

Office of Academic Support and Disability Services SUPPORTING DOCUMENTATION GUIDE

A: SUPPORTING DOCUMENTATION

**Supporting documentation - if submitted in the form of a letter, must be on professional letterhead and should contain the following information:*

1. **Diagnoses of all disabilities** for which accommodations are requested, including elaborations on the treatment(s), medication(s), assistive device(s), and service(s) prescribed or recommended.
2. **A list of the functional limitations** that the student will experience in an academic environment as a result of the documented disability - this includes a brief description of the impact of the disability over time (i.e., is the impact permanent or temporary?)
3. **Any suggestion for reasonable academic accommodations** related to the disability.

In addition to the information mentioned above, documentation should include the license number and credentials of the diagnosing professional(s) and the date the evaluation was conducted. **Please note that IEP's or 504 Plans do not automatically qualify a student for accommodations and, in some cases, may not provide the information necessary to indicate a need for accommodations.*

B: CONFIDENTIALITY

At times, OASDS staff members will need to contact the student's doctor or the qualified professional who signed the provided documentation. In these cases, OASDS will request the student to sign an Authorization for Release of Information form.

The Juilliard School and OASDS take student confidentiality seriously. Under disability law, students have the right to choose whether or not to self-disclose their disability. OASDS will not release a student's disability status, documentation, or communications to individuals outside of The Juilliard School without explicit

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permission from the student. However, under disability law, colleges have the right to disclose a student's disability information to other faculty and staff members or service providers on a need--to--know basis. Additionally, OASDS will disclose information regarding a student's disability in emergencies that directly involve the student's health and safety or the safety of another student.

An individual's disability can vary, below are more specific criteria for the information needed in supporting documentation of disability and need for accommodation.

C: TYPES OF SUPPORTING DOCUMENTATION

Learning Disabilities and/or Dyslexia

An evaluation should follow these guidelines:

1. Be conducted by a professional who has comprehensive training in learning disabilities.
2. Be dated to represent the student's most current level of functioning.
3. Contain specific diagnoses.
4. Contain information on onset, longevity, and severity of symptoms.
5. Include a description of the functional impact of the disability, which specifies how learning is affected and the need for academic accommodations.
6. Has test scores and assessments to show the nature and severity of the disability.
7. Use reliable and valid methods to assess the student's level of functioning.
8. Provide a list of functional limitations and recommendations for accommodations.

Attention-Deficit/Hyperactivity Disorder (ADHD) and Related Disorders

An evaluation should follow these guidelines:

1. Be conducted by a professional with the appropriate training in diagnosing psychological and/or psychiatric disorders.

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2. Be dated to represent the student's most current level of functioning.
3. Contain specific diagnoses of ADHD and/or related conditions or disorders.
4. Contain information on onset, longevity, and severity of symptoms.
5. Review and discuss the diagnoses, tests, questionnaires, interviews, and/or observations used to identify the document how the disorder limits academic functioning along with a list of recommended academic accommodations directly related to the disability.
6. Provide a list of functional limitations and recommendations for accommodations.

Psychological and Psychiatric Conditions

An evaluation should follow these guidelines:

1. Be conducted by a professional with appropriate training in diagnosing psychological and/or psychiatric disorders.
2. Be dated to represent the student's most current level of functioning.
3. Contain a DSM--V diagnosis, including relevant historical information regarding initial onset, severity, prognosis, medication(s), and treatment.
4. Document how the disorder limits academic functioning, along with a list of recommended academic accommodations directly related to the disability.
5. Provide a list of functional limitations and recommendations for accommodations.

Limited Vision / Blindness

An evaluation should follow these guidelines:

1. Be conducted by a professional with appropriate training.
2. Be dated to represent the student's most current level of functioning.
3. Include an ophthalmologic evaluation made by a qualified professional.
4. Detail visual acuity representations for each eye and specific diagnosis, including a statement of legal blindness if appropriate.
5. Reflect the current visual limitations of the student.
6. Contain a statement regarding the student's preferred method of obtaining academic material, such as books and alternate format texts.
7. Provide a summary of the student's functional limitations as well as a list of recommended accommodations, including the need for adaptive

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equipment/assistive technology.

Hard of Hearing / Deaf

An evaluation should follow these guidelines:

1. Be conducted by a licensed health care professional.
2. Be dated to represent the student's most current level of functioning.
3. Include a diagnosis based on an Audiological evaluation conducted by a licensed audiologist.
4. Contain a summary of the student's functional limitations and recommended accommodations, such as adaptive equipment/assistive technology and interpreting services.
5. Include a statement regarding the student's preferred means of communication, such as American Sign Language, Sign English, and CART.

Orthopedic/Mobility

An evaluation should follow these guidelines:

1. Be dated to represent the student's most current level of functioning.
2. Contain a diagnosis from a qualified professional with appropriate training in diagnosing physical conditions.
3. Include the severity of the disability, treatment, and prognosis.
4. Describe the student's current level of functioning.
5. Describe the functional limitations of the student with the disability and recommendations for accommodations.

Chronic Medical Condition

An evaluation should follow these guidelines:

1. Be conducted by a qualified health professional.
2. Be dated to represent the student's most current level of functioning.
3. Contain a diagnosis, including severity, prognosis, and treatment.
4. Identify medication, if any, and include information describing the possible impact of medication on academic performance.
5. Provide a list of functional limitations in the academic environment and recommendations for accommodations

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Temporary Disabilities

An evaluation should follow these guidelines:

1. Be conducted by a qualified health professional.
2. Be dated to represent the student's most current level of functioning.
3. Specify the medical condition or injury that is deemed temporary, yet disabling.
4. Describe the functional limitations caused by the disabling condition.
5. Include the expected date that the condition will no longer impact the person or date of the next medical evaluation.

Disabilities Not Otherwise Specified

Students should first consult with OASDS to discuss the type of documentation that may be necessary to receive accommodations.

Office of Academic Support and Disability Services (OASDS)

Contact Information:

The Juilliard School

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