



## **Student Accessibility Services-Documentation Guidelines**

### **Learning Disabilities**

The following guidelines are provided for evaluators, physicians, medical professionals, students, and family members to guide the process of submitting documentation to the Student Accessibility Services office (SAS) at Gateway Community College. **Professionals should provide the information on typed letterhead. Documentation for Learning Disabilities should be comprehensive in nature and current (within three to five years).**

#### **Documentation Requirement Checklist:**

In order for the Student Accessibility Services office to determine eligibility for academic adjustments for a student, Learning Disability documentation must include the following information. These requirements have been provided in a clear format to follow when preparing documentation for review.

#### **Psycho-educational test battery:**

- A comprehensive psycho-educational or neuro-psychological is required for individuals who are requesting academic adjustments on the basis of a learning disability.
- A complete assessment of intellectual functioning (I.Q. testing), preferably but not limited to the Wechsler Adult Intelligence scale (WAIS III) or Woodcock –Johnson III Test of Cognitive Ability that includes standard and scaled scores
- A comprehensive academic achievement battery that measures current levels of functioning in reading, comprehension, mathematics, and written/oral language, preferably, but not limited to the Woodcock-Johnson III Tests of Achievement or the Wechsler Individual Achievement Test II. Specific achievement tests may also be accepted
- An assessment of specific areas of information processing (e.g., short-term and long-term memory, processing speed, auditory/visual perception and processing ability, working memory, and motor ability)
- A diagnosis of a specific learning disability and an explanation of ruling out gaps in education, co-occurring conditions, or cultural/language issues that may be interfering with learning but do not constitute a learning disability
- A summary of any relevant background history including developmental, medical, psychosocial, family, and academics derived from self-report, parent/spouse, or a review of records
- A discussion of any prior adjustments received in an academic setting

Individual Education Plan and Summary of Performance:

- IEPs and SOPs will be considered as “background” information regarding what academic adjustments have been utilized in the past. However, IEPs and SOPs alone are not considered adequate documentation at the post-secondary level

Current Medications (if applicable):

- List of current medication(s) including dosages and frequency
- Description of any adverse side effects or functional limitations due to medications
- Indication if evaluation was conducted while on or off medication

Recommendations:

- Specific recommendations regarding academic adjustments, auxiliary aids and/or services including a rationale for each accommodation based on the individual's identified functional limitations

Evaluator Qualifications

- Name and title, license # (if applicable), address, phone number, fax number, email address, and signature on typed letterhead

\*Appropriate professionals include school and/or clinical psychologists, educational therapists, special education teachers, licensed psychiatrists, neurologists, physicians (for medical conditions), and other rehabilitation professionals. Certified/appropriate professionals cannot be family members.

**The completed documentation may be given directly to the student to submit or it may be forwarded to the following address:**

Gateway Community College  
Student Accessibility Services S202  
20 Church Street  
New Haven, CT 06511

Questions can be directed to:

Phone: (203) 285-2231  
Fax: (203)285-2232\*

\* While faxes are accepted, the Student Accessibility Services office encourages the submission of original documents whenever possible.