Documentation Guidelines

Students requesting accommodations and/or services under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act of 1973 must provide documentation of the existence of a disability and evidence of the need for disability-related accommodations. The registration process outlined below is designed to gather and review documentation:

- Complete the Accessibility Services Registration form and any applicable accommodation request forms to provide information about your disability, limitations, potential barriers and effective accommodations.
- Meet with an Accessibility Services professional staff member in person, online, or by phone to review your history of disability-related accommodation/service use and to discuss how current needs can be addressed.
- Provide supporting documentation from third parties as needed. This would include assessments and letters relating to the disability and requested accommodations from a healthcare provider, mental health professional, school psychologist, teachers or the educational system and documents such as a neuropsychological or psycho-educational evaluation, Individualized Education Program (IEP), 504 Plan, Summary of Performance (SOP), and teacher observations.

All requests are reviewed on a case-by-case basis and accommodations are determined through an interactive process. Documentation of a specific disability does not translate directly into specific accommodations. Accommodations are connected to the particular functional limitations associated with the disability and these can vary greatly among individuals with the same condition. Documentation must be current and relevant but may not need to be recent.

Disability-related information is treated in a confidential manner and will only be shared on a need to know basis. Written documentation should be as complete and legible as possible. **We request that written documentation be typewritten letters or reports, signed on letterhead and that they be sent by mail, fax or emailed as a non-editable file directly from the provider.**

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Documentation from third parties should include though not necessarily be limited to the following:

1. **The credentials/license number of the evaluator(s).** Documentation should be provided by an appropriately licensed or otherwise properly credentialed professional who has relevant experience and no personal relationship with you.

2. **A diagnostic statement identifying your disability and the diagnostic methodology used**. Documentation should include a description of the diagnostic criteria, evaluation methods, procedures, tests, and dates of administration, along with a clinical narrative, observation, and specific results.

3. **A description of the current functional limitations.** Documentation should include how the disabling condition(s) currently impact. Documentation should provide a clear sense of the severity, frequency and pervasiveness of the condition.

4. **A description of the expected progression or stability of the disability.** Descriptions of the chronic, cyclical or episodic nature of the disability and known or suspected environmental triggers to episodes provide opportunities to anticipate and plan for continuing as well as varying functional impacts. Recommended time lines for re-evaluations can also be helpful.

For students who have been diagnosed with **Attention Deficit Hyperactivity Disorder (ADHD) or a Learning Disability (LD)**, a complete psycho-educational or neuropsychological evaluation report (including all scores) is ideal and very helpful but is not required. Other forms of documentation for ADHD and LD may also provide sufficient information. An evaluation report highlights strengths as well as weaknesses and often provides additional information about what may be needed and helpful in a college setting.

Please contact WJC Accessibility Services at 617-477-2060 or <u>accessibility@williamjames.edu</u> if you have questions about what is needed.