



# JSERRA CATHOLIC HIGH SCHOOL

## *Secondary School Documentation Requirements for Academic Accommodations and Support*

JSerra Catholic High School follows the guidelines outlined by the Diocese of Orange for determining eligibility, determining placement and providing services through the Student Educational Resource Program (SERP). This process closely parallels that of the College Board, ACT, and DSM-5. Please review carefully.

### **Important Things to Know About Academic Support at JSerra:**

- Producing the required documentation (outlined below) **does not** guarantee placement or services through SERP. A demonstrated academic impairment must be present.
- The purpose of classroom and testing accommodations is to address impairments due to the student's diagnoses and provide them with equitable access to their learning. It **is not** to secure accommodations on College Board (PSAT, SAT, AP) or ACT assessments, or otherwise provide the student with an advantage.
- While appropriate accommodations may be granted to qualified students, modifications **are not** permitted at JSerra. Administration reserves the right to determine appropriate services and supports for qualified students.

### **Required Documentation:**

In order to qualify for placement and services through SERP, students need one of the following:

1. **Individual Educational Evaluation (IEE).** This is a private assessment performed by a licensed psychologist that diagnoses the student with a DSM-5 diagnosed learning challenge that impairs their ability to equitably access their education.
2. **Multi-Disciplinary Report (MDR).** This is an assessment performed by a public school psychologist that qualifies the student for services and supports in one or more of the 13 categories under IDEA.
3. **Section 504 Plan.** This support plan is designed to support students who have a disability that impacts their ability to equitably receive an education.

### Note:

- All documentation must be current when applying for support and services.
  - IEEs and MDRs are considered out of date after three (3) years of the date listed on the report.
  - 504 Plans must be updated annually through the student's home (public) school.
- It is the responsibility of the parent to make sure documents are kept current. Documentation that expires once a student has been admitted into SERP may impact the student's ability to apply for College Board and/or ACT accommodations and/or for academic support in college.
- Doctor's notes, prior learning plans, or any other documentation that does not fall under the above three categories **do not** qualify students for classroom or testing accommodations at JSerra.

### **The Following Information Pertains to Individual Educational Evaluations (IEE) Only:**

If you are considering having your child assessed by a private psychologist, please make sure you provide them with this document and make sure the following information is clearly communicate it.

Note: The standards for a psychologist to clinically diagnose a student are bot the same as those that must be met to qualify a student for placement and supports.

At a minimum, the current versions and complete batteries of the assessments listed below **must be** administered. Subtest/standard scores **and** percentiles/levels of significance are required in order to for the report to be considered complete.

1. **Cognitive:**
  1. Wechsler Adult Intelligence Scale
  2. Wechsler Intelligence Scale for Children (WISC)
  3. Woodcock-Johnson Tests of Cognitive Abilities
  4. Stanford Binet Intelligence Scales (when individually administered)
  5. Kaufman Assessment Battery for Children
  6. Reynolds Intellectual Assessment Scales
  
2. **Academic Achievement:**
  1. Wechsler Individual Achievement Test-III
  2. the Woodcock-Johnson Achievement Test-IV
  3. Scholastic Abilities Test for Adults
  4. Kaufman Test of Educational Achievement
  
3. **Memory:**
  1. Children's Memory Scale
  2. Wechsler Memory Scale
  3. Wide Range Assessment of Memory and Learning
  
4. **Rating scales:**
  1. Parent ratings and at least *three* current teacher ratings assessing attention, behavior, and emotional functioning (i.e., BASC, Connors, SNAP-IV) are required.
  
5. **Supplemental tests:**
  1. These should be utilized to *rule in or out* suspected learning/attention disabilities (e.g., Gray Oral Reading Test, Beery Visual-Motor Integration Task, Bender Visual-Motor Gestalt, Nelson-Denny Reading Test, Continuous Performance Test, TOVA, etc.)

The following tests are screening tools and, without other measures, **do not meet the psychometric criteria** to diagnose a disability or establish the need for testing accommodations (this list is not exhaustive):

- Wechsler Abbreviated Scale of Intelligence
- Reynolds Intellectual Screening Test
- Slosson Intelligence Test
- Kaufman Brief Intelligence Test
- Woodcock-Johnson Brief Intellectual Ability
- Kaufman Test of Educational Achievement- Brief Form
- 'Portions of' or 'selected subtests' from cognitive, achievement, or memory tests

***A Private Assessment MUST also include the following:***

- Referral question and description/history of presenting problem
- Neonatal/birth history (complicated birth, hypoxia, low APGAR scores, etc.)
- Medical history (seizures, concussions, serious illnesses, etc.), including medication history (medication and dates taken, reason for medication, etc.); note if the student was on medication during the assessment
- Patient and family history of learning, attention, psychiatric, and/or medical disabilities
- Previous and current grades and standardized test scores (e.g., STAR, IOWA, Stanford, etc.) listed by grade level *to demonstrate a pattern/history of academic performance*
- Previous psycho-educational testing results, including dates of testing, tests administered, standard scores and percentiles, DSM-5 diagnoses, etc. (if available)
- Accommodations/modifications previously provided and utilized by the student. If no accommodations have been used in the past, a detailed description of why none were used, and why they are needed now, should be provided

- A clinical interview with the parent(s) and student, and description of student's affect, attention level, mood, and work style during testing
- An interpretive summary must substantiate a DSM-5 diagnosis, supported via academic history/patterns, attempted interventions, testing results, and specific major life impact.
- Substantial limitations (adverse effects on learning or other major life activities) resulting from the learning disability must be documented, as supported by the testing results.
- Description of why recommended accommodations are needed, with rationale explaining how they address the substantial limitations and alleviate the impact of the disability.

Please Note:

- Diagnoses are based on a history and current **pattern of below average scores** that also fall **well below one's cognitive ability** despite attempted, documented interventions.
- Diagnoses based solely on previous diagnoses, occasional below average subtest scores, or one test (i.e., using the CPT or TOVA alone to diagnose ADHD) **may not be accepted**.
- Testing scores from supplemental tests to consider a differential diagnosis from co-existing disorders must be included as part of a thorough assessment.
- A prior history of testing accommodations, without demonstration of a current functional limitation, does not in and of itself warrant the approval of current accommodations.
- Failure to finish timed tests or slow processing speed cannot be used in isolation to demonstrate impairment or need for accommodations.
- Likewise, scores that place in the average range, even if they are lower than one's intellectual functioning, do not establish that one has a "substantial limitation" to a major life activity as compared to "most people," and does not demonstrate the need for accommodations.
- Non-specific diagnoses and language such as "failure to finish timed tests, slow processing speed, anxiety, academic weaknesses, may have/suggests a diagnosis of..." are not considered diagnostic.

### **Documentation of Psychiatric Conditions**

- Testing and documentation of this packet must be conducted.
- A specific DSM-5 diagnosis, the student's current level of functioning, impairment in an academic setting, and specific rationale for accommodations must be documented.
- Documentation must come from a qualified, licensed psychiatrist, psychologist or neurologist.
- Ongoing level of daily life impact must be updated *annually*, as severity of psychiatric conditions can fluctuate.
- Anxiety as related to school performance and test-taking does not in and of itself qualify a student to receive accommodations. Psychiatric conditions must be co-morbid with an attention or learning difference (following documentation requirements) in order to receive accommodations.

### **Documentation Requirements for Attention Deficit Hyperactivity Disorder (ADHD)**

A diagnosis of ADHD in and of itself, without evidence of current impairment across two different settings, does not guarantee placement in an academic program or accommodations. When diagnosing a student with ADHD, the psychologists report must include the following:

- **Testing and documentation** as listed above must be followed. It should be noted if the students was taking medication when the assessment took place.
- **Initial diagnosis of ADHD:** Date and age at initial diagnosis, diagnosing professional, tests administered, DSM-5 symptoms, level of impairment, and interventions.
- **Evidence of onset prior to age 12:** Symptoms of inattention, hyperactivity, or impulsivity prior to age 12 must be documented in the report via a previous diagnosis/assessment, teacher comments on report cards, parent report, etc.
- **Current evidence of impairment across two or more settings:** Documented impact across two different settings (e.g., academic failure/struggle, poor social/familial functioning, behavioral/psychological problems) via school records, teacher/parent/self-ratings, report card comments, etc.

- **Rating scales:** Standardized ratings scales from parent(s) and at least **three** teachers with percentiles and levels of significance must be included. Eligible teachers would be those the student has during the current academic school year.
- **DSM-5 criteria:** The applicable DSM-5 symptoms the student is affected by, and a description of how they impair functioning (e.g. *measurable* impairment in academic achievement, social, daily adaptive, executive functioning, etc.).
- **Rule out diagnoses:** Other diagnoses and conditions that can mimic ADHD symptoms (e.g. allergies, seizures, sleep disorders, hearing/vision problems, anxiety) must be ruled out via clinical interviews and supplemental tests and rating scales.
- **Tests of attention/executive functioning:** Tests such as CPT, TOVA, and Wisconsin Card Sorting Test, with standard scores, percentiles, significance, and explanation of results, are recommended to support a diagnosis of ADHD. These tests should *never* be used in isolation to diagnose ADHD.