Brookstone School Accommodation Policy

Brookstone School provides academic services and accommodations for students with diagnoses that impact learning. In order for a student to receive academic accommodations, the student must submit comprehensive testing, documenting the current functional limitations that impact the student in an academic setting. Current testing is defined as testing conducted within the past five years by a licensed psychologist.

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

General Guidelines for Documentation

- Documentation should be provided by a licensed or otherwise properly credentialed professional 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 condition was diagnosed, 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, and specific results. 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 Assessment 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 or any
   • Additional academic resources
   • Relevant grades, standardized test performance, etc.
   • Family history
   • Relevant psychological history
   • Relevant employment history
3. At least one aptitude test and one achievement test are required, to include a full-scale IQ. (Submit all standard and subtest scores.)
4. Description of functional limitations and how they affect the student in an academic setting.
5. All accommodations must be recommended and included in the academic learning plan provided by the psychologist and accompanied by a rationale as to why these accommodations are warranted based upon the student’s functional limitations.

Documentation and Paperwork Procedures

- Any paperwork requesting input from a Brookstone teacher or administrator will be managed through the Learning Center. Any materials delivered directly to a teacher will be sent to the Learning Center for appropriate processing.
- Parents or psychologists may submit forms to the Learning Center Director or the Learning Center Assistant who will distribute to and collect from the appropriate teachers or administrators before submitting directly to the psychologist. Please allow a minimum of two weeks for this process.
- Parents must sign a release authorizing Brookstone to submit materials to a provider.
- If parents choose to request accommodations following an evaluation, the full psychological report should be submitted directly to the Learning Center.
- Parents must sign the accommodation plan before implementation; an optional release form permitting teachers to privately view psychological testing results will also be made available.
- Paperwork and documentation materials are handled confidentially and stored in a secure location.