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Brookstone School Accommodation Policy

Brookstone School provides academic accommodations for mission appropriate students with diagnoses that impact learning. In order for a student to receive academic accommodations, the student must submit a current, comprehensive psycho-educational evaluation report from a licensed psychologist, documenting the functional limitations impacting the student in an academic setting. This evaluation report is considered current for five (5) years.

This documentation serves as the basis for decision-making about a student's needs for mission appropriate accommodations in Brookstone's challenging and competitive academic environment. A current and complete psycho-educational evaluation must be on file with the Brookstone Learning Center in order to be eligible for accommodations.

General Guidelines for Documentation

- Documentation should be provided by a licensed psychologist (or otherwise properly credentialed professional for medical/physical accommodations) who has appropriate and comprehensive training, relevant experience, and no personal relationship with the individual being evaluated.
- Documentation includes a clear diagnostic statement that describes how the diagnosis was reached, provides information on the functional impact, and details the typical progression or prognosis of the condition. The documentation should include the diagnostic criteria, evaluation methods, procedures, test dates of administration, as well as a clinical narrative, observation, specific results, and recommended accommodations. Diagnostic tests should be based on age-appropriate norms.
- Documentation should address how the limitations impact the student in an academic setting. Documentation that does not address an individual's current level of functioning or need for accommodation(s) may warrant the need for a new evaluation.

Specific Guidelines for Documentation of Learning Disabilities

A Psycho-Educational Evaluation should include the following:

1. DSM-V and/or ICD-10 diagnosis, date of diagnosis, and last contact with the student

2. A diagnostic interview including, but not limited to, the following:

- Presenting problem
- Developmental history
- Relevant medical history
- Thorough educational history
- History of academic strengths/weaknesses

- Previous accommodations
- Additional academic resources
- Relevant grades, standardized test performance results
- Family history
- Relevant psychological history

3. At least one aptitude test and one achievement test, to include a full-scale IQ (include all standard and subtest scores in final report)

4. Description of functional limitations and how these impact the student in an academic setting

5. Recommended accommodations included in the final report provided by the psychologist, accompanied by a rationale as to why these accommodations are warranted based upon the student's functional limitations

Documentation and Paperwork Policy/Procedures

Pre Appointment Paperwork *(for psychologists, pediatricians, and other physicians/providers)*

- Any paperwork requesting feedback from a Brookstone teacher or administrator will be managed through the Learning Center office. Any materials delivered directly to a teacher will be sent to the Learning Center for confidential processing.
- Parents or providers may submit feedback request forms to the Learning Center Coordinator who will distribute to and collect from the appropriate teachers or administrators before submitting directly to the provider. Note: *Allowing two weeks for this process is preferred and provides adequate time for thoughtful completion and timely delivery.*
- Parents must sign a consent form authorizing Brookstone to submit materials to a provider/3rd party; the Learning Center Coordinator will email this form for a digital signature.

Post Full Psych Evaluation Process

- If parents choose to request accommodations, a full psycho-educational report by a licensed psychologist should be submitted directly to the Learning Center Coordinator. (see *Accommodations Policy*)
- Parents determine teacher access to the evaluation report and may sign an optional release form permitting teachers to privately view this information. Otherwise, this information will be accessible only to the Learning Center Director, Assistant Director, and Coordinator.
- The Learning Center Director and Coordinator will generate the student's Learning Profile (list of accommodations with no diagnostic information listed). Parents must sign the Learning Profile (LP) before implementation.
- The Learning Profile will only be accessible in CougarNet to the student, the student's parents, and the student's current teachers and administrators.
- Paperwork and documentation materials are handled confidentially and stored in a secure location.