documentation guidelines as established by the College Board. We require that the documentation be three years old or less when entering as a freshman. To assure that testing is in agreement with ACT and SAT requirements, families consult with the Director of Student Support and the College Board and ACT websites.

Accommodations for Mental Health: Yes

Testing Accommodations:
50% Extended Time, 100% Extended Time, Small Group/ Separate Space, Computer/Keyboard Use, 4 Function Calculator

Assistive Technology Accommodations:
Speech to Text, Text to Speech, Audiobooks, Recording Devices in Class, Computer/Keyboard Use

Other Accommodations:
Students may use noise-blocking headphones, math process cards with documented math disability or working memory weakness, class notes, note taking support, phone to take pictures of notes.

Sterne School

School Website: https://www.sterneschool.org/

School Location: 838 Kearny Street, San Francisco, CA 94108

Number of Students: 195

Flexible Tuition/Financial Aid Program: Yes

Program Name: Integrated Learning Support

Program Website: https://www.sterneschool.org/hs/academics

Program Staff: Sarah Ridenour (Director of Learning), Malia Rubens (Learning Specialist)

Program Contact:
sridenour@sterneschool.org, mrubens@sterneschool.org

Program Information:
Sterne School's learning support ranges from intensive intervention in lower school (grades 4/5/6) literacy and math to integrated support in middle school (grades 7/8) to Universal Design for Learning in high school. Sterne supports students with "lagging skills" as well as students who benefit from enrichment.

Additional Program Information:
Sterne serves students with ADHD, dyslexia, and executive functioning challenges.

Percent of Student Population Served: 100%

Documentation Requirements:
Accommodations are afforded to any student who benefits from them. Official testing and/or diagnosis is not required.

Accommodations for Mental Health: Yes

Testing Accommodations:
Extended time, quiet testing space, use of a calculator, computer use; assistive technology including dictation and text-to-speech options

Assistive Technology Accommodations:
Dictation, text to speech, audiobooks, computer use, recorded lectures, photographs of notes/board work, screen magnifiers and large print materials; access to electronic copies of teacher notes and/or lesson plans when-appropriate

Other Accommodations:
No modifications to curriculum; Sterne is not a remediated academic program, as courses are college prep. Preferential seating, lighting options, noise cancelling headphones, frequent movement breaks, Counseling support,

Urban School of San Francisco

School Website: https://www.urbanschool.org/

School Location: 1563 Page Street, San Francisco, CA 94117

Number of Students: 419

Flexible Tuition/Financial Aid Program: Yes

Program Name: Learning Services

Program Website: https://www.urbanschool.org/academics/learningservices

Program Staff: Rachel Herbert (Director of Learning Services); Yea Flicker (Associate Director of Learning Services)

Program Contact:
rherbert@urbanschool.org

Program Information:
Urban's Learning Services Department supports all students in gaining a better understanding of how they learn, thereby allowing them to reach their full potential. We understand that people learn in a variety of ways, and we value the neurodiversity within our community. Our goal is to empower students to effectively advocate for themselves in a variety of contexts at Urban and beyond.

The Director and Associate Director of Learning Services are available to consult with any student who needs support with study skills, time management and organization. They collaborate closely with Grade Level Deans, teachers and advisors to facilitate students' growth.

Percent of Student Population Served: 23%

Documentation Requirements:
In order to access accommodations at Urban, the student must have a formal diagnosis and documentation that meets the criteria established by the College Board. The documentation must:
1. State the specific disability as diagnosed: The diagnosis should be made by a person with appropriate professional credentials, and should relate the disability to the applicable professional standards (typically DSM-V).
2. Be current: The diagnostic testing should have taken place within five years of the request for accommodations. For psychiatric diagnoses, an annual evaluation update must be within 12 months of the request for accommodations.
3. Provide relevant educational, developmental and medical history.
4. Describe the comprehensive testing and techniques used to arrive at the diagnosis. Include test results with subtest scores for all tests.
5. Describe the functional limitations. Explain how the disability impacts the student's daily functioning.
6. Describe the specific accommodations being requested, including the amount of extended time required, with a rationale connecting each accommodation to the functional limitation.
7. Establish the professional credentials of the evaluator (license, certification).

Please contact Urban's Learning Services department with questions about documentation requirements for accommodations in relation to mental health conditions.

Accommodations for Mental Health: Yes.

Testing Accommodations:
50% Extended Time, 100% Extended Time, Small Group/ Separate Space, Computer/Keyboard Use, 4 Function Calculator, Answer on Test/Large Block Answer Sheet (No Scantron), Enlarged Text

Assistive Technology Accommodations:
Speech to Text, Text to Speech, Audiobooks, Computer/ Keyboard Use