Bishop McGuinness SAS Documentation Checklist:

A Parent's Guide to Success

Welcome to the Student Accessibility Services (SAS) program at Bishop McGuinness. We are dedicated to ensuring that every student has the tools and environment necessary to reach their full academic potential. This guide is designed to simplify the documentation process, helping you navigate the requirements for securing accommodations. The following checklists will help you ensure that your student's professional evaluations meet all necessary criteria for approval.

Section 1: Universal Documentation Checklist

This section applies to the majority of students seeking support for **ADHD, Learning Disorders (including Dyslexia and Dysgraphia), Autism Spectrum Disorders, Communication Disorders (such as Stuttering or Social Communication Disorder), and Psychiatric Disorders (such as Generalized Anxiety Disorder or Major Depressive Disorder).**

Requirement Synthesis: The "Who & What"

- ☐ **Professional Credentials:** The evaluator must be a **state-licensed professional** in the area of specialization related to the diagnosis (e.g., Psychologist, Psychiatrist, or Licensed Educational Diagnostician 'School Psychologist').
  **A psychometrist or Licensed Professional Counselor (LPC) are not considered qualified professionals; therefore, any psychoeducational evaluation they conduct must be signed by a Licensed Psychologist to be accepted.*
- ☐ **Diagnostic Specifics:** The diagnosis must be explicitly stated. It should be specific and reference the **DSM-5** (or the edition current at the time of diagnosis). For Autism, well-established DSM-IV diagnoses (like Asperger's) remain acceptable if diagnosed prior to the DSM-5.
  **If a public school (MEEGS) evaluation finds that a student does not qualify for special education services, and is found to have no diagnoses falling under the thirteen categories of IDEA, that student is also ineligible for enrollment in the Student Accessibility Services program at Bishop McGuinness Catholic High School.*

Requirement Synthesis: The "When" (Recency)

Documentation must be up-to-date to reflect the student's current functional limitations. Please use the following table to determine if your student's records are within the valid window:

Type of Assessment	Validity Window
☐ Educational, Cognitive, and Achievement Batteries	Within 3 Years*
☐ Physical or Medical Updates	Within 1 Year

** Note: While some organizations like the College Board may allow documentation up to 5 years old for Learning Disorders, Bishop McGuinness maintains a ***3-year** standard. *This ensures your student remains compliant with all testing agencies, including the ACT, which requires more recent data.*

Requirement Synthesis: The "Evidence"

To build a credible case for accommodations, the documentation must include a rich history and objective data:

- ☐ **Educational History:**
  - ☐ Include records of previous supports, such as **IEPs, 504 plans**, or informal school-based accommodations.
  - ☐ Provide **teacher observations** or a completed Teacher Survey Form regarding the student's needs and performance during classroom tests.
- ☐ **Objective Test Battery:**
  - ☐ **Provider notes or short letters are insufficient.** Documentation must show a comprehensive assessment was conducted.
  - ☐ Testing must be **comprehensive, individually administered, and nationally normed** under standardized conditions.
  - ☐ **Subtest Data:** The report must include **standard or scaled subtest scores**; a narrative summary alone is not enough.
  - ☐ **Differential Diagnosis:** The evaluator must provide evidence that **alternative explanations were ruled out** (e.g., ruling out co-existing neurological or psychiatric disorders as the primary cause of the limitation).

Pro-Tip: The "So What?" Factor

When reviewing your student's report, look for the "Rationale." High-quality documentation does more than just name a diagnosis; it explains the "So What?" by explicitly linking the impairment to specific academic limitations. For example, if you are requesting extended time, the documentation should include scores from both timed and untimed measures to justify **exactly why** that extra time is necessary to alleviate the impact of the disability.

Section 2: Physical & Medical Condition Exception Checklist

Students with physical impairments, chronic medical conditions (such as Diabetes or Cerebral palsy), visual/hearing impairments, or Traumatic Brain Injuries (TBI) require specialized documentation to

address the variable nature of these conditions. **Please refer to the SAS Physical and Medical Documentation Guidelines & corresponding Checklist for these requirements.**

Next Steps & Contact Information

Before submitting your packet to the SAS Coordinator, please perform a final review of your materials to ensure the highest chance of a smooth approval process.

- ☐ **Final Review:** Ensure all **standard/scaled scores** are clearly visible and that **no sections** of the professional report (such as the summary of assessment procedures or evaluation dates) are missing.
- ☐ **Documentation must be submitted in its original "wet signature" hard copy form.**

We understand that gathering this documentation is a significant task, and we are here to support you every step of the way. Our goal is to ensure your student has every opportunity to shine.

Contact Information: For questions regarding the submission process or to schedule a meeting, please reach out to:

Carly Batchelder, Student Accessibility Services Coordinator
cbatchelder@bmchs.org
(405)-842-6638
Bishop McGuinness Catholic High School