



Student learning support services exist at Resurrection College Prep High School to provide students with reasonable accommodations intended to reduce the effects that a disability may have on their performance in a traditional academic setting. Documentation for accommodations must be current and provide a comprehensive evaluation with evidence of an impairment that causes substantial limitations. Below is the detailed documentation required to receive a Resurrection College Prep Student Accommodation Plan.

Incoming Freshmen- IEPs, Section 504 Plans, Accommodation Plans, and ICEPs from grade school will be honored for accommodations on Resurrection's Entrance Exam. However, prior to registration, incoming freshmen must submit the appropriate documentation as outlined in this document.

Specific Learning Disability

The parent/guardian must provide a current (within the past 3 years), complete psycho-educational evaluation from a qualified professional (eg., a licensed clinical psychologist and/or neuropsychologist, or an evaluation through a public school system) with a report that includes the following assessment measurements typed or printed on an official letterhead:

1. Aptitude/ cognitive ability: A complete and comprehensive aptitude assessment, including all subtest and standard scores, and any interpretation of those scores.
2. Individual Achievement: Testing must include standard scores for all subjects assessed. A comprehensive achievement battery with subtests and standard scores, indicating current level of functioning in academic areas.
3. Information Processing: A comprehensive battery must assess short and long-term memory, sequential memory, auditory and visual perception, and processing speed, and executive functioning.

The report must state:

1. The credentials of the professional making the diagnosis.
2. Background information, including a developmental and educational history, and a review of any past evaluations and services received.
3. The specific diagnosis with the DSM-V criteria and code.
4. Functional limitations of the disability within an educational setting and impacts the disability has on academic performance.
5. Recommendations for appropriate academic modifications or accommodations.

Attention Deficit Hyperactivity Disorder

The parent/guardian must provide a current (within the past 3 years) documentation from a qualified professional (eg., a licensed clinical psychologist, neuropsychologist, and/or psychiatrist, or an evaluation through a public school system) with a psychological evaluation that includes the following, typed or printed on an official letterhead:

1. Evidence of current impairment- a history of the individual's attentional symptoms and evidence of current impulsive/ hyperactive or inattentive behaviors that significantly impair functioning.
2. Neuropsychological or psychoeducational assessments to determine the current impact of the disorder on the individual's ability to function in an academic setting. This data should include subtests and standard scores.
3. The credentials of the professional making the diagnosis.
4. The specific diagnosis with the DSM-V criteria and code.
 - a. Diagnostic type (combined, inattentive, hyperactive-impulsive, etc.)
 - b. Level of severity (mild, moderate, severe)
5. A clinical summary which:
 - a. Indicates the substantial limitations to major life activities posed by the diagnosis
 - b. Describes the extent to which these limitations would impact the academic context for which accommodations are being requested.
 - c. Describes attention and distractibility – includes input from the school environment, student and parents.
 - d. Suggests how the specific effects of the disability may be accommodated

Internalizing Disorders (*Anxiety Disorders, Major Depressive Disorder, Bi-Polar Disorder, Obsessive Compulsive Disorder, Oppositional Defiant Disorder, etc.*)

The parent/guardian must provide documentation from a qualified professional (a licensed psychologist, psychiatrist, and/or licensed clinical social worker) annually, that states the official diagnosis as well as verifies that this diagnosis could impact the student's ability to participate in the general education classroom without modification. This information must be submitted typed or printed on an official letterhead. The report must state:

1. The credentials of the professional making the diagnosis.
2. The date of the diagnosis and comprehensive background information, including a medical history, and a review of any past evaluations and services received.
3. Whether the condition is short-term (less than 90 days), or long-term (more than 90 days).
4. A clinical summary which:
 - a. Indicates how the student's condition impacts the ability to participate in a traditional educational setting, and the impact it has on academic performance.
 - b. Indicates the substantial limitations to major life activities posed by the internalizing disorder.
 - c. Recommends accommodations pertinent to the diagnosis.
 - d. States how the effects of the internalizing disorder are mediated by the recommended accommodations.
5. The specific diagnosis with the DSM-V criteria and code.
6. A report showing recent or regular contact with an appropriate professional and a Resurrection Release of Information Consent Form on file.



Physical/Health (*Arthritis, Diabetes, Asthma, Cancer, Epilepsy, etc.*)

The parent/guardian must provide documentation from a qualified medical professional (MD) annually, that states the official diagnosis and is typed or printed on an official letterhead. The documentation must consist of:

1. A specific diagnosis.
2. Description and history of the condition(s).
3. Medications and side effects that may impact the student in an academic setting.
4. An assessment describing the impact/limitations of the condition(s) for which accommodations are being requested.
5. Suggestions as to how the the condition(s) may be accommodated.

Documents Resurrection College Prep Will Not Accept:

1. Handwritten letters from licensed professionals
2. Diagnosis on prescription pads
3. Self-evaluations

Disclaimer

All suggestions and recommendations for accommodations made by medical professionals will be considered. However, documented suggestions and recommendations are not guaranteed to be provided at Resurrection until the Academic Support faculty has reviewed the feasibility of the accommodations and an approved Resurrection Student Accommodation Plan has been written.