

Professional Disability Documentation Requirements

~Students are responsible for gathering and submitting clinical documentation~

Qualification Guidelines

A. Themes Professional Documentation Must Address

1. Diagnosis
2. Assessment- methods, results, and interpretation
3. Symptoms- characteristics, severity, duration, frequency, triggers, etc.
4. Effects/Supports- recommended accommodations, strengths-weaknesses, symptoms' effects on academics, recommendations, academic limitations of student, accommodations history, etc.

B. Validation of Professional Documentation

1. Written on Official Letterhead
2. Includes Professional Credentials
3. Physical Signature of Professional

C. Neurocognitive tests Must cover the following domains:

1. Complex attention
2. Executive function
3. Learning and memory
4. Language
5. Perceptual-motor
6. Social cognition

D. Age of Professional Documentation

1. Neurocognitive tests must be no more than 3 years old
2. Intelligence tests, achievement/aptitude tests, clinical tests, personality tests, behavioral tests, psycho-educational evaluations must be no more than 5 years old.
3. Physician and Therapist Letters must be dated no more than 1 month from the accommodation request date.

Types of Clinical Documentation

- A. Full and Independent Evaluation (FIE- Texas)/ Independent Educational Evaluation (IEE)- report of diagnosis, psychological/cognitive assessment and evaluation results from school district
- B. Psycho-educational Evaluation (Must use in-depth tests and not screens)
- C. Psychological/Psychiatric Evaluation and Diagnosis Reports (Supported with testing results administered by a qualified professional)
- D. Physician's/Therapist's Letter

Types of Supplementary Documentation from Academic Institutions

These documents are helpful but do not contain all of the information required.

- A. Individualized Education Plans (IEP's) can provide a list of recommended accommodations but will not serve as official diagnosis documentation. An FIE/IEE will be needed (See clinical documentation).
- B. 504 Plans- If the student received accommodations or was identified as disabled under section 504 the high school counselor should have copies or be able to have copies sent to the student or to academic accommodations Office.
- C. Admission, Review, and Dismissal (Exit ARD) reports/Summary of Performance (SOP) - school district disability document providing overview of interventions, accommodations, and performance throughout primary and secondary grades. This will not serve as official diagnosis documentation. An FIE/IEE will be needed (See clinical documentation).