



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.

Information for Families

We are committed to helping every student access the support they need to be successful at JSerra. The information below outlines the documentation required to determine eligibility for academic support services through the Student Educational Resource Program (SERP).

- Providing the required documentation does not automatically qualify a student for placement or services through SERP. Eligibility is based on documented evidence of an academic impairment that affects the student's access to learning.
- Classroom and testing accommodations are designed to provide equitable access to learning by addressing the impact of a student's documented disability.
- Accommodations granted on ACT/College Board exams are decided solely by those organizations. Students who receive accommodations through SERP do not automatically receive ACT/College Board accommodations.
- Curriculum modifications are not offered.

Required Documentation

To be considered for SERP services, students must provide one of the following:

Psychoeducational Assessment Report from a qualified clinician, with required tests and documentation included, or a Psychoeducational Assessment from a Public School

- Assessments must be completed by a licensed psychologist, neuropsychologist, or school psychologist (if completed through the public school district).
- Testing and documentation must be kept current within three years.

Section 504 Plan – A current plan documenting a disability that substantially limits a major life activity and requires accommodations to provide equitable access to education.

Doctors' reports are only accepted for students with physical disabilities.

Assessment Guidelines

Reports that do not include this information may be considered incomplete and may not provide sufficient information to determine eligibility for services. Please share this document with the psychologist completing your student's testing. Please be aware that students may not be eligible for accommodations if data in the testing report does support the diagnosis and/or accommodation request.

Assessments MUST include the following:

1. Clinical Interview and Background Information

- Referral question and description/history of presenting problem
- Neonatal/birth history
- Medical history, 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.)
- 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
- A clinical interview with the parent(s) and student, and description of student's affect, attention level, mood, and work style during testing

2. Standardized Tests

The current versions of all required assessment instruments, complete testing batteries (not abbreviated assessments), and all relevant subtest and standard scores, percentile ranks, and levels of significance are required.

- Cognitive Ability (e.g. WISC, WAIS, WJ Cognitive, KABC, RIAS)
- Academic Achievement (e.g. WIAT, WJ Achievement, KTEA)
- Memory (e.g. WRAML, WMS, TOMAL, CMS)
- Rating Scales- Parent ratings, self-report, and at least one current teacher rating assessing attention, behavior, and emotional functioning (e.g. BASC, Connors, CDI, MASC)
- Supplemental Tests - should be utilized to rule in or out suspected learning/attention disabilities (e.g., Gray Oral Reading Test, Beery VMI, TOVA, BRIEF, NEPSY)

3. Diagnostic Interpretation and Recommendations

- 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.
- Diagnoses are usually based on a pattern of low scores. Occasional subtest scores that are in the below average range are not considered diagnostic.
- Scores that place in the average range do not establish that a student has a “substantial limitation” to a major life activity as compared to “most people”, as required for a designation of an ADA disability.

Partnering with Your Family

We understand that navigating evaluations, documentation, and support services can feel overwhelming, and we are grateful for the opportunity to partner with your family throughout this process. Our goal is to ensure that every student receives the support they need to access their education and experience success at JSerra.

If you have questions about the documentation requirements or would like guidance as you move through the evaluation process, please don't hesitate to reach out. We are happy to help and look forward to working with you in support of your student.

Please reach out to the Director of Learning and Academic Support, Lauren Yax, with any questions at lauren.yax@jserra.org.