



Academic Accommodation Plan Framework: A Guide for Parents and Students

1. Purpose of Guide

The purpose of Resurrection's Accommodation Guide is to:

- Remove barriers to accessing the curriculum due to a diagnosed disability.
- Promote student independence, ownership, and responsibility for learning.
- Ensure equitable access to instruction and assessment without lowering academic expectations.
- Provide consistent, structured support aligned with professional recommendations.

Resurrection does **not** modify curriculum and does **not** provide special education services. Core course content, credit requirements, and grading standards remain the same for all students.

2. Academic Support Services & Rankin Academic Support Program

Resurrection College Prep offers multiple layers of Academic Support Services to meet the diverse learning needs of students who demonstrate the potential to succeed in a college preparatory environment. The goal is to accurately place and support students so they are both challenged and set up for success in all academic areas.

Students are placed into appropriate course levels using a variety of data, including the High School Placement Test, grammar school records, teacher feedback, and other standardized assessments. Resurrection's college-preparatory program includes three levels: College Prep Honors, College Prep, and College Prep with Support.

Within this framework, the **Rankin Academic Support Program** provides targeted support through:

- **Grade 9 & 10 Learning Strategies Courses** – Classes that focus on executive functioning, study and work strategies, and teacher-supported study time built into each class period.
- **Grade 9 & 10 College Prep with Support Courses** – English, Math, and Science courses with smaller class sizes, scaffolded curriculum, and differentiated support to build skills while maintaining college-prep expectations.
- **Weekly Individualized Academic Support** – Small-group or individual meetings with an academic interventionist to address executive functioning, fill gaps in learning, and

review course material.

Academic Support Services also ensures that students with IEPs, 504 Plans, or documented accommodation plans have their supports implemented through a **Resurrection Accommodation Plan** and can assist families in working with Chicago Public Schools to obtain or update IEP/504 eligibility when appropriate through the Office for Students with Disabilities Citywide Assessment Teams at privateschoolevals@cps.edu.

The overarching goal of Academic Support Services is to help students develop the skills, strategies, and self-advocacy needed to be successful in high school and beyond, ultimately becoming independent learners who can effectively manage their own learning.

3. Required Documentation for Eligibility

To be considered for an Accommodation Plan at Resurrection, students must provide **current, formal documentation** of a disability that impacts learning or school functioning.

Accepted Documentation (dated within the last 3 years, unless otherwise noted):

- IEP / ISP
- Section 504 Plan
- Accommodation Plan from a previous school
- Psychological or Neuropsychological Evaluation
- Medical diagnosis from a physician supporting the need for academic accommodations

Documentation must be:

- Typed and on official letterhead
- Signed and dated by a licensed professional
- Include:
 - Diagnosis (DSM-V-TR when applicable)
 - History and description of symptoms
 - Functional limitations in a school setting
 - Recommended accommodations

Not accepted:

- Handwritten notes
- Prescription-pad diagnoses
- Parent- or student-only self-reports

4. Disability-Specific Criteria

4.1 Specific Learning Disabilities (SLD)

A current, comprehensive psychoeducational evaluation is required and must include:

- Cognitive/aptitude testing with subtests and standard scores
- Achievement testing with subtests and standard scores in all academic areas assessed
- Assessment of information processing (e.g., memory, processing speed, attention)
- Clear statement of functional limitations in reading, writing, math, or other skills
- DSM-V-TR diagnosis and clinical summary connecting test results to school impact

4.2 ADHD / ADD

Documentation must include:

- DSM-V-TR diagnosis (type and severity)
- Evidence of current impairment in at least two settings (e.g., home and school)
- Behavioral or neuropsychological assessments with subtests and standard scores
- Description of how symptoms affect academic performance (focus, work completion, organization, etc.)
- Recommended accommodations tied directly to functional limitations

4.3 Internalizing Disorders (e.g., Anxiety, Depression)

Updated documentation is typically required **annually** and must include:

- DSM-V-TR diagnosis
- Treatment history and current interventions (therapy, medication, etc.)
- Description of functional limitations (attendance, concentration, test-taking, stamina, etc.)
- Recommended accommodations that address these limitations
- Evidence of ongoing treatment/contact with a mental health professional

4.4 Medical / Physical Health Conditions

Updated documentation is typically required **annually** and must include:

- Medical diagnosis and history of the condition
- Current treatment and medications (including side effects that impact school)
- Description of functional limitations (e.g., fatigue, pain, limited mobility, absences)
- Recommended school-based accommodations

5. Core Principles of Accommodation Planning

- Accommodations are based on **documented functional limitations**, not preference.
- Accommodations are designed to **remove barriers**, not to guarantee improved grades.
- Curriculum **modifications** (reduced standards, different course expectations) are not provided.
- Resurrection reserves the right to determine the feasibility and appropriateness of any requested accommodation in this setting.
- Plans are dynamic and may be adjusted as a student's needs or school resources change.

Accommodation Menu

The specific accommodations below are examples; actual plans are individualized and based on a student's documented functional limitations. Accommodations may be used alone or in combination, and are implemented collaboratively by teachers, counselors, Academic Support, and Student Services.

5.1 Classroom / Instructional Accommodations

Preferential Seating

Preferential seating may require the student to sit in the front row or in a location that minimizes distractions (e.g., away from doors, windows, or high-traffic areas). A student with hearing needs may be seated where they can best hear and see the teacher; a student with attention or behavioral needs may be seated near the teacher for closer monitoring and support. If multiple students in one class have this accommodation, teachers will prioritize seating based on the degree of need and may rotate seats as appropriate.

Movement Breaks

Students with this accommodation may take short, structured movement breaks (typically 2–3 minutes) with teacher permission. A movement break may involve quietly stepping into the hallway, walking to the nearest water fountain, or stretching in an agreed-upon area of the classroom. The student should return promptly to class and is expected to re-engage in learning.

Emergency or "Fast Pass" to Student Services

Students who have this accommodation may carry an emergency or "fast pass" with them throughout the school day. When needed, a student may use this pass to see a counselor, social worker, or member of the Student Services / Academic Support team. This pass is intended for urgent or high-need situations (e.g., emotional overwhelm, panic, health concerns) where the student requires immediate adult support.

Copy of Teacher Notes / Outlines (via Schoology or Other Platform)

Students who struggle with note-taking may be provided with teacher-prepared notes, outlines, or slide decks. These materials may be posted to Schoology (or the school's learning platform) or shared individually with the student. When a teacher does not provide written notes, the

student may receive notes from a designated peer or a skeletal outline to support active listening and participation.

Large Print / Accessible Materials

Students with visual impairments may require large-print versions of textbooks, handouts, and tests, or digital access that allows for zooming or screen-reader support. When larger print is required, arrangements are made among the student, family, counselor, Academic Support, and classroom teachers to ensure materials are provided in a timely manner.

Academic Support / Interventionist Support (Study Hall / Rankin Academic Support Program)

Students with an IEP, 504, or Resurrection Accommodation Plan may be eligible to meet with an academic interventionist or Academic Support staff during study hall or scheduled support blocks. During this time, the interventionist can assist with executive functioning skills, work completion, reviewing course material, and filling in learning gaps. These services are coordinated through the Rankin Academic Support Program and are individualized based on student need.

5.2 Assessment Accommodations

Extended Time for Tests and Quizzes (Typically 1.5x)

Some students process information more slowly or experience significant anxiety under timed conditions. For these students, extended time (generally up to 1.5 times the standard time) may be provided for quizzes, tests, and selected in-class assessments. Students should coordinate with their teacher in advance of assessment days to confirm where and when extended time will be used (e.g., in the classroom, in an Academic Support space, or another designated location).

Alternate Setting

Many students benefit from a quieter, reduced-distraction environment when testing. Students with this accommodation may take quizzes or tests in an alternate setting, such as an Academic Support room, testing center, or other supervised quiet space. Students should inform teachers ahead of testing days so appropriate space and supervision can be arranged.

Tests Read Aloud

Students with specific disabilities in reading and/or written language may benefit from having a quiz or test read aloud to them. This accommodation removes a reading barrier so the student can demonstrate their understanding of the content. Tests may be read aloud in a small group or one-to-one setting, following school testing protocols.

Four-Function Calculator

Students with a documented math-related disability may qualify to use a basic four-function calculator for tests and assignments when appropriate. This accommodation allows students to focus on higher-order math skills rather than basic computation, consistent with their documented needs and course learning goals.

Formula Card

Students with cognitive processing or working-memory deficits may become overwhelmed when required to recall multiple formulas during an assessment. A formula card serves as a memory prompt—not an answer key. When appropriate in a course (e.g., Math, Science), qualifying students may work with their teacher to develop a formula card that lists relevant formulas. The card must be teacher-approved and used in accordance with course and department expectations.

No Scantron

Students with certain reading or visual-processing disabilities (such as dyslexia) may have difficulty accurately transferring answers to a Scantron sheet. Instead of using a Scantron, these students may write or type responses directly on the test or answer sheet, according to teacher directions.

Word Bank / Note Card

Students with documented memory deficits may use a word bank or limited note card on certain assessments when appropriate. A word bank should include targeted words or key terms, not full explanations or summaries. These cues help students retrieve information they have already studied. Students should collaborate with their teacher to develop and approve the word bank or note card before the assessment.

5.3 Social / Emotional / Behavioral Supports

Social-Emotional Services (School Counselor or Social Worker Support)

Some students receive regular, one-to-one or small-group support from a school counselor, social worker, or other Student Services professional. The focus is on promoting academic and social-emotional success. Support may include, but is not limited to:

- Crisis intervention when a student is in immediate distress
- Developing coping and regulation strategies to support academic engagement
- Assisting with conflict resolution (peer or teacher-student)
- Building social skills, self-advocacy skills, and confidence in asking for help
- Supporting goal-setting and problem-solving around school challenges

These services are coordinated through Student Services and Academic Support based on student need and available resources.

5.4 General Supports Available to All Students

(High-quality practices that do not require a formal Accommodation Plan)

Because of class sizes, teacher–student relationships, and the structure of Resurrection’s college-preparatory environment, many supports listed in external accommodation plans may already be available to all students. These general supports can be provided through agreement

between the student, parent/guardian, and teacher, even when they are not formally listed on a Resurrection Accommodation Plan.

Examples include, but are not limited to:

- Access to technology and word-processing tools to support writing and editing, following classroom and assessment guidelines
- Use of built-in accessibility features (e.g., text-to-speech, speech-to-text) in accordance with school policies
- Prompts and reminders to stay on task
- Checks for understanding and clarification or rephrasing of directions
- Visual supports and exemplars to illustrate expectations
- Chunking longer assignments into smaller, manageable parts with interim deadlines
- Occasional additional time for certain class assignments, agreed upon in advance with the teacher and used in moderation

These universal practices reflect Resurrection's commitment to strong Tier 1 instruction and supportive classroom environments for all students, while formal accommodation plans address the specific, documented needs of individual learners.

6. Short-Term Interventions

Before or while formal documentation is being obtained, staff may provide **short-term, time-limited supports**, such as:

- Strategies for organization, planning, and time management
- Increased monitoring of assignments and missing work
- Temporary testing supports (e.g., quiet space, minimal extended time)
- Weekly check-ins with a counselor, social worker, or Academic Support staff

Short-term supports:

- Are **temporary**
- Must be monitored for effectiveness
- Do **not** replace a formal, documented Accommodation Plan

7. Annual Review & Communication

- Accommodation Plans are reviewed **at least annually**.
- Families are responsible for providing updated documentation when requested.
- Students are encouraged to participate actively, to understand their plan, and to self-advocate appropriately.

- Collaboration occurs between the student, family, teachers, school counselor, Academic Support staff, and administration as needed.

8. Standardized Testing (SAT, ACT, AP, etc.)

Resurrection cannot guarantee accommodations on College Board, ACT, AP, or other external assessments.

Families must:

- Submit documentation that meets each testing agency's guidelines and timelines.
- Understand that all accommodation decisions are made by the **testing agency**, not by Resurrection.

Resurrection will provide supporting documentation and assist with the submission process as appropriate.



Title: Academic Accommodation Plans at Resurrection: Information for Families

What is an Accommodation Plan?

An Accommodation Plan is a school-based support document that outlines specific strategies and tools to help students with diagnosed disabilities access the curriculum on equal footing with their peers. It does **not** lower academic standards or change graduation requirements.

Who Qualifies?

Students who have a **documented disability** that significantly affects school functioning may qualify. Examples include:

- Specific learning disabilities
- ADHD
- Anxiety, depression, or other mental health conditions
- Chronic medical or physical conditions

What Documentation Is Needed?

We require **current, formal documentation** such as:

- IEP/ISP or 504 Plan
- Psychological or neuropsychological evaluation
- Medical documentation from a licensed provider

Documentation must:

- Be on official letterhead
- Be signed and dated
- Include a diagnosis, functional limitations at school, and recommended accommodations

What Kinds of Supports Are Possible?

Accommodations may include:

- Preferential seating
- Short movement breaks
- Extended time and/or a quiet space for tests
- Access to teacher notes or outlines

- Use of assistive technology
- Scheduled check-ins with a counselor or Academic Support staff

We also offer high-quality supports to **all** students, such as teacher check-ins, clarification of directions, and help breaking down long assignments.

What an Accommodation Plan Does *Not* Do

- It does **not** change what students are expected to learn.
- It does **not** guarantee higher grades.
- It does **not** replace outside therapy, tutoring, or medical treatment.

How Do We Start the Process?

If you have concerns about your student's learning or believe they may qualify:

1. Contact your student's **school counselor** or the Director of Academic Support.
2. Share any existing documentation.
3. We will review the information, discuss next steps, and collaborate with you and your student.

Standardized Testing (SAT/ACT)

Resurrection will support families in applying for accommodations on standardized tests, but final decisions are made by the College Board, ACT, or other testing agencies.

If you have questions, please reach out to your student's counselor or the Director of Academic Support.



Title: Your Accommodation Plan at Resurrection: What It Is and How It Helps

What Is an Accommodation Plan?

An Accommodation Plan is a *game plan* that helps you work around challenges that come from a diagnosed disability (like ADHD, a learning difference, anxiety, or a medical condition). It gives you tools and strategies so you can show what you know.

It **does not** make classes easier or change what you're expected to learn — it just helps remove barriers.

How Can an Accommodation Plan Help Me?

Depending on your needs, your plan might include things like:

- Extra time on tests or quizzes
- Taking tests in a quieter space
- Sitting in a certain spot in the classroom
- Getting a copy of notes or outlines
- Using technology (like speech-to-text or typing instead of handwriting)
- Check-ins with your counselor or Academic Support staff

You might not have *all* of these; your plan is individualized for you.

Who Gets an Accommodation Plan?

Students who have **formal documentation** of a disability that affects school can get a plan. That means a report or letter from a psychologist, doctor, or other licensed professional.

If you're not sure whether you qualify, talk with your counselor. We'll help you figure it out.

What Do I Need to Do?

- **Know your plan.** You should know what's in it and what you're allowed to use.
- **Speak up.** It's okay to remind a teacher (politely!) that you have extended time or a quiet room.
- **Use your tools.** Your plan won't help if you don't actually use what's offered.
- **Stay in touch.** Let your counselor or Director of Academic Support know if something is working really well—or not working at all.

What If I Think I Need a Plan?

1. Talk to your **counselor**, a trusted teacher, or a parent/guardian.
2. Share what you're noticing: "I study a lot but still bomb tests," or "I can't focus during long exams," etc.
3. Your adults can help you figure out if you need testing, updated documentation, or short-term supports while we learn more.

You're not alone in this. Asking for help is a strength, not a weakness.

D. MINI ACCOMMODATIONS HANDBOOK

(Faculty/Staff-facing; you can expand this into a longer booklet if you'd like)

Title Page:

Resurrection College Prep

Academic Accommodations Handbook for Faculty & Staff

1. Purpose of This Handbook

This handbook is designed to:

- Clarify how Accommodation Plans work at Resurrection.
- Provide a quick reference for common accommodations.
- Outline staff roles and responsibilities.
- Offer sample language for conversations with students and families.

It should be used alongside the official **Academic Accommodation Plan Framework**.

2. Core Definitions

Accommodation

A change in *how* a student accesses information or demonstrates learning, **without** changing what is taught or expected.

Modification

A change in *what* a student is expected to learn or produce (e.g., reduced standards, alternative curriculum). Resurrection does **not** provide modifications.

Short-Term Intervention

A temporary support (e.g., check-ins, limited extended time) put in place while information is gathered or documentation is being updated.

3. Roles & Responsibilities

Administration & Academic Support

- Oversee eligibility decisions and Accommodation Plan development.
- Ensure plans are communicated to staff in a timely manner.
- Support teachers with implementation and problem-solving.

School Counselors

- Serve as primary contacts for families and students.
- Coordinate documentation review and annual updates.
- Participate in plan meetings and follow-up conversations.

Teachers

- Review all Accommodation Plans at the start of each semester.
- Implement accommodations as written and reach out with questions or concerns.
- Communicate with Academic Support when something is not feasible, unclear, or ineffective.
- Maintain confidentiality and treat students with dignity and respect.

Students

- Learn what is in their plan and ask questions.
- Use accommodations responsibly.
- Communicate with teachers and counselors about what is and isn't working.

Families

- Provide current documentation.

- Partner with the school and reinforce self-advocacy at home.
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4. Quick-Reference: Common Accommodations & What They Look Like in Practice

Extended Time (1.5x)

- Agree in advance where/when extended time will be used (before school, during advisory, after class, etc.).
- Clearly communicate deadlines for completion.

Alternate Testing Location

- Coordinate with Academic Support or Student Services for space and supervision.
- Ensure the test and directions arrive with the student or proctor.

Preferential Seating

- Seat student where eye contact and monitoring are easiest and distractions lower.
- Avoid seating next to peers who may increase distraction.

Movement Breaks

- Establish clear expectations (“Quiet lap to the fountain,” “2-minute stretch at the back of the room”).
- Use signals or predetermined times to minimize disruption.

Teacher Notes/Outlines

- Provide a copy of the day’s slide deck or skeletal notes.
 - Allow the student to annotate or highlight while you lecture.
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5. Sample Teacher Language

When acknowledging a plan with a student:

“I’ve reviewed your Accommodation Plan and I see you have extended time and a quiet testing space. Let’s talk about how we can make that work in this class.”

When clarifying expectations with a family:

“Accommodations help your student access the material, but they do not change what is being taught or what your student is expected to know. We’ll work together to support her while maintaining our course standards.”

6. Frequently Asked Questions (Faculty)

Q: What if I forget to provide an accommodation?

A: Acknowledge the oversight, correct it when possible (e.g., additional time later that day), and let Academic Support know so patterns can be monitored.

Q: What if I think an accommodation is no longer needed or isn’t helping?

A: Document what you’re noticing and reach out to the counselor or Academic Support. Plans can be reviewed and revised, but not unilaterally changed.

Q: What if a student doesn’t use their accommodations?

A: Gently check in with the student and counselor. Some students under-use supports because they don’t want to stand out or don’t fully understand their plan.

7. Standardized Testing Notes for Staff

- When asked to complete forms or provide information for College Board/ACT, be specific and factual.
 - Direct families to counselors for timeline and process questions.
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E. FLOWCHART TEXT: ELIGIBILITY & ACCOMMODATION PROCESS

(You can turn this into a Canva/Lucidchart visual.)

TITLE: Academic Accommodation Plan Process – Resurrection College Prep

Use these as **boxes** and **arrows**:

1. **Box 1 – Concern Identified**

- “Student, parent/guardian, or teacher notices ongoing academic, attention, emotional, or medical concerns that impact school.”

2. → *Arrow to Box 2*

3. **Box 2 – Initial Contact**

- “Parent/guardian or student contacts **school counselor** or **Academic Support** to share concerns.”

4. → *Arrow to Decision Diamond A*

5. **Decision Diamond A – Is Current Documentation Available?**

- **Yes** → Go to Box 3A
- **No** → Go to Box 3B

Box 3A – Submit Documentation

- “Family provides IEP/504, evaluation report, or medical documentation to Academic Support.”

→ *Arrow to Box 4*

Box 3B – Consider Short-Term Supports & Referral

- “School may provide short-term interventions and/or recommend an outside evaluation.”

→ *Arrow to Box 3C*

Box 3C – Evaluation in Progress

- “Family pursues evaluation; school monitors progress with temporary supports.”

→ *Arrow back to Decision Diamond A* when documentation is obtained.

Box 4 – Documentation Review

- “Academic Support and counseling team review documentation: diagnosis, functional limitations, recommended accommodations.”

→ *Arrow to Decision Diamond B*

Decision Diamond B – Does Student Meet Criteria?

- **Yes** → Go to Box 5
 - **No** → Go to Box 6
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Box 5 – Plan Developed

- “Team drafts Accommodation Plan with individualized accommodations linked to functional limitations.”
- “Student and family are informed and invited to provide input.”

→ *Arrow to Box 7*

Box 6 – Does Not Meet Criteria

- “Student does not qualify for an Accommodation Plan at this time.”
- “School continues with high-quality classroom strategies and/or short-term supports as appropriate.”

→ *Arrow to Box 7 (monitor & revisit as needed)*

Box 7 – Communication to Teachers

- “Accommodation Plan shared with teachers and relevant staff.”
- “Teachers review plans and implement supports in their classrooms.”

→ *Arrow to Box 8*

Box 8 – Implementation & Monitoring

- “Staff implement accommodations.”
- “Student uses supports and provides feedback.”
- “Counselors/Academic Support monitor progress.”

→ *Arrow to Box 9*

Box 9 – Annual Review / Update

- “Plans are reviewed annually or as needed.”
- “Documentation updated when required.”
- “Accommodations adjusted based on student needs and data.”

→ *Arrow loops back to Box 7 when plan is revised.*

If you'd like, next step I can:

- Turn the student one-pager into a script for a short classroom presentation, or
- Draft email language to roll this out to faculty, parents, and students.