



# BROTHER RICE HIGH SCHOOL

## Applying for Accommodations

Families will provide the Counselor and/or Achieve Plus (A+) coordinator ALL ORIGINAL COMPREHENSIVE DIAGNOSTIC PAPERWORK from the diagnosing professional (psychiatrist, psychologist, primary physician, etc.) via scanned documents by email or hard copy.

### Qualified Diagnosticians

All diagnostic assessments, determination of specific diagnosis, and recommendation of appropriate accommodations must be made by qualified professionals whose credentials are appropriate to the disability.

- The name, title, and professional credentials (e.g., degrees, area of specialization, license or certification, employment) must be clearly stated in the documentation.
- For physical disabilities, documentation must be provided by a qualified person.

### Criteria for Diagnostic Documentation (Criteria is based on ADA – Americans with Disabilities Act).

Documentation must be written by a qualified professional and include ALL of these guidelines:

- **ALL DOCUMENTS MUST BE CURRENT:** For students diagnosed prior to 8<sup>th</sup> grade, a Letter of Re-confirmation MUST be provided in addition to the original comprehensive diagnostic paperwork.

A letter of re-confirmation is a summary of the six bullet point below:

- **States the Specific Disability** as diagnosed.
- **Describes the Presenting Problem(s) and Developmental History** including relevant educational and medical history. This establishes when a child was diagnosed because ACT is looking for a HISTORY of academic and personal support services.
- **Describes Substantial Limitations.** Adverse effects on learning or other major life activities, resulting from the impairment as supported by the test results (i.e. inability to focus, easily distracted, unable to complete tasks in a timely manner, increase anxiety and stress, etc.). IT IS CRITICAL THAT THIS POINT ADDRESSES BOTH ACADEMIC AND PERSONAL STRUGGLES DUE TO THE DISABILITY.
- **Describes Why Recommended Accommodations are Necessary.** Provides rational explaining how these specific accommodations address the substantial limitations and alleviate the impact of the disability when using those accommodations (i.e. extra time would allow him to slow down and refocus, etc.).
- **Establishes the Professional Credentials of the Evaluator** including information about licensure or certification, education and area of specialization. This means the letter must be on letterhead stationary and the doctor's credentials are established in the signature section.
- **Includes Copies of Comprehensive Assessments Administered.** All Neuropsychological or psychoeducational evaluations INCLUDING EVALUATION DATA used to arrive at the diagnosis. Paperwork MUST include physical copies of the actual tests administered to determine diagnosis with specific results provided.

All diagnostic paperwork will be thoroughly reviewed and the family contacted with one of the two determinations:

1. The paperwork is comprehensive and meets all requirements:
  - A meeting will be set up with the family to put a Brother Rice Accommodation Plan in place in addition to discussing the Brother Rice Accommodation Procedure/Process.
2. The paperwork is NOT comprehensive and does not meet all of the requirements:
  - The family will be contacted to provide available resources for continued diagnostic services if and/or as needed. **REFER to p2 for TYPES of VALID COMPREHENSIVE ASSESSMENTS.**

### **Types of Valid Comprehensive Assessments**

When a student requests extended time, documentation should include a test that measures the student's academic skill in a timed setting. Often batteries of tests include a combination of cognitive, behavioral, and social-emotional assessments that may include but are not limited to the following:

#### **Cognitive Ability Tests:**

- Woodcock-Johnson Tests of Achievement (general and extended batteries that include measures of fluency).
- Scholastic Abilities Test for Adults
- Wechsler Individual Achievement Test, with reading rate measure as needed.
- Kaufman Test of Educational Achievement
- Gates-MacGinitie Reading Tests (when individually administered)
- Wechsler Adult Intelligence Scale or Wechsler Intelligence Scale for Children
- Woodcock-Johnson Tests of Cognitive Abilities
- Stanford Binet Intelligence Scales (when individually administered)
- Kaufman Assessment Battery for Children
- Differential Ability Scales
- Reynolds Intellectual Assessment Scales

#### **Behavioral Tests:**

- Conners Comprehensive Behavior Rating Scales
- Brown ADD/ADHD Scale
- Behavioral Assessment Scale for children
- Child Behavior Checklist

#### **Social-Emotional Tests:**

- Beck Anxiety Inventory
- Children's Depression Inventory
- Social Skills Rating System