Welcome Packet for Disability Support Services

The Office of Disability Support Services (ODSS) provides equal access to services, programs, and activities at the college by assisting students to establish reasonable and appropriate accommodations.

Steps for Requesting Accommodations:
If you would like to request reasonable accommodations, please fully review this Welcome Packet. All students should submit:

1. **Accommodation Request Form** (included in this packet)
2. **Supporting Documentation** The “Guidelines for Documentation” (included in this packet) outline the requirements for documentation.

You may fax, email, or mail your paperwork. Please mark “confidential” on your fax cover sheet or mailing envelope. When ODSS staff receives your paperwork, a Disability Services Officer will contact you to discuss eligibility for reasonable accommodations. Only complete Accommodation Request Forms accompanied by documentation will be considered for review. Students who submit documentation that does not follow the guidelines may be asked to submit additional documentation. This will delay the determination of accommodations.

Timeline for Accommodations:
Classroom accommodations are not retroactive, meaning that your accommodations are only valid once you share the Notification of Accommodations Letter provided by the ODSS with your instructors. Therefore, you are encouraged to request accommodations as early as possible with the ODSS to allow for time to gather and review necessary documentation.

Concerns or Complaints:
If you have a concern or a complaint regarding this process or the handling of your request, please contact the ODSS at TheCenterDSS@dcedh.org or 1-855-855-0567. Complaints will be handled in accordance with the school’s Internal Grievance Procedure for Complaints of Discrimination and Harassment.

Confidentiality:
All documentation in the student’s file is treated confidentially and will not be released to anyone not involved in the accommodation process with the following exceptions: (a) the student gives ODSS a signed release to share disability related information with the person(s) or office(s) named on the release; (b) ODSS will release disability related information as required and/or permitted by the law and/or a court order; (c) the student threatens to harm himself or herself or others, or is suspected of abuse of a child or incapacitated adult; (d) the student files a disability related complaint, appeal, grievance, or lawsuit against any college office or employee(s). ODSS staff will not release disability related information to a student’s parents/guardian/caregiver without a confidentiality release signed by the student. Only ODSS staff has direct access to student disability files. When a student with a disability requests accommodations, he or she understands that some disability related information may be provided on a need-to-know basis to university faculty and staff to help insure that the student receives appropriate accommodations.

Disability Files:
The ODSS is responsible for maintaining disability documentation and information for students at the college. Students have the right to review their file and can do so by scheduling an appointment with ODSS staff. Students may request and receive copies of disability related documentation from their file; however, students will not be provided copies of case notes and other documentation from ODSS. Disability related documentation is defined as any documentation given to ODSS to substantiate the student’s disability status and need for accommodations (e.g. psychological, psycho-educational, neuropsychological, or medical evaluations; letters or other information from physicians; or medical records). ODSS will retain a copy of all information within a student’s file.

Updated: 11/07/17
Accommodation Request Form

The Office of Disability Support Services (ODSS) organizes services for qualified students. Requesting accommodations is optional. However, in order to request modifications to the classroom or campus environment requires as much advance notice as possible.

If you need to request accommodations, please complete the following information and return to:

Office of Disability Support Services
1255 South Spectrum Blvd
Chandler, AZ 85286

Phone: 1-855-855-0567
Fax: 412-992-9393
Email: _TheCenterDSS@dcedh.org

Name ____________________________________________

Phone ___________________________ Student ID# ___________________________

Email ____________________________________________

Address ____________________________________________

City ___________________________ State ___________________________

Country ___________________________ Zip Code ___________________________

Start date: ___________________________ Program ___________________________

Campus Location: ____________________________________________

Please describe the reason for your request, including how you are limited in the classroom or campus environment:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Please indicate accommodation(s) you are requesting. Please be specific.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Student Signature: ___________________________ Date: ___________________________
Guidelines for Documentation of Disabilities

In order to verify eligibility for services and to fully evaluate requests for accommodations or auxiliary aides, The Office of Disability Support Services requires documentation from a qualified diagnostician or treating health care provider that the individual has a disability in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 or the B.C. Human Rights Code. To be “qualified”, diagnosticians or health care providers must be licensed professionals whose credentials demonstrate expertise in the type of disability evaluation provided.

Documentation should include evaluative data identifying the current functional limitations of the disability which support the need for accommodations. If the data provided is insufficient to support the accommodation request, further information may be requested. Cost and responsibility for providing the evaluation are borne by the student. Documentation will remain in a private confidential file in the Office of Disability Support Services. The Office of Disability Support Services is available to consult with the diagnostician regarding these guidelines.

Since the documentation is used for determining reasonable accommodations, it is in a student’s best interest to provide recent and appropriate documentation. This serves as the basis for decision making about a student’s need for accommodations in an academically competitive environment. Academic testing should be done at the adult level and all testing should demonstrate the student’s current level of functioning. The student’s individual development, the typical progression or stability of the disability, and changes in the student’s environment are all factors in this determination.

Types of documentation that may be helpful to include, but are not limited to, the following:

- Educational, psychological, or medical records;
- Reports and assessments conducted by healthcare providers, clinical psychologists, licensed social workers, or school psychologists;
- Documents that outline use of academic accommodations such as an Individualized Education Plan (IEP), 504 Plan, and psychoeducational evaluations.

Documentation should include:

1. A statement identifying the nature of the disability experienced by the student and expected progression of the impact of the disability over time.

2. A description and severity of the current functional impact(s) of the disability. The functional limitation is a description of how the student’s disability affects the student in an academic setting. Include any impacts on physical, psychological, perceptual and/or cognitive functioning that might result in a need for accommodation in college level academics and related activities (i.e., this is important for individuals who experience flare ups or for those who have intermittent/changing symptoms).

3. A description of the type of evaluation methods or procedures used to assess the disability, the results, and the date of the evaluation.
   a. Diagnostic methods used must be congruent with the disability and current professional practices within the field. Type of evaluation may include the administration of specific test instruments, physical examination, clinical interview, etc.

4. Any treatments, medications, services and/or assistive devices currently prescribed, their level of effectiveness and side effects from medications only if they affect the student’s ability to meet the demands of the postsecondary educational environment (e.g. physical, perceptual, behavioral, or cognitive).

5. Information indicating the certification, licensure, and/or the professional training and experience of individual(s) conducting the evaluation. A “qualified diagnostician” is one whose credentials demonstrate expertise in the type of disability evaluation provided. The documenting professional must be unrelated to the student. The letter should be on professional letterhead, signed, and include the licensed professional’s title, license number, address, and phone number.

Updated: 11/07/17
<table>
<thead>
<tr>
<th>Type of Request:</th>
<th>Examples of Limitations:</th>
<th>Examples of Supporting Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Disability</td>
<td>Difficulty with speaking, reading, concentrating, thinking, processing, etc.</td>
<td>High School IEP, 504 plan, school evaluations, achievement tests.</td>
</tr>
<tr>
<td>Vision and Hearing</td>
<td>Deaf, hard of hearing, blind, low vision, color blindness, light sensitivity, etc.</td>
<td>If disability is not apparent, a letter and/or evaluation may be required from a medical professional.</td>
</tr>
<tr>
<td>Caring for Oneself</td>
<td>Difficulty with breathing, sleeping, eating, and/or communicating.</td>
<td>If disability is not apparent, a letter and/or evaluation may be required from a medical professional.</td>
</tr>
<tr>
<td>Performing Manual Tasks</td>
<td>Difficulty with walking, standing, lifting, bending, working, and/or other mobility impairments.</td>
<td>If disability is not apparent, a letter and/or evaluation may be required from a medical professional.</td>
</tr>
<tr>
<td>Major Bodily Functions</td>
<td>Digestive, immune system, respiratory, circulatory, and neurological conditions.</td>
<td>A letter and/or evaluation from a medical professional.</td>
</tr>
<tr>
<td>Psychological</td>
<td>Diagnosis of anxiety, depression, bipolar, mood disorders, personality disorders, dissociative disorder, PTSD, ADD/ADHD, etc.</td>
<td>A letter and/or evaluation from a medical professional.</td>
</tr>
<tr>
<td>Allergy</td>
<td>Documented allergic reaction (ex: food items, latex, etc.) that may interfere with course work.</td>
<td>A letter and/or evaluation from a medical professional.</td>
</tr>
<tr>
<td>Pervasive Developmental Disorder</td>
<td>Diagnosis of Autism, Autism Spectrum, Asperger’s, PDD-NOS, etc.</td>
<td>High School IEP, 504 plan, school evaluations, achievement tests.</td>
</tr>
<tr>
<td>Other Medical Condition</td>
<td>Injury (temporary or permanent), side effects of medical treatment, etc.</td>
<td>A letter and/or evaluation from a medical professional.</td>
</tr>
<tr>
<td>Religious or Personal Beliefs</td>
<td>Requests related to food preferences, modesty concerns, classroom content, nudity, etc.</td>
<td>Discussed on an individual basis with The Office of Disability Support Services.</td>
</tr>
<tr>
<td>Housing Requests</td>
<td>Requests for Emotional Support Animal, single unit, gender-related requests, assistive devices, etc.</td>
<td>*Certain housing requests require additional forms; please contact Disability Services as soon as possible to discuss your request.</td>
</tr>
</tbody>
</table>

* Documentation is evaluated on a case by case basis. The Office of Disability Support Services will determine if additional documentation is required.

Updated: 11/07/17