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[REDACTED] Tel: [REDACTED]

Fax: [REDACTED]

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FAX COVER SHEET**Date:** 2/15/2011**To:** OCR**Fax Number:** 617 - 289 - 0150**Re:** Complaint**Pages:** 16**Comments:**

Note: This is a duplicate for your records. Complaint was submitted via email on 2/14/11.

The documents accompanying this telecopy transmission contain confidential information and/or personal health information, PHI, belonging to the sender, which may be legally privileged. You, the recipient, are obligated to maintain it in a safe, secure, and confidential manner. The information is intended only for the use of the individual or entity named above. If you are not the intended recipient, you are hereby notified that any disclosure, copying, distribution or action taken in reliance on the contents of these documents is strictly prohibited. If you have received this telecopy in error, please notify the sender immediately to arrange for the return of these documents.

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bars █ from equal access to the educational resources and activities that are promoted by ARHS and that are available to nondisabled students. Because her disabilities interfere with her performance under standardized testing conditions, this discrimination has the potential of affecting her ability to be accepted into college.

Relevant Background:

ARHS has an extensive array of support services to assist students in the college admissions planning process. It has a special college advisor and a secretary who processes and tracks college applications. It manages a website (Naviance) that helps students to prepare for admissions tests and track their planning process. It partners with the Princeton Review, a commercial test prep company, to advertise and offer testing preparatory classes. Finally, it publishes a Junior Handbook, provided to all students in 11th grade, that details supports and resources for preparing for the SAT and ACT. This Handbook invites students with Section 504 Plans to work with the Guidance Department in order to access testing accommodations through the respective testing organizations. Further, ARHS functions as a national testing site for the SAT, an arrangement for which it is financially compensated. If a student requires 100% extended time on the SAT, ARHS provides afterschool proctoring so that students can take this test over multiple test dates. The Junior Handbook indicates that students can receive accommodations for either the SAT or ACT. The ARHS school literature advises students to consider both admissions tests as some students perform significantly better on one or the other. Both are accepted at most colleges. To assist students in deciding which test is best for them, ARHS even offers a practice test for Juniors that enables them to try both testing formats. █ participated in this practice test and wishes to take the ACT.

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The SAT and ACT testing organizations have different procedures for accessing testing accommodations. Both testing organizations approve testing accommodations based upon documentation. The SAT's College Board contracts with particular school districts and compensates them for proctoring both standard and extended time testing. The ARHS is contracted with the College Board. The ACT has a different arrangement. It does not have preestablished sites for testing with special accommodations. Rather, it relies upon the cooperation of disabled students' schools and compensates the schools for supervising testing. The ACT offers National Testing Centers that offer standard testing and 50% extended time testing services. If a student requires 100% extended time or other special accommodations, the ACT requires that a school agree to be a testing supervisor. █ cannot even apply for 100% extended time on the ACT until a school signs the application and agrees to such. Any school that agrees to provide ACT supervision is compensated financially for the service. Thus, the provision of school-based testing supervision is an integral component of the accommodations available for college admissions testing for disabled students. Without this service provided by the student's school district, the ACT accommodations are beyond access and meaningless.

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While the ACT is independent of the school, there is a clear precedent for ARHS providing accommodations so that students can access outside programs and resources. ARHS routinely provides accommodations to help disabled students access outside programs and resources (e.g., athletic events, clubs, taking classes at local colleges while in high school, field trips, foreign exchange programs, internships, commercial college admissions testing prep services, etc.). In fact, ARHS has already

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partnered with a private organization in order to implement [REDACTED]'s 504 Plan. In 2010, [REDACTED] was referred by ARHS to BookShare.org, a commercial organization that provides digitalized reading materials for the disabled, in order to provide for assistive technology accommodations on her 504 Plan. For a student who has a 504 Plan affording standardized testing accommodations, support for college admissions testing is comparable.

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Up until February of 2010, we were led to believe ARHS would reluctantly provide supports for [REDACTED]'s access to college admissions testing. In June of 2010, the ARHS Guidance Department gave us applications for extended time on the SAT and ACT and said it would cooperate with the process. [REDACTED] was subsequently approved for 50% extended time on the SAT in July. It was agreed that we would request 50% extended time with the hope that this amount of extended time would meet [REDACTED]'s needs. We were informed that, should testing accommodations be granted, we could always revise the request to include 100% extended time if needed. We were never told that ARHS only assists with accommodations for the SAT and not for the ACT. Further, the ARHS Junior Handbook did not explain that [REDACTED] could only get 100% extended time with the SAT.

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In the past 6 months, [REDACTED]'s migraine condition has worsened and it has become increasingly clear that she cannot safely manage a lengthy testing session that would be in excess of four hours without jeopardizing her health and testing performance. In October, she took the PSAT with 50% extended time. She was unable to complete the test within this time frame and she developed migraine symptoms during the testing session. [REDACTED] has missed a number of school days because of migraine symptoms. She is currently being treated in the Neurology Clinic of Boston Children's Hospital.

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In December and January, we met with ARHS personnel to renew [REDACTED]'s 504 Plan. Changes to the wording of her Plan were approved to more accurately reflect the nature of testing accommodations [REDACTED] has been already receiving. It was agreed that a request would be made to revise [REDACTED]'s SAT accommodations to include 100%, rather than 50%, extended time. The Assistant Principal, [REDACTED] signed the request for this revision with the SAT's College Board. This request was filed with the College Board on 2/8/11 and is pending approval.

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On 2/8/11, I contacted [REDACTED] and [REDACTED] of ARHS to request that ARHS agree to supervise testing for [REDACTED] on the ACT. On 2/11/11, I received an email reply from Ms. [REDACTED] indicating that ARHS would not support this accommodation. I appealed to the Superintendent and Principal and did not receive a response. I have asked for an explanation for this denial and have not received a response.

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I am concerned that this decision may have been retaliatory given my past efforts to advocate for my daughter and [REDACTED]'s allegations of disability harassment. During the January 504 meeting, Ms. [REDACTED] appeared very angry and expressed strong opposition to assisting [REDACTED]'s access to college admissions test accommodations and disability services while at college. When asked to approve minor wording changes that would make [REDACTED]'s Plan clearer, Ms. [REDACTED] quite angrily stated that she felt the changes were only being requested because of [REDACTED]'s upcoming college planning. Although I was only attempting to advocate for my daughter's needs, I was accused of inappropriately "wordsmithing". In

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what I considered to be a very unprofessional manner, Ms. [REDACTED] expressed obvious annoyance with what she stated was "the most detailed 504 Plan at our school". Further, she indicated that ARHS has no interest or obligation to assist [REDACTED] in planning for college admission. Given ARHS's extensive array of college support services for typical students, I was frankly surprised that Ms. [REDACTED] was suggesting appropriate supports are not equally available to disabled students. My husband and I interpreted the statements of the Assistant Principal, who was a focus of a previous OCR complaint, to be hostile and retaliatory.

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Since this denial, we have been unable to find a remedy. On 2/11/11, the ACT confirmed that [REDACTED] cannot access these accommodations without an agreement from a testing supervisor from a school, must take the ACT in June if she wishes to have these test results available for the college application process in September. We cannot access accommodations unless the documentation is submitted by or before May 1st. The uncertainty and implied hostility of this situation are causing [REDACTED] significant distress and anxiety.

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Conclusion:

I am filing this complaint because I believe ARHS is unreasonably denying an accommodation, testing supervision for extended time on the ACT, that would enable [REDACTED] to access the same services and resources that are available to typical students. [REDACTED]'s 504 Plan indicates ARHS has agreed to provide testing accommodations for "standardized testing". I believe this provision should be interpreted to include reasonable support for accommodations on college admissions tests. Since the ACT is willing to provide compensation and ARHS has staff available for this kind of test proctoring on the SAT, this request should not be a burden. While the school is not solely responsible for the approval of these accommodations, it clearly has a key role in [REDACTED]'s access to such accommodations. Given that students are encouraged by ARHS to consider both the SAT and ACT, the school is obligated to exercise due diligence to ensure a disabled student can access the same opportunities that are available to typical students. Singling out one admissions test for preferential treatment is unreasonable and undermines [REDACTED]'s ability to attend the college of her choice. We believe this denial is discriminatory.

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Because of the time-sensitive nature of this situation, I am seeking a speedy resolution to this problem.

Respectfully yours,

[REDACTED]
Parent

2/14/11

(b)(7)(C)

504 STUDENT ACCOMMODATION PLAN

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Name: [REDACTED]

Birthdate: [REDACTED]

Grade: 11

School: Amherst Regional High School Date of Meeting: December 6, 2010 and January 31, 2011

1. Describe the nature of the concern:

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[REDACTED] is diagnosed with Attention-Deficit/Hyperactivity Disorder, Celiac Disease, Migraine Disorder, and an Anxiety Disorder Not Otherwise Specified. When [REDACTED] is unmedicated (distracted), anxious, or tired, her processing speed, including written output, may be adversely effected. These conditions affect her ability to complete school work both inside and outside of the school building. She has difficulty with attention, focusing, and executive functioning. When anxiety presents, maintaining focus to receive verbal information is challenged, which impedes her ability to organize her assignments and taking efficient notes. When [REDACTED] is required to process information quickly or when she is fatigued, she experiences generalized anxiety. Further, she experiences anxiety and panic symptoms while taking tests and completing assignments. Fluctuating health problems, including symptoms related to Celiac Disease and recurrent migraine attacks, also interfere with school work at home. Because [REDACTED] is a talented student, her difficulties are not always apparent to others. Due to anxiety, she has difficulty with self-advocacy around her needs.

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2. Describe the basis for the determination of disability: Neurodevelopmental Assessment Report from

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[REDACTED] Clinical and Educational Psychologist, dated 11/9 and 11/10/2010; The Children's Hospital report by Dr. [REDACTED] Letter from [REDACTED] MD, dated 2/24/10, Anxiety Disorder NOS, diagnosis in 2009 by [REDACTED] MD, and [REDACTED] LCSW, dated 6/10/10; Letter from physician at Amherst Pediatrics, dated 12/02/10. Education Assessment, dated December 2010. See file for additional testing.

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3. Describe how the disability affects a major life activity:

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[REDACTED]'s disabilities affect her ability to attend to instructional details and work efficiently in and out of the classroom. Environmental distractions increase focusing problems. When completing independent or written work, she experiences problems with executive functioning. [REDACTED] makes careless errors and misses important details, particularly regarding directions. [REDACTED] experiences panic and anxiety symptoms when she is faced with complex tasks, which makes note-taking and intake of verbal information challenging.

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[REDACTED] has medical conditions that affect her academic functioning. As a result of Celiac Disease, she must eat a strict, gluten-free diet and avoid gluten cross-contamination from food preparation practices. Some art supplies, containing gluten, must also be avoided. [REDACTED] is not always aware of when she has experienced accidental gluten ingestion. However, even minor quantities of gluten may cause otherwise unexplained headaches, stomachaches, chronic fatigue, and decreased concentration and focusing.

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Several times a month, [REDACTED] experiences migraine symptoms that may last for several hours. Often, she

must sleep for several hours in order to recover from a migraine. As a result of migraines, she is often unable to complete ordinary academic activities in school and at home.

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[REDACTED] has a significant Anxiety Disorder which causes her to experience panic attacks, generalized anxiety, confusion, and impaired cognitive processing. Her anxiety is aggravated by stress and fatigue.

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[REDACTED] becomes more anxious when she has time pressures and is juggling multiple tasks. Anxiety symptoms increase focusing problems and may trigger migraine symptoms. When highly anxious, [REDACTED] has difficulty completing tests and assignments in an efficient manner. [REDACTED] is self-conscious regarding her disabilities and becomes anxious when discussing them with school personnel.

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Each of the above-listed disabilities and their symptoms adversely affect [REDACTED]'s ability to complete work efficiently. She has difficulty completing assignments on-time and adhering to assignment deadlines. Her anxiety is reduced when she is provided teacher support and accommodations. ***She responds best to positive teacher interventions that help to allay anxiety.***

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Reasonable Accommodations

- 100% extended time for exams, quizzes, and standardized tests. Advanced request for this accommodation will not be required and should always be assumed. If [REDACTED] experiences panic or anxiety symptoms which interfere with her ability to complete an exam during the extended time, additional time for completion of the exam will be granted, even if multiple days are needed.
- 100% extended time for in-class and out-of-class assignments. If anxiety or migraine impedes submission of work within 100% extended time, additional time based on the number of days impacted by the symptoms will be granted.
- Tests and exams will be postponed if disability interfered with test preparation and request is made by parent. Parent will activate this request via email to the guidance counselor or teacher.

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- Due to the unanticipated nature of her anxiety and panic attacks, [REDACTED] will not be asked to explain the basis for her need or the effects of her disability when requesting accommodations. Questions can be brought directly to her mother, [REDACTED], or her guidance counselor.

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- To provide support for anxiety/panic symptoms during the school day, [REDACTED] will have regular and easy access to a hall pass to use as needed. [REDACTED] will also carry her own pass in her backpack for use in the event she has a panic attack in class and is unable to communicate her need to access the guidance or nurse's office to the teacher. In this situation, [REDACTED] will show the teacher this pass prior to leaving the classroom and sign out on the teacher's classroom sign-out sheet by the door.

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- Exams, tests, and quizzes to be taken in a low-distraction environment upon request by student.
- For tests and exams that last more than two hours, including extended time, [REDACTED] will be given additional time for a snack or short break upon request. Testing sessions should not last more than two hours without a break.
- Teachers will provide clear, complete, and specific written instructions for assignments which will outline both assignment expectations and grading criteria. Teachers will confirm [REDACTED]'s understanding of these expectations.

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- Teachers will break down long-term assignments into manageable parts for [REDACTED] If an assignment has multiple components due over a long period of time, [REDACTED] will bring each component to the teacher to review upon completion of each step. Teacher will provide clear feedback on [REDACTED]'s progress and be specific with their recommendations and next step directions. Non Responsive
 - Access to peer/teacher notes upon request. Non Responsive
 - Preferential seating in classroom upon request. Non Responsive
 - In World Language oral examinations and classroom exercises, [REDACTED] will be permitted to write her responses before offering them orally. Non Responsive
 - In World Language, teacher will provide questions in written format prior to oral responses, upon request by [REDACTED] If multiple choice answers are offered, these will also be offered in writing. Non Responsive
 - In World Language, if comprehension difficulties occur, [REDACTED] will be provided clarification of instructions in English upon request. Non Responsive
 - [REDACTED] will be given access to a comprehensive text reading software program with features of a word processor, graphic organizer, word prediction, and be provided access to texts in audio format. Non Responsive
 - The school will make reasonable accommodations to limit [REDACTED]'s exposure to gluten-containing materials in the classroom and during school-sponsored activities. If [REDACTED] is to participate in a school-related activity that involves travel or which may expose her to gluten-containing materials, the responsible school party will contact [REDACTED]'s parent no less than 72 hours before the activity in order to collaborate about appropriate accommodations. Non Responsive
- Non Responsive If [REDACTED] is experiencing difficulty requesting accommodations with her teachers, she will meet with her guidance counselor who will then act as an intermediary and advocate for [REDACTED] Non Responsive

Review/Reassessment Date: December 2011

Participants at 504 Meeting (Name and Title):

Non Responsive [REDACTED] (Student), [REDACTED] (Parent), [REDACTED] (Step-Parent), [REDACTED] (Educational Advocate), [REDACTED] (Psychologist), [REDACTED] (Assistant Principal), [REDACTED] (English Teacher), [REDACTED] (Video/Audio Teacher), [REDACTED] (Science Teacher), [REDACTED] (Guidance Counselor) Non Responsive

Non Responsive [REDACTED] [REDACTED] 1/31/11 [REDACTED] - 2/2/11 Non Responsive

Assistant Principal's Signature and Date

Parent/Guardian Signature and Date

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College Admissions Testing Advice for ARHS Students

ARHS offers the PSAT on a Saturday in October. Announcements are made often at school and an e-mail is sent to parents to inform families of this opportunity. The PSAT serves as the basis for National Merit Scholarship consideration for juniors only, and is essentially a practice SAT. We encourage all juniors to take the test, and believe that sophomores who are enrolled in Algebra II and Honors Geometry can learn something about standardized testing from taking it. Sophomores who are enrolled in algebra or College Prep Geometry can certainly take the test for practice, but they should realize that they currently lack much of the math knowledge that will be tested, and thus may not find taking this test to be a rewarding experience. College Board fee waivers are available to juniors only.

Most students who apply to four-year colleges will need to take standardized admission tests, either the SAT or the ACT. As a general rule, students should not take these tests before the winter of the junior year.

Some students should consider taking SAT Subject tests earlier than the junior year. These are students who have strong interests in science, are excelling in Honors Chemistry in tenth grade or Honors Biology in either ninth or tenth grade, and who will not take AP Biology in eleventh grade. Scores approaching 700 or better will be viewed favorably by highly selective colleges. Scores under 600, even if achieved early in high school, will not enhance an application to a highly selective college. ARHS students find that our curriculum is most closely aligned with the SAT Subject tests in Literature, Biology, Math and languages. The history tests are not aligned with our curriculum, and only students who read extensively about history on their own should take these tests. The chemistry test includes some units that are not covered in our chemistry course. Students need to teach themselves this material, with the support of our teachers.

Beginning with the class of 2010, the College Board will be using a Score Choice System. This means that students will be able to choose the Reasoning or Subject Test scores they wish to send to the colleges to which they are applying. It will not be possible to pick and choose between Reasoning Test sub-scores, but it will be possible for students to select the individual Subject Test scores they wish to send, regardless of the test date.

Increasingly, students in the Northeast are finding the ACT to be a good alternative to the SAT. All colleges accept it as equivalent. A few colleges want subject tests in addition. The ACT has a science section in addition to reading, math, English and optional writing. It is sometimes thought of as more of an achievement test, more geared to curriculum than the SAT. Students can select their best ACT composite score and not send other administrations. Students who are disappointed with their SAT scores might want to consider taking the ACT.

Both the SAT and ACT are offered multiple times each year. Consult www.collegeboard.com and www.actstudent.org for more information and to register for the tests. Fee waivers are available to income-eligible students.

If you have any questions, please contact your student's guidance counselor or Myra Ross, the ARHS College Advisor, at rossm@arps.org.

ARHS College and Career Planning | ARHS Home Page

Last Updated: Wednesday, October 01, 2008

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College Admission Tests (Sat Reasoning Tests, SAT Subject Tests, ACT, TOEFL)

Most four year colleges and a few programs at community colleges require some kind of standardized admission testing. Most ARHS students take the SAT Reasoning test, once in the spring of the junior year and again the next fall. The SAT Reasoning test has three sections – Critical Reading, Math and Writing. The ACT is an equal alternative that many ARHS students take in addition to or instead of the SAT. It includes a composite score and a science section in addition to English, Reading, Math and Writing.

Register for SAT tests online at www.collegeboard.com.

Register for the ACT at www.actstudent.org. (Sign-up for "optional writing section.")

What do the tests cost? SAT and ACT reasoning tests cost about \$46 if you register on time. A major credit card or fee waiver is required for online registration. Print materials are available in the Guidance Office.

Fee waivers are available for SAT and ACT testing and college applications to anyone who is eligible for the free/reduced price lunch program. Students can get a total of two Reasoning Test waivers and two subject test waivers while in high school. See the Guidance secretaries for waivers.

What about accommodations? Students with Individualized Educational Plans or 504 plans who use extended time testing or other accommodations at school and who wish to have these accommodations on SAT Reasoning or Subject Tests or the ACT need to apply directly to the testing companies for them. They should see their special education liaison or guidance counselor well in advance of registration deadlines for instructions on how to use the online application for eligibility. The testing agencies make the final determination regarding accommodations. This can sometimes take several months, so families should begin the application process as early as possible – ninth or tenth grade is best. (Students with IEPs are not required to submit test scores to Massachusetts public universities.)

Are tests required for admission? Many colleges at all levels of selectivity are now "test-optional," meaning that they place little to no importance on an applicant's test scores. These colleges have differing policies regarding testing so it is important to read their websites carefully. Students should take appropriate tests; then they can decide whether or where to send the scores. See fairtest.org for a complete list of these colleges.

Highly selective colleges often require either the ACT or the SAT Reasoning tests and two or three SAT Subject tests. It is wise to check the requirements of colleges in the junior year to ensure that the appropriate tests are taken.

When do I take the SAT/ACT?

Juniors who wish to take SAT Subject tests usually take the SAT Reasoning test in March and two Subject tests in May or June. It is possible to take up to three Subject tests on one day, but two is the optimal maximum. It is not possible to take both Reasoning and Subject tests on the same day.

ARHS students most commonly find success with Subject tests in Math (level I or II), literature, foreign language or a science (Biology or Chemistry). Our history curriculum does not align with the tests very well, but students with a high interest who read a lot about history on their own sometimes do very well on either the U.S. or World History tests. Students who are considering a major in engineering should consider taking a Subject test in chemistry or physics, as a physical science Subject test is required by a few highly selective engineering programs.

Many seniors retake the SAT Reasoning test in the fall (October, November or December). SAT Subject tests are rarely repeated by ARHS students.

An increasing number of ARHS students take the ACT as well as the SAT. There are February, April, June, September, October and December ACT test dates. It is not offered at ARHS.

Students who are considering early decision/early action or University of California applications (due in November of the senior year) should complete "first-round" testing in the spring.

What happens to the scores?

Once a student has taken an SAT Reasoning or Subject test, a cumulative record is started at ETS in Princeton. (PSATs are not part of the cumulative record.) Students will be able to choose to send the best SAT Reasoning administration or individual Subject test scores to most colleges. Some colleges will require that all scores be sent. Most juniors should not send scores to any colleges on test registration forms. Seniors should send them, when college choices and scores are better known. Four reports can be sent free within a week of the test administration. There is a fee for each additional college. Students on free/reduced lunch get eight colleges free.

If students take the ACT more than once, they can choose the score that they would prefer to send to colleges. The ACT record is not cumulative so there are separate fees for sending scores from each administration. Many, but not all, ARHS students do better on the ACT.

When preparing for the ACT, students should pay particular attention to the science section, which may be unfamiliar. It tests reading comprehension, graph interpretation and how well students can sift out extraneous information, more than prior science knowledge. **While taking the test, it is best to begin by reading the questions; don't waste time reading all of the provided content first.**

TOEFL

The Test of English as a Foreign Language is a test for non-native English speakers. Some colleges require students whose native language is not English to take it in addition to the SAT or ACT. Others may require it depending on students' level of English proficiency as measured by the SAT or ACT. **Because testing**

requirements differ from college to college, students whose first language is not English should always pay attention to college website information for international students, even if they have a green card or are U.S. citizens. Discuss whether you should take this test with the college advisor and the ELL teachers before registering for it, best in the fall of twelfth grade, because it is costly, and fee waivers cover only half. The Internet-based TOEFL (IBT) is given at various sites in Massachusetts, Holyoke being the closest. Registration materials and information about the test are available online at www.toefl.org.

PREPARING FOR STANDARDIZED TESTS

As with athletics, academics, music, theatre and many other pursuits, standardized test performance improves with practice for most students. It is in your best interest to be well-prepared. Below are some free or low cost things you can do to prepare for the tests. Given some self-discipline, test-preparation does not have to be expensive. The ARHS Guidance Office Library has books available for loan as well as samples of SAT and ACT tests. Remember that standardized tests are only one component of an application, far less important than the academic level of challenge and grades. Remember, too, that many colleges are "test-optional."

For the SAT

- Make good use of the test preparation materials provided by the College Board (<http://sat.collegeboard.com/practice>)
 1. Study the materials you received with your PSAT score.
 2. Sign up for the SAT Question of the Day.
 3. Use "My College Quicksart," to which you are entitled free if you took the PSAT. Develop a customized SAT study plan based on your PSAT/NMSQT test performance, highlighting skills for review and practice.
 4. Consider The Official SAT Online Course (\$69), which provides eighteen interactive lessons, practice quizzes and tests, and score reports.
 5. Take advantage of the free SAT and ACT Preparation materials available in the Guidance Office.
- Use the comprehensive Method Test Prep program provided to you free through Naviance.
- Use number2.com for free SAT preparation.
- Visit the free Kaplan online quiz bank: http://www.kaptest.com/College/SAT/Kaplan-Programs/Online-Programs/CO_sat_satqbankol.html?cid=201739. Kaplan also offers print and software materials and a preparation course at various prices.
- Purchase and use an SAT preparation book, either *The Official SAT Study Guide* from the College Board, or a number of other options from a local book store. Kaplan, Barrons and Princeton Review are the most popular. They usually cost

about \$20.

- Visit www.princetonreview.com. Read and do everything that is free. Attend a free strategy event. Princeton Review also offers print and software materials and a preparation course at various prices.
- Consider materials from www.powerprep.com, offering low cost SAT and ACT preparation (\$25.00) and vocabulary building (\$10.00) software.
- Take the LSSE SAT Preparation course at ARHS; taught by C. Herland and J. Wilby; six 90-minute sessions Tuesdays and Thursdays 3:00-4:30 February; \$135, reduced fees for students on free or reduced lunch; sign up through LSSE; course will likely be repeated in the spring and next fall.

For the ACT

- ACT Online Prep™; test preparation program designed by ACT test development professionals; \$19.95 for one year.
- The Real ACT Prep Guide; official ACT prep guide— includes 3 actual retired ACT tests—each with an optional Writing Test.
- Preparing for the ACT (80 pages, FREE; available online and in the Guidance Office).
- Online Practice test questions and Test tips -FREE.
- Kaplan and Princeton Review (see above) offer ACT-prep classes.
- Princeton Review Assessment (PRA); free; includes “Scores Back” strategy session; This is a diagnostic comparison of the ACT and SAT, offering estimated scores on both, to aide students in deciding which test would best represent them in the college admissions process.

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Last Updated: Friday, January 21, 2011

AMHERST REGIONAL HIGH SCHOOL**Preparing for Standardized Tests**

As with athletics, academics, music, theatre and many other pursuits, standardized test performance improves with practice for most students. Below are some free or low cost things you can do to prepare for the tests. Remember that standardized tests are only one component of your application, far less important than your academic level of challenge and your grades. Remember, too, that many colleges are "test-optional."

- Make good use of the test preparation materials provided by the Collegeboard (http://www.collegeboard.com/student/testing/sat/prep_one/prep_one.html)
 1. Study the materials you received with your PSAT score.
 2. Sign up for the SAT Question of the Day
 3. Use "My College Quickstart," to which you are entitled free if you took the PSAT. Develop a customized SAT study plan based on your PSAT/NMSQT test performance, highlighting skills for review and practice.
 4. Consider The Official SAT Online Course (\$69), which provides eighteen interactive lessons, practice quizzes and tests, and score reports.
 5. Take advantage of the free SAT Preparation materials available in the Guidance Office.
- Use number2.com for free SAT preparation
- Visit the free Kaplan online quiz bank: http://www.kaptest.com/College/SAT/Kaplan-Programs/Online-Programs/CO_sat_satqbank01.html?cid=201739. Kaplan also offers print and software materials and a preparation course at various prices.
- Purchase and use an SAT preparation book, either The Official SAT Study Guide from the Collegeboard, or a number of other options from a local book store. Kaplan, Barrons and Princeton Review are the most popular. They are usually under \$20.
- Visit www.princetonreview.com. Read and do everything that is free. Attend a free strategy event. You need not sign up for the expensive class to benefit from their program.
- Consider materials from www.powerprep.com, offering low cost SAT and ACT preparation (\$25.00) and vocabulary building (\$10.00) software.
- Take the LSSE SAT Preparation course at ARHS; taught by C. Herland and J. Wilby; six 90-minute sessions Tuesdays and Thursdays 3:00-4:30 January 29-February 14; \$120, reduced fees for students on free or reduced lunch; sign up through LSSE; course will likely be repeated in the spring and next fall.
- SAT courses are also offered at very reasonable rates at community colleges. Contact them for information.
- Princeton Review Assessment (PRA); Free; Saturday, March 29, 8:00-12:00 a.m.; "Scores Back" strategy session Monday, April 7, 6:00-8:00 p.m.; This is a diagnostic comparison of the ACT and SAT, offering estimated scores on both, to aide students in deciding which test would best represent them in the college admissions process.

Office for Civil Rights Consent Form

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U.S. Department of Education

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United States Department of Education

Office for Civil Rights

CONSENT FORM- FOR USE OF PERSONAL INFORMATION

Non Responsive

Complainant's Name (print or type): [REDACTED]

Institution Against Which Complaint Filed: Amherst Regional High SchoolPlease sign and date section A or section B and return to the above address:

I have read the Notice about Investigatory Uses of Personal Information. I understand that the Privacy Act of 1974, 5 U.S.C. § 552a, and the Freedom of Information Act (FOIA), 5 U.S.C. § 552, govern the use of personal information submitted to all Federal agencies and their individual components, including OCR. I will cooperate with OCR's investigation and complaint resolution activities undertaken on my behalf. I understand that my failure to cooperate with OCR's investigation may result in the closure of my complaint.

A. I give OCR my consent to reveal my identity (and/or that of my minor child/ward on whose behalf the complaint is filed) to the institution alleged to have discriminated, as well as other persons and entities outside if OCR, in the course of its investigation or for enforcement activities, finds it necessary to do so.

Signature

Date

2/14/11

OR

B. I do not give OCR my consent to reveal my identity (and/or that of my minor child/ward on whose behalf the complaint is filed). I understand that OCR may have to close this complaint if OCR is unable to proceed with an investigation without releasing my identity (and/or that of my minor child/ward on whose behalf the complaint is filed).

Signature

Date

OR

Alternatively, if you are not filing this complaint on your own behalf or on behalf of your own minor child/ ward, you are responsible for obtaining written consent from the person on whose behalf the complaint is filed or, if he or she is a minor, that person's parent/ guardian.