

Documentation Guidelines

The Disability Resources for Students (DRS) office requires students to provide documentation from a qualified professional that describes the disability and its functional impact as part of the process to establish services at the CPTC. Documentation is assessed on a case by case basis.

Documentation needs to include:

- A diagnosis of your disability/health condition
- Description of the current impact/limitations from the disability/health.
- If the disability/health condition is permanent or temporary? If temporary information on the needed duration of accommodations and timeline for re/new evaluation of the disability/health condition.

Documentation can be, but not limited to:

- Written on letterhead from a qualified health care provider
- Copies of the educational assessment performed as part of an IEP process*
- Submitted by completing the CPTC Disability Verification Form

*When meeting with students during the Accommodation Planning Meeting the DRS Coordinator will inform students if more documentation information is needed based on the nature of the accommodation request.

K-12 Transition: For individuals who have recently received services from a public school system, please be aware that IEPs and 504 Plans are not directly transferable to the college settings and often do not contain the information necessary to establish appropriate accommodations. When requesting records from your school district, it is a good idea to request a copy of Psycho-Educational Evaluation report from your most recent triennial review in addition to your most recent IEP, 504 Plan or Transition Plan as the necessary information would most likely be contained in this report

Clover Park does not provide diagnostic testing for learning disabilities. The DRS office can provide you a list of Learning Disability evaluators and diagnosticians; however, we do not make any recommendations or referrals to any one specific person or company

To help you determine what documentation DRS is looking for, separate documentation guidelines have been created to better identify the kind of information our office needs to effectively help students. Please feel free to print out and provide a copy of our documentation guideline to assist your health care professional in providing the information needed to best assist you in establishing services.

Type	Guideline	Examples (not limited to)
Health	Documentation Guidelines for Health Conditions	AIDS/HIV, Back Conditions, Cancer, Cerebral Palsy, Chronic Fatigue, Diabetes, Epilepsy, Fibromyalgia, Lupus, Migraines, Multiple Sclerosis, Muscular Dystrophy, Parkinson's Disease
Hearing	Documentation Guidelines for Hearing Disability	Deafness, Conductive, Sensorineural and Mixed Hearing Loss, Acoustic Neuroma, Autoimmune Inner Ear Disease (AIED), Osteosclerosis, Tinnitus
Learning	Documentation Guidelines for a Learning Disability	Auditory Processing Disorder, Dyscalculia, Dysgraphia, Dyslexia, Dysphasia/Aphasia, Dyspraxia (Sensory Integration Disorder), Visual Processing

Disorder

Psychological /
ADHD

Documentation Guidelines for a Psychological /
ADHD Disability

ADHD, Alzheimer's
disease, Bipolar
disorder,
Communication
disorders,
Depression, Phobias,
Post-traumatic stress
disorder, Social
anxiety disorder

Vision

Documentation Guidelines for a Vision Disability

Retinal
Degeneration,
Cataracts, Glaucoma,
Diabetic Retinopathy,
Congenital Vision
Disorders, Blindness