



Provision of all reasonable accommodations and services is based upon the current impact of the disability on academic performance. Recent and appropriate documentation must be provided. In most cases, this means that a diagnostic evaluation has been completed within the past three to five years. Flexibility in accepting documentation which exceeds a three to five year period may be appropriate on a case by case basis. If the documentation is inadequate in scope or content, or does not address the individual's current level of functioning and need for accommodations, reevaluation may be needed.

Documentation must include:

- A medical and/or clinical diagnosis of ADD/ADHD based on DSM-5 criteria and a clear explanation of the diagnosis.
- Information regarding the specific academic functions affected by and the severity of the disability (e.g., ability to sustain attention, distraction index, etc.).
- Recommendations for academic accommodations based on specific features/symptoms of disability.

Documentation may also include the following:

- Summary and interpretation of assessment instruments (formal assessment instruments [i.e. Cognitive/Achievement testing] and/or clinical interview).
- Complete neuropsychological or psychoeducational testing that should describe processing strengths and weaknesses.
- Achievement testing - test results from individualized achievement measures that describe strengths or difficulties with both basic and higher level skills in reading, math, written expression, and, if relevant, foreign language acquisition
- Recommendations for and compliance to prescriptive treatment, including medication
- Investigation/evaluation of dual and/or confounding diagnosis (e.g. mood, behavioral, neurological, learning, personality disorders).

Please send documentation forms to:
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