

This article examines how law schools (and their associated colleges and universities) identify students with learning disabilities and the difficulties students face as a result of the schools' inconsistent and inadequate documentation guidelines. The article first discusses the meaning of "disability," evaluating clinical definitions of learning disability and analyzing the disability-related statutes which apply to education: the IDEA, the ADA, and the ADA Amendments Act. It then describes the deficiencies currently existing in documentation and analyzes the components of documentation necessary to establish the existence of a learning disability. Finally, the article provides statistical analysis and conclusions about the efficacy of current law school documentation guidelines and offers proposals for more effective guidelines for documenting learning disabilities.