



The University of Chicago Laboratory Schools Diverse Learners Resource Guide

Introduction

The University of Chicago Laboratory Schools' core values include learning experientially, exhibiting kindness, and honoring diversity. These values are reflected in Lab's commitment to supporting the needs of students with learning differences. This important work requires strong partnerships among teachers, parents/guardians, and students themselves, as together we assess students' evolving needs while maintaining the integrity of Lab's program across all four divisions.

Firmly committed to strong academic standards, a broad college-preparatory curriculum, and wide ranging co-curricular activities, Lab views all students as unique in their individual identities, learning styles, and special talents. Students are encouraged to express their potential for making positive contributions to society within a nurturing and facilitative environment. In turn, supporting students with learning differences is an opportunity for faculty, staff, students, and their parents/guardians to reflect on the variety of ways human beings acquire, process, and express academic and social skills, abilities, and knowledge. Approximately twenty percent of Lab students receive accommodations to support their success in mastering content, skill sets, and critical modes of expression. While Lab does not offer a comprehensive program oriented wholly toward educating students with learning differences, each division strives to be supportive of their academic and personal needs and is committed to helping all students fully participate in the life of the school.

In supporting students with learning differences, Lab is guided by best practices in education, the essentials of our program, and applicable legal standards. Thus, Lab seeks to accommodate students with diagnosed and disclosed "disabilities" as defined by the [Americans with Disabilities Act](#) (ADA) so far as our resources and the fundamental nature of our program permit. Lab educators work with students and their parents/guardians to assess a student's needs, and determine reasonable accommodations which neither infringe on the essential requirements of, nor fundamentally alter, Lab's mission and program.

This Resource Guide was created to help Lab educators, students, and their families take advantage of the processes, resources, and programs that serve our diverse learners. Below you will find general information about how to partner with Lab regarding learning differences, access additional resources and support services, and find answers to your questions. Throughout you will find links to applicable policies and division-specific information. We hope this Resource Guide will encourage open communication and partnership between all community members in support of our students with learning differences.

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Important Terms

The following terms are referenced throughout this document:

Americans with Disabilities Act (ADA)

The [Americans with Disabilities Act \(ADA\)](#) became law in 1990. The ADA is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public.

504 Plan

Section 504 of the [Rehabilitation Act of 1973](#) prohibits discrimination against individuals with disabilities in any organization, including a school, which receives federal funding. A 504 Plan seeks to ensure that a student has equitable access to the learning environment. Teachers and specialists, informed by partnerships with parents/guardians, determine reasonable accommodations in a student's 504 plan.

Individualized Education Plan (IEP)

An [Individualized Education Plan \(IEP\)](#) is an educational road map, outlining goals and milestones for all students with learning differences in special education in the public school system, based on their unique abilities. Lab may take guidance from an IEP obtained by a family from a public school district, but will make our own determinations about reasonable accommodations.

Learning Disabilities

The term "learning disabilities" is a legal term that covers a range of neurologically-based learning differences. The [Individuals with Disabilities Education Act \(IDEA\)](#) defines "specific learning disability" as "a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations."

Assessments, evaluations, and diagnoses

Cognitive assessments, which may include psychoeducational or neuropsychological evaluations, are of critical importance in determining the strengths, challenges, and needs of a diverse learner. Learning disabilities may be diagnosed by qualified educational psychologists, clinical psychologists, or clinical neuropsychologists who are trained and experienced in the assessment of learning disabilities.

A neuropsychological evaluation measures a child's intellectual abilities, attention, learning, memory, visual-spatial skills, visual-motor integration, language, motor coordination and executive functioning skills such as organization and planning. It may also address emotional, social and behavioral functioning. An updated neuropsychological evaluation is required every three years to continue the accommodations defined in a student's learning profile.

A psychoeducational evaluation is a comprehensive assessment of a student's cognitive, academic, and socio-emotional functioning.

Learning Profile

Lab's individualized support plan for a student with diagnosed and disclosed learning differences is called a learning profile. The learning profile includes a summary of the student's strengths and needs, reasonable accommodations as determined by Lab, and recommendations for instructional, social, emotional, and/or behavioral support. Drafted by the student's Learning Coordinator, the learning profile reflects information gathered from a variety of sources including evaluations, input from the student, teachers, and parents/guardians, and observations by the School Counselor or Academic Specialist. Learning profiles are shared with teachers via Power School and are discussed with teachers on a case by case basis. Learning profiles are reviewed and updated annually or as new information becomes available. An updated neuropsychological evaluation is required every three years to continue the formal accommodations written in the learning profile.

Reasonable Accommodations

Reasonable accommodations are modifications or adjustments which support access to Lab's program by students with learning differences or other disabilities. Reasonable accommodations for diverse learners may include academic modifications or adjustments. Reasonable accommodations are neither formulaic nor predetermined, but are discerned by Lab on a case-by-case basis given a student's strengths, challenges, and needs, within the parameters of our program essentials and resources.

Lab's Legal Responsibility to Accommodate Students with Disabilities

The Laboratory Schools are a unit of the world-renowned University of Chicago. The University describes our legal obligation to provide [accommodations for students with disabilities](#) as follows: "Section 504 of the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA) prohibit colleges and universities that receive federal funding from discriminating against qualified students with disabilities in educational programs and activities. A 'qualified student with a disability' is a disabled student who, with or without reasonable accommodation (e.g., architectural access, communication aids/services, or modifications to policies and practices) meets the University's academic and technical standards required for admission or participation in the University's educational programs or activities. The University is committed to complying with Section 504, the ADA and amendments." Lab gladly accepts the responsibility to support students with diagnosed and disclosed learning differences within our resources and essential nature of our program. We engage in an interactive and comprehensive process to understand our students' needs, mitigate or overcome barriers to learning, and further access to our academic programs and activities.

Student Services at Lab: Learning and Counseling

Lab's Learning and Counseling team (L&C), in partnership with faculty and administrators, provides a continuum of services that helps all students maximize their potential, while making curriculum accessible and enriching the school experience for all students. Each division has its own Learning and Counseling team. L&C...

- Consults with teachers and parents/guardians on strategies to support all learners
- May teach and co-teach whole-class core content lessons or social-emotional learning lessons

- May provide small group instruction both inside and outside the classroom
- Collaborates with teachers on interventions for students who need supplemental support
- Provides small group and individual social and emotional support
- Monitors the progress of students who demonstrate notable learning challenges
- Collects data to identify areas for support
- Makes referrals for further evaluation and supportive services

The L&C team includes educators with various roles to serve the needs of each division. The [Learning and Counseling webpage](#) contains descriptions of each role, as well as a variety of parent/guardian and teacher resources. For more information about L&C and Student Services in each division, please follow the links below:

- ❖ [Academic Intervention/Support](#)
- ❖ [Accommodations](#)

Accommodations: A Step by Step Process

When a parent/guardian, teacher, or L&C educator identifies and raises questions or concerns about a student’s learning, behavior, or social and emotional adjustment, Lab engages in an interactive process to discern the student’s needs, define and implement [reasonable accommodations](#), and determine supportive measures and partnerships. To ensure a comprehensive review and response, we undertake a variety of conversations and explorations, which will vary given the particulars of a student’s situation.

Please see our documents describing [Middle School Support Services and Accommodations](#) and [U-High Support Services and Accommodations](#) for more specific guidance in those divisions. In general, we will follow these steps:



1. **Information Gathering.** L&C will partner with the parent/guardian and teacher to gather information related to the questions or concerns. This may include family and teaching team meetings, assessments, and student/classroom observations.
2. **Preliminary Interventions.** Based on the information collected, L&C may suggest interventions to implement in the classroom, as well as strategies and resources to support the student at home. L&C and the teaching team will monitor the progress of the student in response to the interventions.
3. **Evaluations.** If the student has made sufficient progress with the support of interventions, the interventions will remain in place. If the student has not made sufficient progress despite the interventions, L&C may request a [neuropsychological](#) or [psychoeducational evaluation](#).
4. **Provisional Accommodations.** When, in Lab’s judgment, there is sufficient evidence of a student’s need for more individualized support, provisional accommodations may be put in place while the family and school await a planned neuropsychological evaluation. Indicators for provisional accommodations may include an inadequate response to interventions, and/or persistent and severe academic, social, emotional, or behavior

challenges. Provisional accommodations are finite; they are temporary measures intended to prevent a disruption to support services while an evaluation is pending. Reasonable accommodations will only be formalized in the learning profile upon receipt of the neuropsychological evaluation.

5. **Learning Profile.** If the evaluation results in the diagnosis of a [learning disability](#), the Learning Coordinator will draft a [learning profile](#), using the findings from the evaluation as well as other information previously gathered. The learning profile will include a summary of the student's strengths and needs, reasonable accommodations, and recommendations for instructional, social, emotional, and/or behavioral support.
6. **Family Meeting.** The Learning Coordinator will schedule a meeting with the student's parents/guardians to review the neuropsychological evaluation findings, share the learning profile, and address related questions. Other participants may include the School Counselor, Academic Specialist, teaching team, evaluator, the student (as appropriate), and school administrators.

As the student's educational journey continues, so does our interactive process. Learning profiles are reviewed and updated annually or as new information becomes available. Adjustments to a student's learning profile may be made to reflect new diagnostic information received. Ongoing partnership and communication between educators and families is very important to the student's progress through Lab.

Learning profiles remain in place throughout a student's enrollment at Lab. In preparation for students' transitions from one division to the next, L&C members from both divisions meet to review the needs and accommodations of the incoming cohort of students. L&C members in the next division also reach out to parents/guardians to connect about student support.

Individual Education Plan (IEP) or 504 Plan through Chicago Public Schools

Some Lab families choose to pursue an [IEP](#) or [504 plan](#) through Chicago Public Schools (CPS) for a variety of reasons including:

- Interest in potentially transferring to a public school district and proactively securing support services;
- Interest in applying to Selective Enrollment programs in CPS, to ensure that the student receives accommodations for the admissions assessment;
- Seeking an evaluation at no cost to the family.

[Public schools are required](#) to identify, locate, and evaluate all children residing in their attendance area who may have a disability and be in need of special education services. This legal mandate also extends to children who attend a private school located within the city of Chicago (regardless of whether the student lives in Chicago). CPS will evaluate the student, determine eligibility, and draft an IEP or 504 Plan. The IEP or 504 Plan may be subsequently implemented if the student enrolls at a Chicago Public School. Students who are eligible for an IEP may also qualify to receive services from CPS regardless of where they are enrolled.

These instruments are not implemented wholesale at Lab, but a recent IEP or 504 Plan may be used at Lab to draft a new learning profile or refine an existing learning profile. Families considering these processes should understand that for Lab students with an existing learning

profile, an IEP or 504 Plan is unlikely to change the accommodations that are already in place, but minor adjustments may be made based on new information.

Families who wish to apply for an IEP or 504 plan are encouraged to contact the Learning Coordinator for more information and assistance with completing the application and submitting supporting documents.

Additional Support Services, Programs, and Resources

Lab is eager to help diverse learners and their families identify additional resources, tailor support opportunities to a student's needs, deepen their experience of belonging at Lab, and explore opportunities for connection and community. Beyond learning profiles, the following may be helpful or supportive in any combination. Unless otherwise noted, please contact the student's Learning Coordinator or School Counselor for more information.

Affinity Groups (All Divisions)

Each division provides opportunities for students with learning differences and/or diverse social and emotional needs. Affinity groups help students come together and build community, develop self-awareness, promote wellness, and learn coping skills.

Push-in/Pull-out Support (Early Childhood; Lower School)

Early Childhood and Lower School students with a demonstrated need for academic, social, or behavioral intervention may receive push-in or pull-out services in addition to daily instruction. Support may be provided individually by the Academic Specialist or School Counselor. Alternately, students may be grouped with peers who share similar skill levels and compatible learning, social, or behavioral goals. The Academic Specialist or School Counselor may join a class during whole-group learning to support the area of focus. Students who need significant intervention may receive support in another setting outside of the classroom.

Resource (Lower School; Middle School)

Students with diagnosed language-based learning differences may be eligible for Resource, a separate small-group learning environment that meets daily for one period. Students receive direct instruction, including core academic content and executive functioning skills, and individualized support to bridge gaps in understanding and to help them reach their full academic potential. Students enrolled in Resource opt out of World Language.

Lunch and Tutorial Homework Help (Middle School)

During lunch, tutorial, or at other scheduled times throughout the week, Middle School Students may drop in to receive homework help with a Learning Coordinator.

Peer Tutoring (Middle School; High School)

The Middle and High Schools provide opportunities for students to receive tutoring support from other students. Middle School students may receive after-school tutoring support from U-High students and U-High students may receive peer support. Tutors are selected and matched by academic departments and Learning Coordinators.

MindPrint (High School)

[MindPrint](#) provides parents/guardians with objective data to understand areas in which their child

is most likely to excel, and where and why they might need additional support. It provides insight into the most likely reasons for behaviors and in-school performance. Mindprint also delivers concrete strategies to support students with studying, homework, and test prep, at school and at home.

Eye to Eye (Lower School - Grade 5; Middle School; High School)

[Eye to Eye](#) is a mentoring program serving students in grades 5-12. U-High students with learning differences mentor Lower and Middle School students with learning differences. Mentors and mentees come together weekly to engage in fun activities, build community, and learn skills that promote a healthy and enjoyable school experience.

Referrals for Private Support Services (All Divisions)

Each division has developed a list of private service providers with whom they have established collaborative relationships and based on positive feedback from families.

Financial Support for Private Support Services (All Divisions)

Students who have a diagnosed and disclosed learning disability, and whose families have demonstrated financial need through Lab's need-based Financial Aid process, may qualify for Lab funding for private support services including neuropsychological evaluations, counseling, tutoring, and speech and occupational therapy.

Education Leave of Absence (All Divisions)

An Educational Leave of Absence (ELOA) provides an opportunity for a student to receive support in addressing an academic, social-emotional, or developmental concern in an appropriate educational environment outside of Lab. ELOAs may be recommended or, in some cases, required by the appropriate division Principal(s) with the approval of the Director of Student Services. Please [follow this link](#) for more information about the ELOA program. Please contact the Director of Student Services with questions.

Gratitude and Partnership

At Lab we take seriously our mission commitment to *honoring diversity*, including supporting the many diverse learners in our student body. Successfully discerning and effectively addressing a student's needs requires strong partnerships and open communication between educators, students, and their families. Families can support their child at Lab by providing up-to-date and prompt information about the student's strengths and challenges and communicating any observations or updates to the L&C team. We are deeply grateful to our parent and guardian community for your partnership.

Appendix A

Academic Intervention/Support

Student Support Services at the Laboratory Schools are designed to promote the academic, social, and emotional well-being of each student so that they may join fully in the life of the community.

The Schools provide each student with a system of support, including their teachers, School Counselor, Learning Coordinator, Nurse, and Dean of Students, all working in partnership with divisional administration and the student's family. Families are encouraged to develop the initiative and self-advocacy skills to reach out to the School Counselors, Learning Coordinators, School Nurses, or divisional administration to discuss any concerns or to request any support services for their child. School Counselors and Learning Coordinators consult with the Dean of Students, the Director/Assistant Director of Student Services, and/or divisional administration regarding reasonable accommodations for students with diagnosed and disclosed learning differences, social-emotional, developmental, physical, medical, or other disabilities. Lab educators will work together with a student and their parents/guardians via an interactive process to determine reasonable accommodations, if any, for the student on a case-by-case basis.

Confidentiality

Learning and Counseling teachers support students' right to privacy and endeavor to protect confidential information received from students, their families, and others. Information is kept confidential unless:

- The family gives permission for its disclosure;
- The Learning and Counseling faculty members need to collaborate with teachers, administrators, or other colleagues in the student's best interest;
- When disclosure is required or permitted by law;
- Or when keeping information confidential could lead to foreseeable harm, as determined by the age and development of the student, setting, parental rights, and the nature of the harm.

Learning and Counseling Department

Learning and Counseling faculty support students' academic and social-emotional growth for a satisfying and productive educational journey. These services are integral to Lab's educational programs. The Learning and Counseling Department—made up of School Counselors, and Learning Coordinators—actively work to create an environment that fosters health, confidence, cultural competence, and compassion in every student. They collaborate with teachers, parents/guardians, and administrators. Please see the [Learning and Counseling webpage](#) for more information and resources.

School Counselors

School Counselors provide prevention and intervention services to support students. School Counselors have the expertise to support students who may be experiencing stress, emotional dysregulation, social or academic difficulties, or an acute crisis. As appropriate, School Counselors work with outside support professionals to meet individual students' needs; families will be asked to sign a Consent to Communicate form prior to the School contacting outside support. School Counselors also assist with

questions about a student's academic concerns with input from the Learning Coordinators. Families are welcome to set an appointment to speak with their Counselor regarding any questions or concerns.

Learning Coordinators

Learning Coordinators assist both students and faculty with questions about learning differences, accommodations, or any other learning issues that may affect a student's academic performance.

Learning Coordinators offer one-to-one support to address difficulties with foundation skills for reading and math, organization, and executive functioning. Learning Coordinators also facilitate the implementation of approved accommodations. They do not provide individual tutoring or educational therapy. Learning Coordinators may make appropriate referrals to outside clinicians for assessments or to outside service providers for interventions, and they may work with outside support professionals to meet individual students' needs. Families will be asked to sign a Consent to Communicate form prior to the School contacting outside support.

Academic Specialists

Academic Specialists may offer small group, push-in, or pull-out support to address difficulties with foundational skills for reading, math, writing, organization, or executive functioning. Academic Specialists also assist in facilitating the implementation of approved accommodations. They do not provide individual tutoring or educational therapy. Academic Specialists may make appropriate referrals to outside clinicians for assessments or to outside service providers for interventions, and they may work with outside support professionals to meet individual students' needs. Families will be asked to sign a Consent to Communicate form prior to the School contacting outside support.

Accommodations

In response to learning differences or abilities, or mental or physical health conditions, Lab will offer qualified students with disabilities reasonable accommodations, as determined on a case-by-case basis. In the classroom, learning accommodations may include supports such as extra time, small group testing, and/or large format print and testing. Other examples of reasonable accommodations may include program modifications, support structures, or temporary exemptions from attendance thresholds. Following an interactive process, it is ultimately for the Schools to determine, given a student's disability and Lab's program and resources, whether a requested accommodation is reasonable. All accommodations must be consistent with the each division's program of studies,

Tutoring

Students and families are highly encouraged to seek extra help from their own teachers, Learning Coordinators, and other Lab resources prior to hiring an outside tutor. According to school policy, teachers employed at the Laboratory Schools may not act as paid tutors for any student enrolled in the Schools; this includes during the summer months. Assistant Teachers may act as paid tutors to students enrolled in the Laboratory Schools, but may not tutor students in their current classroom. Private tutoring or any such educational support is not permitted on school grounds.

Requests for Support Services from Outside Providers

Outside providers may not use Lab facilities to serve students, before, during, or after school hours. This includes tutoring, occupational therapy, speech and language therapy, and Counseling (in-person and online therapy) services. Please schedule private support services outside of school hours. If short-term follow-up care is necessary, please contact Division Administration to make arrangements for late arrival or early dismissal as needed.

Requests from Outside Providers for Diagnostic Information

If a student's outside provider (e.g., therapist, doctor, or diagnostician) requests written information from the student's teacher, please submit the request to the student's Learning Coordinator. The Learning Coordinator will coordinate the collection of information and submit the completed documents directly to the provider.

Additional Academic Intervention in the High School

Academic Intervention

Students who earn two "D" grades or a single "F" grade in any given semester will be placed on academic intervention. Placing a student on academic intervention serves to express serious concern over their academic performance and to provide an incentive to study and get help. It establishes a system for implementing a plan for strategies, support, accountability and success. Students who are identified must meet with the Principal, their School Counselor, their Learning Coordinator, their Advisor, and their parents/guardians within four weeks of the start of a new semester. The goal of the meeting is to determine what led to the resulting grades and to implement a plan for strategies and support that centers on the student's responsibility and commitment to success. This plan might include regular check-ins with the student's School Counselor or Learning Coordinator, partnership with the student's teacher or teachers through frequent communication and progress updates, structured work periods (as permitted within a student's schedule), communication with outside providers (support), and progress report review at the middle and end of subsequent semesters. Being placed on Academic Intervention might also preclude a student from taking Advanced Topics or accelerated courses.

Once an academic intervention meeting has convened, the Principal will communicate a summary of the meeting in a letter via email to the student and their parent/guardian. The School Counselor and/or Learning Coordinator will monitor the student's progress throughout the following semester and may modify the plan as needed in conjunction with the high school administration. If a student is placed on academic intervention for a second semester, even if non-consecutive, the administration may determine that their U-High enrollment contract will be conditional or withdrawn for the following year.

Academic Support

Students who earn two “C-” grades or one “D” grade at the end of a semester will receive a letter via email of academic support. This letter of academic support, will begin a process whereby the student must meet with their School Counselor, Learning Coordinator and Advisor to identify what is impeding the student’s progress and establish a plan to address impediments. The Assistant Principal may attend to offer additional support. This plan might include regular check-ins with the student’s School Counselor or Learning Coordinator, communication to the student’s teacher(s) and progress report review at the mid-semester that follows the end of term for which the student received their letter of academic support. Following the meeting to discuss impediments and identify a plan, the student and their parent/guardian will receive a copy and will be expected to move through the stated plan to rectify impediments and improve academic performance. The Assistant Principal will also receive a copy of the plan.

Appendix B Accommodations

Requests for learning accommodations must be addressed to the student’s Learning Coordinator. Other requests for accommodations, for example, in response to a student’s chronic or persistent mental or physical health condition, must be addressed to the School Nurse and the student’s Counselor. All requests should be made two weeks before the start of school, or within two weeks of diagnosis or awareness of the need for accommodations. Requests must specify the student’s disability.

In support of the request, the following will be required:

1. Written documentation from treating health care provider, licensed/certified examiner, or physician on the provider’s letterhead, including:
 - Diagnosis of the student’s disability (e.g., learning difference, medical or mental health condition, etc.);
 - Description of any limitations the student may experience in the educational setting;
 - Any recommended modifications or restrictions to the student’s activities or participation in the program—including, if applicable, restrictions on physical activities;
 - If applicable, recommended treatment plan and duration of treatment;
 - If applicable, names of any medications, dosages, and side effects.
2. Current educational, medical, psychological, and/or neuropsychological evaluations that are relevant to the request;
3. Signed release permitting communication between the treating health care provider and school administrators (e.g., School Nurse, School Counselor, and/or Learning Coordinator).

The documentation provided will be reviewed by the School Nurse, School Counselor, and/or Learning Coordinator, as appropriate, who will discuss potential accommodations with the student and their parents/guardians, and determine what interventions and/or accommodations are reasonable. Based upon an individual student's needs, the Learning Coordinator may utilize provisional accommodations as families are pursuing the necessary documentation and evaluation. Provisional accommodations may be available for one calendar year.

Learning accommodations will be recorded by the Learning Coordinator in PowerSchool. While the student always has the option to decline an accommodation, it is the obligation of the teacher to proactively take note of and offer a student the accommodations listed in PowerSchool. Teachers should work closely with a student's Learning Coordinator to understand a student's learning style and to discern the best way to implement an accommodation. If there is a concern that the accommodation is not being appropriately implemented, students are expected to be proactive in reaching out to their Learning Coordinator. The teacher and Learning Coordinator will collaborate and endeavor to resolve the implementation concern. If the matter cannot be resolved, it may be brought to the division Principal who will make a decision.

School-Family Partnership

When different learning styles or abilities or mental or physical health conditions require accommodations, partnership is essential between a student's family and the school. Parents/guardians will be asked to provide the school with appropriate documentation and medical releases, so that the Lab team can best support the student.

Families are responsible for providing Lab with current documentation to substantiate a student's emerging or continuing need for accommodations. Thereafter, annual documentation is requested in order to ensure the school has the most recent information. Lab does not cover the cost of any evaluations or physician visits to support a student's request for accommodations. If a student's family declines to partner with the school, for example by withholding relevant documentation or declining to sign appropriate releases, it may not be possible to reasonably accommodate the student.

Guidelines for Evaluations

Where an educational, psychological, and/or neuropsychological evaluation is obtained for purposes of accommodations, the evaluation should assess the student's verbal and non-verbal learning capabilities, profile areas of strength/weakness, and measure current achievement or progress over a broad range of academic skills. The interpretative summary should include a comparison of the student to national norms. The evaluation should address the student's diagnosed condition and may include recommendations regarding possible classroom accommodations that, in the opinion of the evaluator, should be applied. Each recommendation should include a disability-related rationale. To the extent concerns exist regarding the student's impulsivity, distractibility, and/or ability to sustain attention, the evaluation should include auditory and visual continuous performance data, applicable standardized personality measures, and

behavior rating measurements from the student, parent/guardian(s), and teachers. Evaluations are considered current for three calendar years and a re-evaluation will be necessary to update a student's current level of academic performance as well as the educational impact of a student's learning difference, and continue to provide ongoing accommodations. Please contact Learning Coordinators for a list of preferred tests and assessment domains.

Reasonable Accommodations at Lab

Reasonable accommodations are those which do not necessitate a fundamental alteration of Lab's program (i.e., a change in the essential nature of our program). If there is a concern that an accommodation would necessitate a fundamental alteration, the Principal will convene a small, ad hoc group of educators to consider the matter. Until there is a resolution, the accommodation will be implemented as written by the Learning Coordinator, School Nurse, or School Counselor. Input will be sought from relevant faculty and staff, and the student and their family may submit a written statement if they wish. A recommendation will be made to the Associate Director of Schools, who will make a decision. A student, their parent or guardian, or their teacher may appeal to the Director of the Laboratory Schools, who will make a final decision, generally within ten school days. Should the student or their parent or guardian believe that discrimination has occurred in the process, they may contact the University's Equal Opportunity Programs Office, 773-702-5671.

In some cases, the accommodations needed to adequately address a student's condition cannot be implemented without fundamentally altering Lab's program, and therefore will not be considered reasonable accommodations. In such cases, the family's options will include a Temporary Medical Withdrawal or withdrawal from the Laboratory Schools. To learn more, please review Lab's [Leaving the Schools Policy](#). The school will support any student who needs to withdraw in favor of a different educational program or another school.