

SLES Academic Accommodations

As a college preparatory school, St. Luke's goal is to prepare our students for the next academic step. Students must develop academic compensatory skills which lead to academic success. By working closely with the classroom teachers, students can receive additional academic support and study skills.

SLES guidelines for academic accommodations are patterned after the ACT and College Board guidelines, as well as collegiate guidelines.

Many students are submitting a diagnoses of ADHD by a physician. Accommodations (including extended time) are **not** available solely on the basis of a diagnosis of ADHD. College Board and ACT will **not** accept additional time based simply on this diagnosis.

Guidelines for SLES accommodations must meet all of these guidelines;

1. Must provide a comprehensive assessment which must include:

A full battery of Psycho-educational testing
(neuropsychological or psycho-educational evaluation)

- a. evidence of early impairment
- b. evidence of current impairment
- c. results from valid, standardized, age-appropriate assessments

Testing must provide test results (including subtests), with standard scores and/or percentiles

- an aptitude assessment using a complete, valid, and comprehensive battery,
 - a complete achievement battery,
 - an assessment of information processing,
 - evidence of alternative explanations were ruled out.
 - testing must include the applicable DSM-IV number and criteria
 - recommendations for accommodations.
2. Must establish the professional credentials of the evaluator, including information about licensure or certification.
 3. Testing must be up to date (within the past three years).

College Board and ACT will **not** accept additional time based simply on an ADHD diagnosis. Students must meet the criteria above and submit a record of need and improvement for additional time. Please see the counselor, if you have specific questions regarding accommodations for the ACT or College Board testing.