

**GUIDELINES FOR DOCUMENTATION OF A DISABILITY**

Disabled students who request accommodations and provide appropriate documentation of a disability are entitled to benefit from the School's educational programs if reasonable accommodations can be arranged. Costs associated with diagnosis, evaluation, and testing are the student's responsibility. Please direct all inquiries to the Student Disability Coordinator.

To evaluate a student's need for accommodations, students need to provide documentation of the disability which includes an evaluation by an appropriate professional and describes the current impact of the disability as it relates to the accommodation request. Adherence to these guidelines will help students obtain the documentation necessary to qualify for reasonable accommodations.

As appropriate to the disability, the documentation must include the following seven descriptions and points:

1. A diagnostic statement identifying the disability, the date of the current evaluation, and the date of the original diagnosis/onset of the condition. The diagnostic systems used by the Department of Education, state departments of rehabilitative services, or other State agencies and/or the current editions of either the *Diagnostic and Statistical Manual of the American Psychiatric Association (DSM)* or the *International Statistical Classification of Diseases and Related Health Problems of the World Health Organization (ICD)* are the recommended diagnostic taxonomies.
2. A description of the current functional impact of the condition/disability on the individual. The current functional impact on physical, perceptual, cognitive, and behavioral abilities must be clearly described through a student narrative in combination with the results from formal evaluation procedures. Currency needs to be evaluated based on the typical progression of the disability, its interaction with development across the life span, the presence or absence of significant

## **Exhibit A**

events (since the date of the evaluation) that would impact functioning, and the applicability of the information to the current context of the request for accommodations.

3. A description of treatments, medications, assistive devices, accommodations, and/or assistive services currently prescribed or in use. Significant side effects that may impact physical, perceptual, behavioral, or cognitive performance may also be explained.
4. A description of the expected duration, progression, or stability of the condition. This description must provide an estimate of the change in the functional limitations of the disability over time and/or recommendations concerning the predictable need for reevaluation.
5. The credentials of the evaluator(s). Information describing the certification, licensure, and/or the professional training of individual conducting the evaluation should be provided.

**Note: A student's high school Individualized Educational Plan (IEP) or prior 504 plan IS NOT sufficient documentation. While a prior IEP can be helpful, it is not dispositive. A current evaluation of the disability by a licensed professional is required.**

While consideration will be given to the specific accommodations requested by the student, a particular accommodation need not be granted if it is deemed not reasonable, other suitable accommodations are available, or it is an undue burden. When recommendations go beyond services and benefits that can be reasonably provided by the School, potential referrals to third party area service providers may be considered.