Eligibility for support services is based on current medical, psychological, or psycho-educational documentation from an appropriate and qualified provider. All documentation is reviewed on a case-by-case basis.

Students should be aware that high school Individual Education Plans (IEPs) and 504 Plans can help in establishing a history of a disability but may be insufficient documentation alone in determining current impacts. Providing additional documentation from a provider is strongly encouraged.

**General criteria**

* Documentation should include:
	+ the condition and the date the diagnosis was made;
	+ the name, address, and credentials of the qualified professional providing the documentation;
	+ the *current* functional impact of the documented condition;
	+ treatments, medications, accommodations, and services currently prescribed or in use; and
	+ the expected progression or stability of the disability over time.

**Criteria specific to disability type:**

* Learning disabilities
	+ Evaluation should be current, ideally fewer than three years old, and/or conducted as an adult (18 years or older).
	+ Documentation should include some form of psycho-educational assessment of aptitude, achievement, and information processing.
	+ Documentation should include test scores, current diagnosis, and the functional limitations for an academic setting.
* Mental and emotional health disabilities
	+ Documentation should include a letter or report written by a licensed mental health professional or medical doctor.
	+ Documentation should include a current explanation of the nature of the condition, current functional limitations, and the impact of medication, including side effects.
* Physical or sensory disabilities
	+ - Documentation should include a letter, evaluation, or report from a healthcare provider documenting the nature of the condition and the functional limitations experienced.

It is GBC’s goal to ensure that the burden of providing documentation of a disability not be unnecessarily burdensome or unnecessarily discourage individuals with disabilities from establishing the need for a reasonable accommodation. Students unable to provide the documentation as specified are encouraged to contact the DRC to arrange for an individual review.