Learning Disability Documentation Policy

Evaluations must be conducted by a qualified impartial professional (clinical/educational psychologist, school psychologist, neuro-psychologist, psychiatrist, or learning disability specialist; not a family member). Doctor's excuses on prescription pads and handwritten letters are not sufficient for documentation of a disability.

Documentation must include:

- Letterhead (name, license/certification/degree, area of specialization, employment address, phone and signature)
- Diagnostic interview (including the presenting problem; developmental, academic, family, and relevant medical history)
- Assessment(s) (neuropsychological or psycho-educational assessment results which meet diagnostic criteria for learning disability, including evaluation instruments/procedures utilized in assessing the following fields, but must not be based on any one test/subtest):
  - Aptitude/cognitive ability (with all subtests, standard scores and percentiles)
    - WAIS-III, WAIS-IV
    - WJ-IV
  - Academic achievement (with all subtests, standard scores, percentiles, and grade equivalents in reading, decoding and comprehension, mathematics, and oral and written language)
  - A clear, specific diagnosis of learning disability based on the DSM-V criteria
  - Interpretive summary, including description of current residual symptoms and the degree of impact the learning disability has on learning in the post-secondary academic environment