

ACCESSIBILITY

**A GUIDE TO POLICIES,
PROCEDURES, AND RESOURCES
FOR STUDENTS WITH DISABILITIES**



Revised 3/24/10

SOUTHERN OKLAHOMA TECHNOLOGY CENTER is a vocational technical school sensitive to the needs of the community it serves. This sensitivity is demonstrated by its commitment to accessibility, comprehensiveness, flexibility, quality, and accountability. The philosophy of the school is summarized in the following paragraphs.

Career Tech provides equal educational opportunities for, and actively seeks, prospective students regardless of personal, economic, or social conditions. Within available resources, it seeks to deliver to persons in its service area learning experiences in the manner needed, where needed, and when needed. Its open-door admissions policy makes certificate programs available to persons of post-high school age and to high school students.

The Career Tech environment is dedicated to learning and is open to those who desire to learn as a lifelong process. The Career Tech commits itself to being accessible throughout that process.

Accessibility is intended to acquaint students, parents, and referring counselors or teachers with the procedures for ensuring access to the Career Tech for students with disabilities.

Student Services Staff (580-223-2070 ext. 8217) are responsible for providing services and determining reasonable accommodations for people with disabilities based on documentation of the disability. The office is located in the Jack Stone Building.

If an alternative format of this handbook is needed, please request by contacting Student Services, 580-223-2070 ext. 8217.

Please report errors, corrections or omissions to Student Services Counselor at the above number.

NOTE: Policies and Procedures described in this Handbook are subject to change. We will publish updates of this handbook on an annual basis; however, regular and editorial updates will be made to the on-line edition of the handbook available at <http://www.sotc.edu>



2610 Sam Noble Parkway
Ardmore, OK 73401

PREFACE

You are looking at a handbook prepared for students. The title, "Accessibility: A Guide to Policies, Procedures, and Resources for Students with Disabilities" tells you much about the handbook. Using this handbook, you will learn about the Office of Student Services at SOUTHERN OKLAHOMA TECHNOLOGY CENTER.

It is our hope that you will be able to use this book to learn about the services which are available to persons with disabilities, how to apply for them, who the services are for and what accommodations a person with disabilities can expect. It also outlines what a person with disabilities must do in order to seek accommodations. Used along with the Career Tech catalog, this handbook will also help a person with disabilities understand what they must do to achieve success in technical studies.

We have tried to answer the questions people most often ask about accommodations for students with disabilities at the technical level. We have tried to organize the handbook so that you can use it as a reference.

Using this handbook, you will learn something about support services available in career tech in general and a great deal about services available at SOTC. You will learn how these services differ from services students may have received in high schools. You will learn important information about planning for continuing accommodation services when transferring to upper division studies at other post-secondary institutions. You will learn important principles about documenting and verifying disabilities for a number of post-secondary ("after high school") educational settings, or, in other words, for documenting and verifying disabilities for many purposes as an **adult person with disabilities**.

While we don't like to sound legalistic, we have also included information about Title II of the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (RA) as amended in 1998. These are the main statutes that govern services for persons with disabilities in colleges, universities, and career techs. We have tried to describe how these statutes fit well with the history and philosophy of Career Techs and colleges. Watch particularly for a key word **Access**. Community colleges and Career Techs have a long history of bringing access to higher education and technical education to rural areas, impoverished neighborhoods, isolated communities, and for those who find universities too distant, too expensive or too detached from local community needs. We also have a history of providing access to technical education to people with disabilities. The ADA and the RA have added emphasis to that tradition.

Special thanks to the original authors of this handbook: This reference supplement was written and compiled by Keith Leafdale, BA, M ED. EdSpec. Advisor to Students with Disabilities at Oklahoma City Community College and Peggy Castleberry, MED, Assessment/Special Needs Counselor, Canadian Valley Technology Center, Chickasha Campus. "Any omission, mis-representation of the statutes or regulations, is unintended. Readers are referred to the actual laws, regulations and relevant court and Office of Civil Rights decisions for authoritative references. See Appendix for references to original sources."

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SECTION A

"ACCESSIBILITY.....?"

ACCESS

ACCESS

ACCESS

ACCESS

It's all about ACCESS! We hope all of our students will achieve success and we have graduates with disabilities who have gone on to successful employment and to earn a bachelor's and higher degrees, with records of distinction. However, when speaking about services for students in colleges, universities, and Career Techs, it is primarily about ACCESS for students who are otherwise qualified. It's all about Access! It's not about (any guarantees of) **Success**.

Why do we distinguish between Access and Success?

Students who come directly to our campus from high school programs provided under the "Individuals with Disabilities Education Act" (IDEA) may have experienced program modifications designed to assure some form of success. It is not uncommon for students, parents, public school personnel or clinicians to assume that IDEA-type program modifications will be available in Career Techs or colleges. **They are not.** IDEA governs K-12 public schools. **It does not apply to post-secondary education.**

Federal Regulations

Section 504[29 USC 794] OF THE Rehabilitation Act of 1973, as amended (most recently in 1998), begins with these words:

"No otherwise qualified individual¹ with a disability...shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving federal financial assistance...". Section 504 of the Rehabilitation Act of 1973, applies to any college or university that receives federal funds in any program. Title II of the Americans with Disabilities Act has similar language, and expanded Section 504 protection to private business.

The Americans with Disabilities Act of 1990 (ADA), Public Law 101-336, was enacted on July 26, 1990, to provide a clear and comprehensive mandate for the elimination of discrimination against individuals with disabilities. This federal legislation requires equal treatment of people with disabilities in employment, public services and transportation, public accommodations, and telecommunications services. Section 202. Discrimination. 42 of the ADA begins with these words: [USC 12132]

¹. See definition of "qualified individual with a disability" on page 57.

"Subject to the provisions of this title, no qualified individual² with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity."

SOUTHERN OKLAHOMA TECHNOLOGY CENTER is a public entity, as set forth in the Title II of the ADA. Thus, it is subject to the requirements of the Americans with Disabilities Act as well as the Rehabilitation Act of 1973. Title II of the ADA prohibits discrimination against qualified individuals² with disabilities with regard to the services, programs, and activities at SOTC. SOTC is also prohibited from discrimination against qualified individuals with disabilities in its employment practices, pursuant to Title I of the Americans with Disabilities Act.

SOUTHERN OKLAHOMA TECHNOLOGY CENTER Nondiscrimination Policy for Students with Disabilities

SOTC is committed to the spirit and letter of the Americans with Disabilities Act. The school has also been subject to the nondiscrimination provisions of Section 504 of the Rehabilitation Act of 1973. Under Section 504, the school has instituted various administrative policies, practices, and procedures to ensure nondiscrimination against individuals with disabilities. These policies, practices, and procedures have been amended to comply with requirements of the Americans with Disabilities Act and Section 504.

Accordingly, "no qualified individual² with a disability shall, by reason of such disability, be either excluded from participation in or be denied the benefits of the services, programs, or activities" of SOTC. Moreover, no qualified individual² with a disability shall be discriminated against because of the disability of that individual with regard to job application procedures, the hiring or discharge of employees, compensation, advancement, job training, and other terms, conditions, and privileges of employment.

Compliance Responsibility

Responsibility for coordinating SOTC's compliance with the requirements of the Americans with Disabilities Act resides with the Student Services Office (580-223-2070 ext. 263) and the ADA Coordinator (580-223-2070 ext. 245) or (580-223-2070 ext. 249).

² See definition of "qualified individual with a disability".

SECTION B

What Is a Disability?

A disability is defined under Section 504 of the *Rehabilitation Act* and the *Americans with Disabilities Act*, as a mental or physical impairment that substantially limits a major life activity. Examples of impairments that can have a substantial impact on a life function are visual impairment and blindness, hearing impairment and deafness, mobility impairment, learning disabilities, or systemic medical conditions. The impairment must be substantial to be covered by Section 504 and the Americans with Disabilities Act (ADA).

Drug abuse or alcoholism, if they have substantially limited a life activity, are covered where there is record of such, but are not covered if the substance abuse is continuing or resumed. Such persons may be in continuing therapy but lose Section 504 or ADA protections upon resumption of substance abuse.

See also definitions of terms, Section J.

The definition of disability and the criteria for establishing eligibility for accommodation services, under 504 and ADA for post secondary institutions may be different than the definitions and criteria implemented in the public schools through high school in rehabilitation programs, by Social Security, by the Veterans Administration, or as covered under insurance policies.

See Also Section H under Transition from High School to Technology Center.

The definitions, criteria for eligibility and implementation of accommodation services at Southern Oklahoma Technology Center are designed to closely follow state and national guidelines, rulings for the Office of Civil Rights of the Department of Education, published relevant court decisions and professional guidelines from associations such as the Oklahoma and National Associations for Higher Education Access and Disability, and the Association for Higher Education Access and Disability International.

What are the Student's Responsibilities?

Students with disabilities are protected by strong privacy and confidentiality policies. Thus, no accommodations will be arranged or requested unless the student:

- 1) requests the accommodation services, and
- 2) provides the necessary verifying documentation.

Accommodation planning activity can begin only after 1) and 2) above have been provided by the student, and the office of Student Services has had reasonable time to evaluate the request and documentation.

Some accommodations require extra time to arrange.

In addition to requesting accommodation services and providing the verifying documentation, students are responsible for the following:

- 1. Attend all classes.** Be sure to attend the first class period since general information on the course requirements, exam dates and other class policies are discussed. Generally the course outline is distributed and required textbooks indicated.
- 2.** Follow the instructions provided in the instructors course outline. If you have an emergency need for an absence, or other questions arise specific to any class, follow the instructions provided by instructor in the student handbook. If you miss class, call in to explain your absence. If possible, let the instructor know you will be absent a day or so before.
- 3.** Contact other agencies for services for which you may be eligible (Social Security, Vocational Rehabilitation, etc).
- 4.** Arrange for personal attendants if needed, whether paid for by agency or by you or your family (colleges, universities, and technical centers are *not* required under ADA to provide personal attendants, tutors or personal items such as hearing aids, prostheses, individually designed and fitted special extensions or wands for computer or other resource operation). Please advise Student Services if you bring an attendant with you to class.
- 5.** Don't rely on others to do it for you. Students with disabilities should:
 - a.** process their own registration,
 - b.** follow through and do the paperwork for add/drops,
 - c.** follow the catalog procedures to request refunds,
 - d.** and when necessary, go to the Student Services' Office to process withdrawals.

SECTION C

What Does the Office of Student Services Do?

- ◆ Maintains confidential student records (e.g. documentation of disability; record of conferences; record of accommodations recommended, etc.)
- ◆ Receives, evaluates and interprets all documentation which has been provided by students to verify disabilities.
- ◆ Consults with students about appropriate individualized accommodations based upon documentation and arranges individualized accommodations for students (e.g. testing accommodation referrals and recommendations)
- ◆ Certifies Eligibility for Accommodation Services
- ◆ Serves as an advocate for students with faculty or administrators
- ◆ Arranges for and/or refers students to auxiliary aides (devices or services that compensate for a disabling condition; i.e., qualified American Sign Language Interpreters, TTYs, qualified readers, adaptive technology, books on tape, etc)
- ◆ Provides training for adaptive technology
- ◆ Provides information, academic advisement, and individual counseling to students regarding disability issues, their legal rights and responsibilities
- ◆ Proctors exams in individual situations when accommodations in the classroom do not meet the need
- ◆ Conducts informational and training programs regarding services to persons with disabilities for the SOTC faculty and staff
- ◆ Consults with faculty regarding the instructional needs of individual students with disabilities
- ◆ Consults with SOTC administrators regarding the needs of students with disabilities.
- ◆ Consults with other campus departments regarding the needs of students with disabilities
- ◆ Communicates information regarding program services to the campus (e.g. brochures, relevant paragraphs in SOTC catalog, course handbook, this Student Handbook and additional student handbooks).
- ◆ Follows National Standards for Accommodations Services and AHEAD publications for information regarding published standards
- ◆ Maintains and regularly updates a copy of this handbook on the fully accessible technology center site: <http://www.sotc.edu>

Examples of Accommodations that are arranged by the Office of Student Services:

- ◆ Development of individualized suggestions for accommodations in the classroom
- ◆ Special tables and chairs in the classroom
- ◆ Permission to use a tape recorder in lecture classes
- ◆ Volunteer peer Note takers
- ◆ Coordination of special arrangements to meet individual test-taking needs

Examples of accommodations that are not made or arranged by Student services:

ADA does not require Technology Centers to provide personal assistants, individual personal tutors, or personal assistive technology. Whenever possible, student services will refer students to agencies that may provide personal assistance of that nature. Accommodations are not made which would reduce academic expectations, standards, or which would eliminate essential components of any course.

Open book testing or exams are not provided as an accommodation, but may be a part of any particular instructor's methodology for instruction and testing.

Tutoring

Private or personal tutoring **is not a required service** for post-secondary institutions to provide students with disabilities.

Tutoring in the tech center Assessment Center is typically provided by individuals who are experts in a subject area; not necessarily trained teachers, instructors, or special education experts.

Student Organizations

BPA - Business Professionals of America, **Skills USA**, **HOSA** - Health Occupation Students of America. See Student Handbook for detailed information regarding student organizations.

Student Services

Academic problems may not be the only concerns for students. Personal problems may hamper a student and interfere with academic progress. Advisement and Counseling Services can be reached in Student Services at 580-223-2070 ext. 8217.

Career and Assessment Services

The Assessment Center provides entry-level assessment for course placement, program admissions testing and career planning services. A library of career information is available in computer-based format in the Assessment Center. Included are services to develop career plans; computerized career guidance programs, OKCIS and personal assistance with career planning from Student Services' Counselors. Career workshops are offered during the school term to help students to begin their career exploration.

Entry-level assessment for placement is accomplished through administration of TABE or Compass and the IDEAS career exploration assessment. Career and Assessment Services can be contacted by calling 580-223-2070 ext. 8202.

Student Financial Aid Center

Helping remove financial barriers to students can focus on their studies is the guiding principle of Financial Aid. SOTC administers a variety of programs including Federal, State, scholarships and sponsorships. SOTC's financial aid office is located in the Jack Stone Building and the financial aid specialist is available Monday – Friday from 8:00 a.m. to 4:00 p.m. to assist students with their financial aid needs. For more information contact Melinda Simpson, 580-223-2070 ext. 8235.

SECTION D

Verification

All disabilities must be verified and documented. Documentation must:

1. Verify the presence of a mental or physical impairment which substantially limits the condition manner and duration in which the person performs a major life activity or function and describes the degree of impairment or limitation, and
2. Provide enough information about the functional impact of the impairment(s) to support reasonable accommodations that are appropriate and effective.

Note: Alcohol and drug abuse are considered a covered disability only while meeting both the above criteria for documentation and when and if the person is no longer abusing the substance. Recovered substance abusers can be provided accommodations while receiving treatment as long as the abuse itself is not continuing.

See General Principles of Documentation in his handbook.

Where Does a Student Take the Documents that Verify and Describe their Disability or Disabilities?

Students need to take the verifying documentation to the Office of Student Services where it will be kept confidential and private. Information about disabilities is kept separate from the admissions and other student service offices.

Documentation should not be given to other offices or staff personnel on campus without first discussing the privacy protections available in Student Services - Counseling Office.

Records Management:

Documentation and Accommodation Records will be retained for **five years** following any activity or use. After that time, these records will be destroyed.³

³Files will remain "active" through the fiscal or academic year whenever there has been any activity recorded in the folder, whether or not the student is enrolled at any particular time in the year. Records documenting disabilities, the impact of disabilities, accommodations provided and related correspondence, will be shredded after five years have passed since the last activity is recorded. IF legal action is pending, or if the file is involved in review by the Department of Education's Office of Civil rights in response to a complaint filed with the ED-OCR, then the file will be destroyed two years after the exhaustion of all legal remedies, or after an OCR Letter of Findings (LOF) has been satisfied, provided records meet all stipulated retention requirements. If statutory provisions, court decisions, Code of Federal Regulations (CFR), Oklahoma Rules and Regulations adopted in accordance with the Administrative Procedures Act (75 O.S., §24A.1 et seq.), or other state and federal regulations mandate retention periods longer than those listed in this procedure (such as certain medical, psychiatric, psychological or other records), then those statutes, court decisions, CFR, or other state and federal regulations shall govern the dispositions and formats of the records.

SECTION E

General Principles of Documentation

Purposes:

Jane Jarrow, PH.D., President of DAIS and former Executive Director of AHEAD (Association on Higher Education and Disabilities) has written that the purpose of documentation is... "to establish that one is a student with a disability and has a need for accommodation, the student must provide adequate documentation from an appropriate source as to their status as a person with a disability and the functional limitations created by the disability that may be addressed through accommodation."⁴

⁴ Jane Jarrow, Ph.D., "Focus on Documentations", DAIS News, Vol 1, #12) December, 1997, (p. 5 approx.) See also: <http://www.janejarrow.com>

Diagnosis and Degree of Severity

The first purpose of verifying documentation is to establish the existence of a disability as defined under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Under these statutes, the severity of a disability or degree of impact on life functions is more important than the name given the impairment or the diagnosis, although both are important. For purposes of clarity of language and care in accuracy, we request that the terminology of the DSM-IV be used wherever possible.

To establish the existence of a disability under these statutes, the documentation must demonstrate that the condition is "...mental or physical impairment that substantially limits a major life activity..." Life activities that are typically of great importance to career tech students are such functions as reading, listening, walking, writing, learning, and speaking, as well as the basic functions of eating, sleeping, sitting, etc.

What is the FUNCTIONAL Impact of the Disability?

In order for the Technology Center to be able to determine whether reasonable accommodations can be designed and what those accommodations can be, we need detailed information about the IMPACT of the disability. Section 504 of the Rehabilitation Act and the Americans with Disabilities Act specifically restrict schools from having pre-packaged accommodations that can be taken from the shelf, so to speak, and automatically provided to persons based on the diagnostic name or category of the disability. Schools must look at each individual's disability and the functional impact of the disability(ies).

However, merely establishing the existence of a disability under Section 504 and ADA does only one thing, particularly at an open enrollment technology center with a long tradition of access. It means that the individual has a right to access to programs and services. ***It does not mean that a need for accommodations has been established.***

As you read the guidelines which follow the representative disabilities, you will note that we need objective details, sub-scores of testing, descriptive information specifying what functions are limited, how and to what degree, etc. This information improves our ability to identify accommodation resources available on our campus, and available in different academic disciplines, so as to best apply those resources to assure the best possible reasonable access to our programs and services.

Where national guidelines are available, where licensing board accommodations practices are known, or where the documentation needs for specific professions are available, ask that your psychologist, psychiatrist, physician or other professional take those into consideration and provide information that will be of maximum use for you in the widest possible number of settings and potential future documentation needs. We refer to such guidelines in the representative guidelines that follow.

Who can Provide Verifying Documentation?

In most cases, documentation will be needed from doctoral level professionals such as psychologists, medical doctors, psychiatrists or neurologists. The professional should be experienced in diagnosing and treating the disability, should prepare the documentation on appropriate clinical stationary, should sign the document and should be able to provide the school with verification of the experience and expertise in the specialty if asked.

In a very few cases, documentation can be provided by experienced school staff in the Office of Student Services, based upon observation in the office on campus. However, even in those cases, the best objective information for the development of appropriate accommodations may require additional verifying and descriptive information from appropriate professionals.

How Current Should the Documentation Be?

The word "current" is the key here. Ask yourself what describes the **CURRENT** functional impact of the disability? Obviously the answer differs for different situations and conditions. In general, colleges, universities, and career techs across the nation ask for documentation that is somewhere between two and five years old. They tend to ask for documentation to be from assessment of the person as an adult with testing instruments that are appropriate for use with adults. They tend to ask for more recent documentation for disabilities that may be affected by treatment that is ongoing or underway.

Typical requirements for recency of documentation at Southern Oklahoma Technology Center are included in the representative guidelines that follow in this handbook.

Who Must Provide Verifying Documentation?

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act are quite specific. **The student or other person using programs and services must provide the documentation.** This is the case for persons with mobility disabilities, medical disabilities, psychological disabilities, learning disabilities, attention disabilities and all of hundreds of possible disabling conditions. We understand that can mean considerable expense for students or their families. Whenever possible, we will help a student identify agencies or services where they may be able to seek examinations and testing with minimal or no cost.

The school **DOES NOT** provide testing for disabilities. This may contrast with practice experienced by persons with learning disabilities, for example, in high school or grade school (See "Differences between IDEA and 504 or ADA")

Objective Verifying Documentation

Objective, quantified information is needed to establish and describe the functional impact of disabilities. In most cases, more than one assessment instrument must be used and reported. Adequate observations must have been recorded and reported to establish a long term pattern of impairment (temporary disabilities are not covered by Section 504 or ADA, although in some cases the school will provide courtesy services). "**Diagnosis**" based totally on subjective reports of behavior tend to be very weak as verifying documentation.

Professional reports that include findings reported with such terminology as "...shows some suggestions of..." or "...suggests referral for more assessment for..." or "...indications of learning difficulties..." are not diagnostic conclusions that establish a "...mental or physical impairment that substantially limits..." level of disability, nor would such terminology typically accompany a report that adheres to DSM-IV standards.⁵

⁵The Diagnostic and Statistics Manual No. IV, published by the American Psychiatric Association.

Summary of General Principles for Documentation

Remember the two distinct purposes of documentation:

1. To *establish* that the individual has a disability.
2. To describe and document the *functional impact* of the disability for use in establishing the need for and design of accommodations.

In addition, the documentation should reflect the current functional impact of the disability, if possible, with and without mediating measures.

The school may need to request new, additional or updates of documentation. Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. Appropriate accommodations are collaboratively determined by the student and the Assessment/Special Needs Counselor in the Student Services offices.

How Does a Student Know what Accommodations will be Made?

The accommodation request information sent to a student's instructor will outline the nature of the recommended accommodation(s) and when appropriate, provide the instructor with a series of options or choices. The student should meet with his/her instructor after class or during the instructor's office hours and discuss the specific accommodation options that the instructor finds most adaptable or appropriate for the class, when more than one approach can be followed.

Schools are not required to provide the requested or preferred accommodation, although they often can provide an accommodation very close to that requested by the student. Sometimes resources are available beyond what a student might have thought would be possible, and even beyond the minimums required by the ADA.

Schools are required to provide reasonable, effective accommodations for disabilities that are adequately verified and documented if the student requests accommodation and provides the necessary documentation. Schools are *not required* to provide accommodations that create conditions that pose a danger to health or life or self or other individuals.⁶

⁶(Section 504 of the Rehabilitation Act; "or simply.....danger to others" in Americans with Disabilities Act.)

When Does a Student Learn what Accommodations will be Made for Him or Her?

Information will be available during the week preceding the first day of classes for those whose requests and verifying documentation were provided to Student Services well ahead of admission to a program.

If students need information regarding the accommodations that will be recommended for them earlier than the first week of classes, they may request that information from the office of Student Services **after** all verifying documentation has been received and the staff has had ample time (allow two weeks in busy periods of the year) to review the documents (review time can vary greatly depending on the nature of the documentation and whether evaluators will be asked to provide additional evaluation). Students will meet with the Counselor and instructor to review the agreed upon accommodation. All will sign off if in agreement and copies will be provided to the student, instructor and one retained for confidential folder.

The student and his or her instructor will work toward:

- 1.) Activate the accommodation, and
- 2.) Adapt or modify the accommodation for the class being studied.

Modifications to the accommodations will be implemented by the instructor and monitored by Counselor. Should problems arise, the student should meet with the instructor during preparation time to discuss effective changes.

When Does a Student Need to Provide Information about His or Her Disabilities?

If the student needs accommodations, the student should provide the information and documentation at a reasonably early date to allow time for the development and arrangement of appropriate accommodations.

- ◆ Self-disclosure and documentation can be initiated anytime during the year. However, reasonable time must be allowed before the student can expect accommodations to be in place. Self-disclosure about a student's disability is, however a very private matter. Self-disclosure and the documentation activity is required only if students plan to request reasonable accommodations.

Accommodations cannot be retroactive, and begin only after documentation is received and reasonable time for accommodation development has been allowed.

Checklist Guidelines

Seven disability accommodation documentation guidelines are provided under Section F (see pages 26-48). Differences between the seven guidelines reflect the different natures of the disability types, the different possibilities for verification and documentation, and the fact that the models of best practices we have utilized may have been published at different time periods or by different organizations.

DOCUMENTATION Key Points

We understand that physicians, psychiatrists and psychologists are very busy people whose time is valuable. We do not present the following guidelines as a mandatory format for verifying a disability. It is intended as an *outline of suggestions* that will aid you in writing and gathering the information we need. Following these suggestions will assure that the documentation you provide your patient or client will be useful in the widest number of post-secondary educational, testing and employment settings.

If you have time to read only this cover page, please note the following points:

Purpose of Documentation: Two basic purposes are....

First to provide verification that the individual has a disability that meets the definition contained in the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 as amended in 1998, and

Second to provide enough *descriptive* information about the *functional impact* of the disability so that appropriate accommodations can be considered and designed for the individual in a college academic setting.

Functional Impact: Educational (and employment) setting accommodations will be based upon the "functional impact" of the disability. Verification of a disability alone may not support accommodation. Functional impact may be adequately described by a complete audiogram (hard of hearing), by a report of a psychoeducational psychological assessment prepared to APA standards, or by an ophthalmologists report (vision impairment). It may include statements such as "...cannot grip a pen more than five minutes at a time," or "...must stand and stretch at least once every 20 minutes," or "...must always have water available to drink," or "...will be distracted and lose concentration most when in the presence of visual distractions (or audial, or other)."

Terminology: Diagnostic and functional impact information is best described using the standard terminology of the DSSM IV wherever applicable, and should be supplemented with descriptions which can be understood across academic disciplines by educated persons (see "confidentiality").

Accommodation Design: We would not expect physicians or psychologists to have detailed knowledge about the adaptive technologies and other resources and experience a school may have for designing and providing accommodations. However, if the professional who drafts and assembles the documentation knows of and has independently verified accommodations that may have been effective for the individual in similar academic settings in the past, we are happy to have that information to add to the options we will be considering with the student with disabilities.

Career Techs are not required to make accommodations or program modifications that would change the nature of the course or curriculum or waive any requirements that are considered essential elements of the course or curriculum.

Definition of Disability: The ADA of 1990 and the applicable section of the RA of 1973 define a disability as "...a physical or mental impairment that substantially limits one or more of the individual's major life activities (e.g. in the manner, method or duration of walking; seeing; hearing; speaking; breathing; learning...etc)." (It also provides protections to individuals who must care for persons with disabilities or who have been regarded as having a disability and experienced discrimination as a result.)

Decisions made by the U.S. Supreme Court in the summer of 1999 suggest that information needs to be included in the documentation describing the functional impact *with* and *without mediating measures* such as medication, and that we are to consider the impact of the impairment or disability as the person *actually functions* when enrolling in our programs or using our services. We will be updating these guidelines as the impact of those decisions is clarified.

Confidentiality: Documents verifying and describing disabilities are kept in the Office of Student Services. These documents and any detailed information about an individual's disabilities are kept in locked files under supervision of professionals who have at a minimum a Master's degree in counseling. Information sent to faculty and learning lab staff will contain only information about the accommodations to be arranged or adapted to the specific class and technical discipline. Even that is provided to the student's instructor only with the student's written request and permission.

Unless otherwise required by applicable state statute, all information about disabilities will remain in the student's locked file in Student Services until a period of time⁷ after the last activity is recorded in the file. At that time it will be destroyed. **No record of disability is ever attached to a student's permanent academic record or transcript.**

⁷Files will remain "active" through the fiscal or academic year whenever there has been any activity recorded in the folder, whether or not the student is enrolled at any particular time in the year. Records documenting disabilities, the impact of disabilities, accommodations provided and related correspondence, will be shredded after five years have passed since the last activity is recorded in the "Activity Lag". If legal action is pending, or if the file is involved in review by the Department of Education's Office of Civil Rights in response to a complaint filed with the ED-OCR, then the file will be destroyed two years after the exhaustion of all legal remedies, or after an OCR Letter of Findings (LOF) has been satisfied, provided records meet all stipulated retention requirements. If statutory provisions, court decisions, Code of Federal Regulations (CFR), Oklahoma Rules and Regulations adopted in accordance with the Administrative Procedures Act (75 O.S., §24A.1 et seq.), or other state and federal regulations mandate retention periods longer than those listed in this procedure (such as certain medical, psychiatric, psychological or other records), then those statutes, court decisions, CFR, or other state and federal regulations shall govern the dispositions and formats of the records (submitted to OK-AHEAD for adoption as a proposal for state policy).

DOCUMENTATION OF ATTENTION DEFICIT HYPERACTIVITY DISORDER ¹

To support the need for reasonable and appropriate accommodations for Attention Deficit Hyperactivity Disorder (ADHD), the student requesting services must provide documentation verifying the condition and describing its current functional impact. The report should provide information supporting a diagnosis consistent with the DSM-IV, in documenting ADHD in adults. Without such written documentation, a student will be unable to receive appropriate academic accommodations that may be critical for his/her access to programs. The physician or evaluating qualified professional may prefer to use this form as a check list and indicate by circling "yes" for each item that is included in the documentation packet.

The evaluator must attach copies or summaries of the specific tests, measures or clinical data used to establish each criterion, and include his or her signature.

Information should be included regarding the onset, longevity, severity, and current functional impact of symptoms, as well as the specifics describing how it has interfered with educational achievement. Therefore, individualized assessments of current cognitive processing and educational achievement are recommended. The following list should assist the qualified professional in preparing the report. Appropriate services will be based upon the specific information provided.

¹Attention Deficit/Hyperactive Disorder (AD/HD) is considered a medical or clinical diagnosis. Individuals qualified to render a diagnosis for this disorder are practitioners who have been trained in the assessment of AD/HD and are experienced in assessing the needs of adult learners. Recommended practitioners may include: developmental pediatricians, neurologists, psychiatrists, licensed clinical or educational psychologist, family physicians, or a combination of such professionals. The diagnostician must be impartial and not a family member.



Counselor
2610 Sam Noble Parkway
Ardmore, OK 73401

CHECK LIST FOR ADHD DOCUMENTATION

Student's Name: _____

Student's SS # _____

The following is to be completed by the professional evaluator and may be used as a cover sheet for a complete documentation packet.

Please attach extra sheets with supporting verification and explanation for all items you circle "yes", or if you prefer, write a letter on your letterhead which addresses each of the elements in the Information Release Form.

Diagnostic code (ICD or DSM IV-R): _____

Level of Severity: Mild Moderate Severe

Date of Diagnosis: _____

History and Diagnostic Interview: _____

Typically a clinical history will include information from a variety of sources, but not necessarily be limited to, the following:

- ◆ Report of history of ADHD by age of seven.
- ◆ History of presenting attentional symptoms, including evidence of on-going impulsive/hyperactive or inattentive behavior that has significantly impaired functioning over time.
- ◆ Family history for presence of ADHD and other educational, learning, physical, and/or psychological difficulties deemed relevant by the examiner.
- ◆ Relevant medical and medication history, including the absence of a medical basis for the symptoms being evaluated.
- ◆ Relevant psychological history and any relevant interventions.
- ◆ A thorough academic history of elementary, secondary, and postsecondary education (including prior accommodations and/or services that the student received, information about specific conditions under which the accommodations were used, and whether or not they benefited the student).
- ◆ Review of prior psychoeducational test reports to determine whether a pattern of strengths or weaknesses is supportive of attention or learning problems.
- ◆ Description of current functional limitations pertaining to an educational setting that is presumably a direct result of problems with attention.

(Circle "yes" or "no" for each item included in the documentation packet.)

Yes/No 1. A clear statement of ADD or ADHD as a DSM-IV diagnosis and a description of supporting present symptoms, including a narrative summary, with reference to any scores and tests used which support the diagnosis. Only those psychological, neurological, and psychoeducational procedures and instruments shown to have acceptable norms, reliability and validity with a later adolescent/adult population should be used. Departures from this procedure must be explained and appropriately defended.

Note: When diagnosing ADHD in adults, the measurement rationale for adults **cannot** be based on formulae for childhood populations unless it has been demonstrated that the formulae held true for adults. It is incumbent on the evaluator to explain the use of such formulae.

Yes/No 2. An explanation of how possible alternative diagnosis, such as schizophrenia, borderline personality disorder, autism, mental retardation, mood disorder, anxiety disorder, or substance abuse, were explored as possible or coexisting alternative causes of reported ADHD symptoms. Assessment of differential diagnoses should be documented, and any co-morbid disabilities identified.

Yes/No 3. Description of any medication prescribed (What, by whom, amount and frequency of administration, frequency of, monitoring, and response to medication)

Yes/No 4. A statement of the functional impact of the disorder or disability on learning or other major life activity and the degree to which it impacts the individual in the academic setting for which accommodations are being requested.

Yes/No 5. Description of any referrals suggested for further testing or evaluation (**the Tech Center does not provide psychoeducational or neurological testing**).

Yes/No 6. Description of any referral or suggestions made for other treatment or therapy.

The report should clearly explain and describe the presence of compensatory strategies employed by the examinee in any of the DSM-IV diagnostic areas.

A comprehensive assessment may include clinical summary of objective and historical information establishing symptomology indicative of ADHD throughout childhood, adolescence, and adulthood as garnered from transcripts, report cards, teacher comments, tutoring evaluations, past psychoeducational testing, and third party interviews when available. If the student has no reported history of ADHD, then the report should include an explanation for the emergence of the disorder at this point in the student's developmental history.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated, or if this documentation does not support the need for the requested accommodations. Appropriate

accommodations are collaboratively determined by the student and the professional staff of the Southern Oklahoma Technology Center Office of Student Services.

Thank you for your help in providing this information so that we may begin providing services as soon as possible. Please return this form to SOUTHERN OKLAHOMA TECHNOLOGY CENTER.

Provider's Name: _____ License # _____

Address: _____ Phone # _____

Signature: _____ Date: _____

Physicians, psychologists and other qualified professional preparing ADHD assessment reports for our students are urged to obtain *Guidelines for Documentation of Attention Deficit Hyperactivity Disorder in Adolescents and Adults* published by the Consortium on ADHD Documentation. That will assure maximum usefulness of the assessment report product for the student in settings other than Southern Oklahoma Technology Center as the documentation requirements of many Career Techs and colleges and testing agencies closely follow these guidelines.

DOCUMENTATION OF DEAF AND HARD OF HEARING

What Is It and Who Is Eligible?

Any student with a verifiable hearing loss is eligible to complete a Student Intake Form. Upon receiving documentation of the hearing loss and completing an interview with the appropriate SSD staff person it will be determined if the student can qualify for accommodations offered through the Deaf and Hard of Hearing Program.

The Deaf and Hard of Hearing Program provides additional support services to qualified students in addition to 504/ADA accommodations.

What Services Are Available?

Depending upon the individual's identified needs and level of program eligibility, the Deaf and Hard of Hearing Program can provide:

Interpreting ¹ .	Orientation of new students.
Tutoring	Learning skills classes offered by the Tech Center
Note taking	Real-time Captioning
FM amplification system	

ADA requires that accommodations be developed in a give-and-take dialogue process between the institution and the person with disabilities. The student might need to meet with the staff in Student Services to more completely discuss and explore appropriate, reasonable accommodations. Students may need to meet with their instructor as well.

Technology Centers are not required to provide the requested or preferred accommodation.

What If a Student Is Not Satisfied With The Accommodation?

If the student is not satisfied with the actions taken by the student services staff then questions and concerns can be taken to the Director.

A formal grievance procedure outlined in the Student Handbook is available to all students.

¹ When requesting interpreting services, the Office of Student Services needs to have ample time to contact and schedule those services.



Counselor
2610 Sam Noble Parkway
Ardmore, OK 73401

CHECK LIST FOR DEAF AND HARD OF HEARING DOCUMENTATION

Student's Name: _____

Student's SS#: _____

The following is to be completed by a certified audiologist or physician with appropriate specialty and may be used as a cover sheet or a complete documentation packet.

Please attach extra sheets with supporting verification and explanation for all items you circle "yes" or if you prefer, write a letter on your letterhead which addresses each of the elements in the Information Release Form.

The following documentation is required:

Yes/No 1. An audiogram (the age of acceptable documentation is dependent upon the condition, the current status of the student, and the student's request for accommodations).

Yes/No 2. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a narrative summary of evaluation results, if appropriate.

Yes/No 3. A statement regarding the use of hearing aids (if appropriate).

Helpful:

Suggestions of reasonable accommodations, which might be appropriate at the postsecondary level, are also welcome, but must be supported by the diagnosis. Please indicate any information you have on co-existing conditions such as learning disability, testing, intellectual functioning, and/or academic problems which you feel we should know in order to best design accommodations for this student.

Thank you for your help in providing this information so that we may begin providing services as soon as possible. Please return this form to the address shown on the letterhead.

Audiologist or other Evaluator: _____ License # _____

Address: _____ Phone# _____

Signature: _____ Date _____

DOCUMENTATION OF HEAD INJURY/TRAUMATAIC BRAIN INJURY

To support the need for reasonable and appropriate accommodations for Head Injury/Traumatic Brain Injury (TBI), the student requesting services must provide documentation verifying the condition and describing its current functional impact. The documentation should provide information regarding the onset, longevity, severity, and current impact of symptoms, as well as the specifics describing how it has interfered with educational achievement. Therefore, individualized assessments of current cognitive processing and educational achievement are necessary. The following questionnaire should facilitate this information gathering. Appropriate services will be based upon the specific information provided.

The following is to be completed by the student's surgeon or rehabilitation therapist (or both) and may be used as a cover sheet for a complete documentation packet.

Head Injury or Traumatic Brain Injury are considered mescal or clinical diagnoses. Individuals qualified to render a diagnosis for these disorders are practitioners who have been trained in the assessment of Head Injury or Traumatic Brain Injury. Recommended practitioners may include: physicians; neurologists; licensed clinical, rehabilitation and school psychologists; neuropsychologists and psychiatrists. The diagnostician should be an impartial individual who is not a family member of the student.



Counselor
2610 Sam Noble Parkway
Ardmore, OK 73401

CHECK LIST FOR DOCUMENTATION OF HEAD INJURY OR TRAUMATIC BRAIN INJURY

Student's Name: _____

Student's SS#: _____

The following is to be completed by the professional evaluator and may be used as a cover sheet for a complete documentation.

Please attach extra sheets with supporting verification and explanation for all items you circle "yes" or if you prefer, write a letter on your letterhead that addresses each of the elements circled below:

Yes/No 1. A clear description of the head injury or traumatic brain injury and the probable site of lesion.

Yes/No 2. Documentation for eligibility should be current, preferably within the last three years or from a date following further injury or significant therapy, (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's specific request for accommodations, and is most useful when it describes current functioning. See #5 below).

Yes/No 3. A summary of cognitive and achievement measures used including standardized scores or percentiles used to arrive at the conclusions.

Yes/No 4. Medical information relating to student's needs to include the impact of medication on the student's ability to meet the demands of the post-secondary environment.

Yes/No 5. A statement of the functional impact of limitations of the disorder or disability on learning or other major life activity and the degree to which it impacts the individual in the academic setting for which accommodations are being requested. A neurological educational assessment battery is most helpful in designing appropriated accommodations.

Yes/No 6. Description of any referrals suggested for further testing or evaluation (*the tech center does not have a Health Center or conduct any medical or psychological testing*).

Yes/No 7. Description of any referral or suggestions made for other treatment or therapy, including any current on-going therapy that may affect academic or learning strategies.

Helpful:

Suggestions of reasonable accommodations, which might be appropriate at the postsecondary level, are welcomed. These recommendations should be supported by the diagnosis. We would not expect physicians or other clinicians to be aware of all of the adaptive technology and other resources that a technology center may have available, so we need to emphasize that the final design of accommodations will be determined in Office of Student Services.

If this is used as a checklist or a cover sheet for a documentation packet, please provide:

Signature: _____

Print Name & Title: _____

License#: _____

Address: _____

Phone: _____

Date: _____

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. Appropriate accommodations are collaboratively determined by the student and the counselor in the Office of Student Services (580-223-2070 ext. 263).

DOCUMENTATION OF LEARNING DISABILITY

To support the need for reasonable and appropriate accommodations for Learning Disability, the student requesting services must provide documentation verifying the condition and describing its current functional impact. The documentation should provide information regarding the onset, longevity, severity, and current impact of symptoms, as well as the specifics describing how it has interfered with educational achievement. Therefore, individualized assessments of current cognitive processing and educational achievement are necessary. The following checklist should facilitate this information gathering. Appropriate services will be based upon the specific information provided.

QUALIFICATIONS OF THE EVALUATOR

Professional conducting assessments, rendering diagnoses of learning disabilities, and making recommendations for appropriate accommodations must be qualified to do so. Comprehensive training and direct experience with an adult LD population is essential.

The name, title and professional credentials of the evaluator, including information about license or certification (e.g., licensed psychologist) as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated in the documentation. For example, the following professionals would generally be considered qualified to evaluate specific learning disabilities provided that they have additional training and experience in the assessment of learning problems in adolescents and adults: clinical or educational psychologists, school psychologists, neuropsychologists, learning disabilities specialists, medical doctors, and other professionals. Use of diagnostic terminology indicating a learning disability by someone whose training and experience are not in these fields is not acceptable. It is not considered appropriate for professionals to evaluate members of their families. All reports should be on letterhead, typed, dated, signed and otherwise legible.¹

Note for High School educational psychologists and special education personnel:

It is recommended that a full psycho-educational assessment battery be administered as a part of the transition plan for all graduating seniors for whom college is recommended for post secondary education. Whenever the age of the graduating senior allows, we recommend that the transition plan assessment include the Weschler Adult Intelligence Scale (WAIS-R). Brief instruments such as the KBIT do not provide adequate information to support post-secondary accommodations.¹

¹-"Guidelines for the Documentation of a Learning Disability in Adolescents and Adults," AHEAD Association on Higher Education and Disabilities, 1997.



Counselor
2610 Sam Noble Parkway
Ardmore, OK 73401

CHECK LIST FOR LD DOCUMENTATION

Student's Name: _____

Student's SS#: _____

The following is to be completed by the professional evaluator and may be used as a cover sheet for a complete documentation.

Please attach extra sheets with supporting verification and explanation for all items you circle "yes" or if you prefer, write a letter on your letterhead that addresses each of the elements in the Information Release Form.

Specific Diagnosis: _____

Date of Diagnosis: _____

Professional staff members in the Office of Student Services will determine on an individual case by case basis what documentation will be required and recommended to faculty teaching this student's classes.

(Circle "yes" or "no" for each item, and attach supporting documents for each item circled "yes".)

Yes/No 1. A summary of the student's history, including information about age of first identification, special services utilized and recommendations made for postsecondary education.

Yes/No 2. A clinical summary including a summary of the diagnostic interview.

Yes/No 3. A clear and specific diagnostic summary, using terminology consistent with the DSM-IV wherever possible. It should include a clear statement that a learning disability is present along with the rationale for this diagnosis. (Note: individual "learning deficits", and "learning styles", and "learning differences", **do not**, in and of themselves, constitute a learning disability).

Yes/No 4. Measurements of aptitude, academic achievement, and information processing, including, all scores, scales, percentiles on sub-tests. For example, a measure of fluid reasoning and sequencing is of potential value where mathematics related impairment or dyscalculia is indicated. A typical documentation

packet for L.D. includes complete reports based upon administration of the WAIS, Woodcock Johnson instruments and other well known tests of cognitive and achievement potential.

Yes/No 5. A statistical analysis of specific discrepancies if any, identifying how expected performance level was calculated and how actual achievement has been contrasted with expected performance (include all test scores, sub-scores, percentiles and measures of intra-individual patterns and discrepancies between expected performance and actual achievement if any).

Yes/No 6. Be reasonably current (assessment done in late high school using instruments normed for adults (WAIS), or following an additional injury or therapy that is relevant to the impairment). Nationally, guidelines often specify a request that documentation for adults be within the last 3 to 5 years; some institutions require 3-year recency or less for specific conditions.

Yes/No 7. A statement of strengths and needs that will impact the student's ability to meet the demands of the postsecondary environment, including an explanation of the functional impact or limitations of the disability on learning or other major life activity associated with classroom attendance, and the degree to which it impacts the individual in the academic learning context for which accommodations are being requested.

Yes/No 8. Be technically sound, reliable, valid for the adult population and document the functional nature and severity of learning disabilities, if any.

The name and signature of the qualified professional (licensed psychologist, psychiatrist, etc.) who administered the test battery, and the name of the professional who prepared the report if different. A brief summary of the psychologist's or psychiatrist's background and expertise in assessing learning disabilities should be attached (or put on file with Office of Student Services).

Please provide:

Signature: _____

Print Name & Title: _____

License # and state of issuance: _____

Address: _____

Phone #: _____ Date: _____

Further assessment by an appropriate professional may be required if co-existing disabling conditions are indicated, or if this documentation does not support the need for the requested accommodations. Appropriate accommodations are collaboratively

determined by the student and the professional staff of the Southern Oklahoma Technology Center Office of Student Services.

Helpful:

A description of possible effective accommodations and the rationale for those recommendations. We emphasize that school personnel, clinical psychologists and physicians will not be aware of the particular resources available on the Southern Oklahoma Technology Center, may not be familiar with Section 504 or ADA, and may not be in a position to best anticipate the accommodations that may or may not be available or required for the statutes (see, for example, Differences between High School and Technology Center in this handbook).

The Office of Student Services has available the *Guidelines for Documentation of a Learning Disability in Adolescents and Adults* published by the Association on Higher Education and Disability (AHEAD) which may be helpful in preparing documents for severe head injury cases. Psychologists and other qualified professional preparing psychoeducational assessment reports for our students are urged to obtain a copy of those guidelines.

DOCUMENTATION OF PHYSICAL, MEDICAL, AND MOBILITY IMPAIRMENTS

(Includes but is not limited to: Mobility Impairments, Multiple Sclerosis, Cerebral Palsy, Chemical Sensitivities, Spinal Cord injuries, Cancer, AIDS, Muscular Dystrophy, Spinal Bifida)

Any physical disability and systemic illness is considered to be in the medical domain and requires the expertise of a physician, who may be a neurologist, psychiatrist or other medical specialist with experience and expertise in the area for which accommodations are being requested. The diagnostician must be an impartial individual who is not a family member of the student.

The following check list is provided to assist the medical evaluator provide information which will be used to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations.

The name, title, and professional credentials of the evaluator, including information about license or certification (e.g., licensed psychologist) as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated in the documentation.

Please also refer to preceding general principles of documentation in this handbook.



Counselor
2610 Sam Noble Parkway
Ardmore, OK 73401

CHECK LIST FOR DOCUMENTATION OF PHYSICAL, MEDICAL

Student's Name: _____

Student's SS#: _____

The following is to be completed by the professional evaluator and may be used as a cover sheet for a complete documentation.

Please respond to all items by circling "yes" or "no", and attach extra sheets with supporting verification and explanation for all items you circle "yes". If you prefer, write a letter on your letterhead which addresses each of the elements in the following list for which you checked "yes". You need not limit yourself to these items, but we need as much as possible from these six areas.

Yes/No 1. A clear statement of the medical diagnosis of the physical disability or systemic illness.

Yes/No 2. Documentation for eligibility should be current, preferably within the last three years; (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodations).

Yes/No 3. A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable.

Yes/No 4. A description of present symptoms which meet the criteria for diagnosis.

Yes/No 5. Medical information relating to the student's needs to include the impact of medication on the student's ability to meet the demands of the postsecondary environment.

Yes/No 6. A statement of the functional impact or limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Thank you for your help in providing this information so that we may begin providing services in a timely fashion. Please return this form to the address shown on the letterhead.

Providers Name: _____

License # and state of issuance: _____

Address: _____

Phone: _____

Signature: _____

Date: _____

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated, or if this documentation does not support the need for the requested accommodations. Appropriate accommodations are collaboratively determined by the student and the professional staff of the Southern Oklahoma Technology Center Office of Student Services.



Counselor
2610 Sam Noble Parkway
Ardmore, OK 73401

DOCUMENTATION OF PSYCHOLOGICAL AND PSYCHIATRIC DISORDERS

To support the need for reasonable and appropriate accommodations for Psychological and Psychiatric Disorders, the student requesting services must provide documentation verifying the condition and describing its current functional impact. The documentation should provide information regarding the onset longevity, severity, and current impact of symptoms, as well as the specifics describing how it has interfered with educational achievement. Therefore, individualized assessments of current cognitive processing and educational achievement are necessary. The following questionnaire should facilitate this information gathering. Appropriate services will be based upon the specific information provided.

CHECK LIST FOR DOCUMENTATION OF PSYCHOLOGICAL AND PSYCHIATRIC DISORDERS

Student's Name: _____
Student's SS#: _____

The following is to be completed by the professional evaluator and may be used as a cover sheet for a complete documentation packet:

Please attach extra sheets with supporting verification and explanation for all items you circle "yes", or if you prefer, write a letter on your letterhead which addresses each of the elements in the Information Release Form for which you have circle "yes".

Diagnostic code (ICD or DSM IV-R): _____
Multi-axial DSM IV diagnosis:

Axis I _____
Axis II _____
Axis V _____

Date of Diagnosis: _____
Last contact with individual: _____

Yes/No 1. List of instruments/procedures which were used to diagnose the psychological disorder.

Yes/No 2. Description of symptoms which meet the criteria for this diagnosis with approximate date of onset.

Yes/No 3. In order for our staff to determine the impact of this student's disorder on academic activities such as exam-taking, notetaking and concentrating, please describe what major life activity(s) is impacted by this disorder as well as how significant this impact is. Please identify if you've observed this directly or would anticipate it occurring in an educational setting.

Yes/No 4. Describe the measures (formal or informal) which were used to assess the educational impact of the psychological condition.

Yes/No 5. Prognosis for therapeutic interventions (includes likelihood for improvement or further deterioration and within what approximate time frame). The Technology Center does not provide psychotherapy, but does have counseling services.

Yes/No 6. In addition to the diagnostic report and educational assessment, please include any other information relevant to this student's academic needs.

Yes/No 7. Describe whether this person currently poses a threat to himself/herself or to others.

Yes/No 8. Description of learning abilities specific to the postsecondary environment that are impaired by the psychiatric disability (e.g. difficulty with concentration, slow processing speed etc.)

Helpful:

Recommendations regarding effective academic accommodations to equalize this student's educational opportunities at the post-secondary level. We would not expect physicians or other clinician to be aware of all of the adaptive technology and other resources that a technology center may have available, so we need to emphasize that the final design of accommodations will be determined in Student Services.

Signature: _____

Print Name and Title: _____

License # & state of licensure: _____

Address: _____

Phone: _____

Date: _____

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated, or if this documentation does not support the need for the requested accommodations. Appropriate accommodations are collaboratively determined by the student and the professional staff of Southern Oklahoma Technology Center Office of Student Services.



Counselor
2610 Sam Noble Parkway
Ardmore, OK 73401

DOCUMENTATION OF VISION IMPAIRMENT AND BLINDNESS

Ophthalmologists are the primary professional involved in diagnosis and medical treatment of individuals who are blind or experience low vision. Optometrists provide information regarding the measurement of visual acuity as well as tracking and fusion difficulties (including but not limited to: eye movement disorders, inefficiency in using both eyes together, misalignment of the eye, lazy eye, focusing problems, visual sensory disorders and motor integration). Fellows of the College of Optometrists in Vision Development may also provide therapy in treating the above optometric conditions. The diagnostician should be an impartial individual who is not a family member of the student.

CHECK LIST FOR VISION IMPAIRMENT AND BLINDNESS

Student's Name: _____

Student's SS#: _____

Documentation serves as the foundation that legitimizes a student's request for appropriate accommodations. Recommended documentation includes the following: (please attach verification and information about the functional limitations for each check list item for which you have circled "yes")

Yes/No 1. A clear statement of vision related disability with supporting numerical description (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodations).

Yes/No 2. A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results including standardized scores.

Yes/No 3. Present symptoms which meet the criteria for diagnosis.

Yes/No 4. Medical information relating to the student's needs and the status of the individual's vision (static or changing) and its impact on the demands of the academic program.

Yes/No 5. Narrative or descriptive text providing both quantitative and qualitative information about the student's abilities which might be helpful in understanding the student's profile including the use of corrective lenses and ongoing visual therapy (if appropriate).

Helpful:

Suggestions of reasonable accommodations, which might be appropriate at the postsecondary level, are encouraged. These recommendations should be supported by the diagnosis and information about the functional impact of the impairment. We would not expect physicians or other clinicians to be aware of all of the adaptive technology and other resources that a Technology Center may have available, so we need to emphasize that the final design of accommodations will be determined in Student Services.

Ophthalmologist or Physician: _____

License # _____ Phone # _____

Address: _____

Signature: _____ Date: _____

Further assessment by an appropriate professional may be required if co-existing disabling conditions are indicated. Appropriate accommodations are collaboratively determined by the student and the professional staff of Southern Oklahoma Technology Center Office of Student Services.

Please include any information you have on co-existing conditions such as learning disability, testing, intellectual functioning, and/or academic problems which you feel we should know in order to best design accommodations for this student. See also general principles for documentation in this handbook.

Thank you for your help in providing this information so that we may begin providing services as soon as possible. Please return this form to the address shown on the letterhead.

All documentation is confidential and should be submitted to:



SECTION G

What if a Student Does Not Receive the Accommodations Requested?

If a student with disabilities feels that they have not received the accommodations they have requested, the following steps can be taken:

1. ADA requires that accommodations be developed in a give-and-take dialogue process between the institution and the person with disabilities. The student might need to meet with the staff in Student Services to more completely discuss and explore appropriate, reasonable accommodations. Students may need to meet with their instructor as well.
2. **Technology Centers are not required to provide the requested or preferred accommodations. They are required to provide reasonable, appropriate, and effective accommodations for disabilities requested.** The question, therefore, can be asked, "Is the accommodation that has been offered reasonable and effective?"
3. If the student has considered both #1) and #2) above and feels that the accommodation that has been offered is not reasonable or effective he/she can appeal the action of the Office of Student Services by contacting the following school offices.

Coordinator of Student Services	580-223-2070 ext. 8263
Assistant Superintendent	580-223-2070 ext. 8222

The formal grievance procedures outlined in the Student Handbook are also available to students with disabilities.

What are the ways a Student can Appeal Decisions made by the Staff of the Office of Services to Students with Disabilities?

Student Accommodation Grievance Procedure

Southern Oklahoma Technology Center's office of Student Services has the responsibility of determining the need for accommodation and arranging for accommodation for students with disabilities. If a student believes the accommodation is not appropriate, reasonable, or effective, the following procedure should be followed. (If at any time during the grievance process, the student requires an accommodation to participate in the grievance procedures, the student must communicate that need to the school ADA Coordinator.)

1. Meet with the staff member who arranged the original accommodation in the Office of Student Services to review the accommodation. If the accommodation is related to a specific course, the student's instructor will be asked to attend the meeting.
2. If the student is not satisfied, the student should contact the Director of Student Services to arrange a meeting to discuss the issue. Other school staff may also

be asked by the Director to attend the meeting when appropriate. The grievance procedures will be followed in the Student Handbook.

3. During the review process, if there is agreement between the student and Technology Center staff to retain the original accommodation or change to another accommodation, the Technology Center ADA Coordinator will prepare a memorandum of agreement to be signed by the student and appropriate Technology Center staff.
4. If no agreement is reached during the process, the Technology Center's administrators and ADA Coordinator will make a final decision regarding grievance within ten (10) working days of receiving the ADA grievance form from the student. The decision will be communicated to the student in writing with a copy provided to the Office of Student Services and other appropriate Technology Center staff.

What are the ways a Student can Appeal Decisions or Actions taken by Faculty?

Grievance policies published in the Student Handbook are available for students who wish to complain about action taken by or decisions made by their instructors. In complaints involving accommodation activity for disabilities, informal resolution may include meeting with the Coordinator of Student Services, and formal grievance procedures can include addressing the complaint to the Technology Center's Coordinator of Student Services and Assistant Superintendent.

SECTION H

Transition from High School to Technology Center

Laws: Different Laws apply

IDEA (Individuals with Disabilities Education Act) and Section 504 of the Rehabilitation Act of 1973 are very different, leading to miscommunication between technology center and high school staff who have studied only the statutes applying to their institution. In high schools, for example, under IDEA, special education program procedures may apply primarily to a specific list of disabilities such as “specific learning disability”. High school students who are in wheelchairs, may fall under a subpart of Section 504 of the Rehabilitation Act and be referred to as their “504” clients. They will develop IEPs (Individual Education Plans) for these students simply because that is the procedure they have been required to follow under their IDEA mandated program. **However, Section 504 does not create a requirement for IEPs in either high school or post-secondary institutions.**

The misunderstanding comes from the practice of assuming that “504 Plan” developed at a high school will be binding at a technology center. It doesn't. (Other differences may exist for post-secondary institutions which provide housing programs, health services, psychological counseling service, and extensive international programs.)

In contrast to the responsibilities of high schools, **at the post secondary level, student responsibilities change as follows:**

Students have a responsibility to:

Self identify or disclose their disability to the designated office for disability services. The office designated to evaluate disability documentation and determine accommodation parameters to suggest to faculty at Southern Oklahoma Technology Center is the office of Student Services.

Provide verifying documentation to that designated office.

Obtain assessment and test results and provide them as requested by that office.

Act as independent adults, use appropriate self-advisory strategies

Arrange their own weekly schedules

Contact their instructors to activate and adopt accommodations for each class.

Arrange for and obtain their own personal attendants, tutoring and individually fitted or designed assistive technologies.

Post secondary institutions are not required to:

Reduce or waive any of the essential requirements of a course or program

Conduct testing and assessment of learning, psychological or medical disabilities

Provide personal or private tutors (but tutoring services normally available to persons without disabilities must be accessible to persons with disabilities who are otherwise qualified for those services)

Prepare “Individual Education Plans” (IEPs)

Privacy: Students in colleges, universities, and career centers are considered adults, with privacy and confidentiality protections. **School staff cannot talk with parents or guardians about a student’s academic activities as with typical K-12.**

Eligibility for special education services in high schools is diagnosis driven (i.e., the student must be diagnosed as having one of eleven specified conditions). **Eligibility for reasonable accommodations in post-secondary institutions is driven by severity of impact on a major life activity (i.e., “a mental or physical impairment which significantly limits a major life activity”).**

Instructors follow school set attendance policy requirements.

Students with disabilities must act to identify their disabilities; must take specific action to request those accommodations for their disabilities, if desiring to request accommodations; and must provide verifying documentation such as psycho-educational test results, medical documents and doctor’s statements. The documentation **must verify the disability, describe the extent of the impairment and provide information which supports the need for specific accommodation.**

How does a Student Plan a Transfer from the Career Technology Center to Community College or University?

Students planning to transfer to a university must contact the office that provides disability accommodation services on that campus. It should be done well ahead of the time of transfer. Universities are required to identify the location of the office that provides disability services. The university catalog should have the location and phone number of that service clearly identified.

Nearby university contact numbers are:

University of Oklahoma, Norman Student Support Services
(405) 325-4006 or 325-1459

University of Central Oklahoma, Edmond, Human Resources
(405) 341-2930 ext. 3348

Oklahoma State University, Stillwater, Disabled Student Services
(405) 744-7116

Places to Start when Surfing for Disability Information

Today there are thousands of Internet sites and web pages. We could list hundreds related to accommodation services in colleges and universities. That would lead to confusion and multiple duplicate linkages.

Here are a few places to start:

Oklahoma City Community College:

<http://www.okc.cc.ok.us>

click on “Services to Students with Disabilities”

U. S. Department of Justice ADA page

<http://www.usdoj.gov/crt/ada/adahom1.htm>

HEATH Resource Center (American Council on Education) Clearing house on post secondary education and disabilities.

<http://www.acenet.edu/>

click on “Information from HEATH”

University of Wisconsin

Information about Specific Disabilities

<http://www.familyvillage.wisc.edu/index.htmlx>

Interdisciplinary research, development, resources re:
technology and disability

<http://www.trace.wisc.edu>

AHEAD – Association on Higher Education and Disabilities

<http://www.ahead.org>

Jane Jarrow, Ph.D. Publisher DAIS

<http://www.janejarrow.com>

Equal access to Software, Information, Web Design, etc

<http://www.rit.edu/~easik>

RFB&D—Reading for the Blind and Dyslexic

<http://www.rfbd.org>

Deaf World Web

<http://dww.deafworldweb.org>

Job Accommodation Network

<http://janweb.icdi.wvu.edu>

SECTION I

Procedure for Emergency Evacuation of Persons with Disabilities

1. It is the responsibility of the Student Services Office to provide training to all employees concerning evacuation procedures.
2. It is the responsibility of administration to keep employees informed of evacuation procedures and their responsibility to help students, employees or visitors to safely evacuate the buildings in case of emergency.
3. School faculty and/or staff member(s) are responsible for individuals who are in their class, activity, event, or work/office area that require assistance in order to safely evacuate the buildings due to an emergency. Faculty and/or staff member(s) will help provide assistance to person(s) with mobility disabilities.
4. School faculty/staff members, who have individuals in their class, activity, event, or work/office area with mobility disabilities who need assistance to safely evacuate the building of any career tech facility, should provide assistance to the individual(s) by escorting them to the nearest exit. If assistance is required beyond merely escorting the individual(s) out of the building, the school faculty/staff member should request additional assistance. School personnel will be dispatched to the area to provide the needed assistance.
5. The faculty and/or staff member(s) shall remain with the person(s) needing assistance until help arrives, (i.e., school administration, Ardmore Fire and/or Police personnel).
6. School personnel and personnel from responding emergency agencies will provide safe departure, for persons needing assistance from building to the exterior of the school facility.
7. Hands-on training will be provided to school personnel, in the actual evacuation of persons with mobility disabilities.

SECTION J

Definitions of Terms:

Disability

Section of 504 of the Rehabilitation Act and the Americans with Disabilities Act protects and considers a person disabled if he or she:

1. Has a mental or physical impairment that **substantially** limits one or more of the major life activities of that person,
2. Has a record of such impairment; or
3. Who while not actually disabled, is regarded as having such an impairment
4. Has a record of being discriminated against because of being regarded as disabled
5. Having a person with a disability dependent on him or her (associated with a person who has a disability).

Otherwise Qualified:

The term qualified individual with a disability means an individual with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity [**Sec.201. Definition. 42 USC 12115.c.(2)**].

What does “otherwise qualified” mean at a career tech known for “open admissions”?

Students with disabilities are admitted to Southern Oklahoma Technology Center or colleges on the same basis as all other students, without regard to accommodations (and information about disabilities is not sought or recorded in the Office of Student Services).

Students with disabilities must meet the same prerequisites specified for all students for each class. Appropriate accommodations, use of adaptive technology or other services such as American Sign Language interpretation may be used in testing situations where minimum reading, writing or mathematical abilities are accessed to establish course prerequisite minimums. **However, persons with disabilities must meet the same prerequisite requirements as all other students. Similarly, students with disabilities must meet the same academic program requirement as are established by the school for all students and as are outlined in the Student Handbook.**

Students with disabilities may request appropriate accommodations as they pursue their technical and academic studies. Accommodations are all about **ACCESS** to the school programs and services, including access to quality academic standards.

Substantial Impairment:

Rather than specifying particular disabilities, the Americans with Disabilities Act and Section 504 of the Rehabilitation Act set the criteria for an individual's protections at the

threshold of a mental or physical impairment that substantially limits any major life activity. It is terminology that is one central aspect of the process of determining whether a person has a civil right to accommodations for a disability. It is central language to watch for in reading rulings by the Office of Civil Rights and court decisions related to disability services. In most cases, there is little dispute regarding whether an individual student has a substantial limitation or impairment. There is a large body of adjudication to aid colleges and career techs in deciding individual cases, as decisions made under the 1973 Rehabilitation Act in most cases reflect the same statutory language as included in the Americans with Disabilities Act.

Documentation

Verifying documents which verify a person's mental or physical impairment and which describe the impairment adequately for the school to be able to determine the degree of resulting limitation on a major life activity to aid in the design of reasonable accommodations.

Documentation must be provided by the student. All disabilities must be verified with documentation; a very few can be documented by the office of Student Services based upon observation in the office or on campus, in which case that observation will be recorded as documentation in the student's file.

Verification

Documentation that is collected in a student's file which verifies the existence of a disability (See also definition of "documentation" above), **verification must be provided by the student.**

Accommodation

Adjustments made in course materials or instructional methodology that do not change the essential nature or academic and technical standards of the course.

Adjustments made in the physical attributes of a classroom such as provision of tables and or chairs, which do not disrupt the essential activities of the class or program.

Assistive technology made available to persons with disabilities.

Essential Nature of a Course

This is language from applicable case law; ref. The Davis decision. Colleges and Career Techs need to identify the essential elements of each course requirement and curriculum program. Colleges or Career Centers are not required to waive or substitute alternate courses in places which are essential elements of programs.

Reasonable

Reasonable is a term central to disability services and the design of accommodations. Schools must provide accommodations to assure reasonable access to persons with disabilities for all institutional programs and services.

A request for an accommodation, which would waive an essential element of a course, would be determined to be unreasonable.

A request for accommodations, which would put the requesting student or others in danger of harm, would be considered an unreasonable accommodation.

A request to provide ASL or SIGN interpretation, provide books on tape, multi-media resource materials or extended time for pencil and paper testing situations would most likely be considered a reasonable accommodation request, **if supported by verifying documentation.**

The staff of Student Services maintains copies of guidelines and Office of Civil Rights (OCR) or court decisions that aid in determining the reasonableness of accommodation requests and services.

Learning Disability

The term Learning Disability is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, mental retardation, serious emotional disturbance) or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences. (National Joint Committee on Learning Disabilities, 1988).

A “specific learning disability” may be described as dyslexia, dyscalculia, dysgraphia or other specific diagnostic term. Each of these, in turn, has its special definition. We watch professional journals and other scholarly resources to follow the developments of on-going research across a number of scientific and academic disciplines to monitor new questions and new findings. Research in fields related to learning disabilities is frequently described as “trans-or multidisciplinary”. It is also interactional with important studies underway in cultures with widely differing language systems. “Dyslexia” alone is the focus of much international research, and is further divided into questions which are being explored, such as “Developmental dyslexia, surface dyslexia, language impaired, phonological “clumping”, genetic factors and other fascinating questions bearing on language development.

SECTION K



Counselor
2610 Sam Noble Parkway
Ardmore, OK 73401

Referral and/or Student Intake Form

Name: Last: _____ First: _____ Middle: _____

Student ID (Social Security #): _____ Date: _____

Address and Phone Number

Address: _____

City: _____ State: _____ Zip Code: _____

Home Phone: (____) ____ - _____ Work Phone: (____) ____ - _____

E-mail address: _____ @ _____

Describe primary disability:

Documentation of Disability(ies)

- provided [↑]
- requested

Describe other disabilities or special needs:

Describe accommodations used in the past:

Referred by:

INFORMATION FORM
Regarding Special Needs of Student with Disability

Student's Name: _____
Student I.D. _____ Phone: _____

Career Major: _____ AM _____ PM _____

Student Services has documentation on file verifying this student's need for accommodations under Title 504 of the Rehabilitation Act and the Americans with Disabilities Act, and the documentation supports the following accommodation, or an effective equivalent alternative. Also refer to attached 504 written plan.

Accommodations needed:

If you have any questions about the accommodations for this student, please feel free to contact me at 580-223-2070 ext. 8217 or with e-mail addressed to adupree@sotc.org .

Accommodation Suggestions Prepared by:

Arlene Dupree, Counselor
Date: _____

Note: Please *shred* any documents that identify a student's special needs after the student graduates or withdraws from the program. You may keep a record of services provided for possible future reference in a confidential file (placed in student's locked file in your office).



Dear _____:

The attached information and request for *accommodations* has been sent to your instructor(s) for this school term. Please review the information and double-check it for accuracy and completeness. Your responsibilities as a student include the following:

1. Read, study, and follow course outline (provided in each course).
2. You **MUST** meet with each of your instructors during his/her office hours to activate the enclosed accommodations and to adapt them for each class situation. Have the instructor's course outline with you for review. Be sure you understand the requirements of the class, exam schedule and policy, as well as all requirements for the class.
3. Attend class, and follow your instructor's instructions.
4. Arrange your own detailed weekly schedule. If you feel that the requested accommodations or an effective equivalent has not been made available to you, please inform us in Student Services.
5. If you have any suggestions or corrections, please call or stop by student services' office and ask for me, or send me an e-mail message addressed to adupree@sotc.org.
6. Turn in evaluations for our use in improving our program.

I am eager to meet with you as needed throughout the semester. Good luck with your academic pursuits!

Sincerely,

Arlene Dupree
SOTC Counselor



**STUDENT REQUEST FOR
ACCOMMODATION
(SOTC Board Policy EE)**

Southern Oklahoma Technology Center
2610 Sam Noble Parkway
Ardmore, OK 73401
580-223-2070 ext. 263 Fax: 580-224-9441

If you have a physical or mental impairment that substantially limits a major life activity, you may be eligible for accommodations in the assessment process and/or classroom accommodations that will ensure that the assessment and/or classroom work accurately reflects your skills, knowledge and abilities. Section 504 of the Rehabilitation Act of 1973

The information request below, and any documentation regarding your disability or need for accommodation to obtain career objectives in a program or assessments, will be considered strictly confidential and will not be furnished to any outside source without your permission.

Name: _____
(Last Name) (First Name) (MI)

Birth date: _____ Social Security Number: _____

Address: _____
(Street)

(City) (State) (Zip Code)

Telephone (including area code): _____

Cell phone: _____ Work phone: _____

E-mail address: _____

Accommodation requested for the _____ Program.

My ability to perform the following classroom expectations, assessments, and projects is limited due to (list disability)

(CONTINUED)

Southern Oklahoma Technology Center does not discriminate on the basis of race, color, national origin, gender, age, or disability in admission to its programs, services, or activities, in access to them, in treatment

of individuals, or in any aspect of its operations. SOTC also does not discriminate in its hiring or employment.

List all assessments and/or classroom behaviors on which you will need accommodations:

1. _____
2. _____
3. _____
4. _____
5. _____

ACCOMMODATION REQUESTED: The following accommodations are requested to provide me, the student, with an accessible arrangement. (Please be specific. For example, "I will need a magnifying glass to read," or "test materials should be printed in black ink".)

1. _____
2. _____
3. _____
4. _____
5. _____

(If needed, use an additional sheet for further explanation or detail)

Applicant's Signature _____

Date _____

In order to be processed, this request *must be certified* by an appropriate professional (licensed physician, licensed psychologist, approved agency, etc.).

CERTIFICATION OF NEED FOR ACCOMMODATION

(Completed by an appropriate professional)

This applicant has discussed with me the nature of the program, and it is my opinion that because of this applicant's disability s/he should be accommodated in the manner described above.

Signature _____

Title _____

Date applicant was last examined/tested: _____

We welcome your suggestions as to how we may best advise and help this applicant with his or her career decision.

Please submit any/all documentation necessary to validate disability to better serve the student (IEP, psychological, doctor notes, etc.).

Please return all paperwork to:

**Southern Oklahoma Technology Center
ATTN: Counselor
2610 Sam Noble Parkway
Ardmore, OK 73401**



**STUDENT STATEMENT OF DECLINE
(SOTC Board Policy EE)**

Southern Oklahoma Technology Center
2610 Sam Noble Parkway
Ardmore, OK 73401
580-223-2070 ext. 8263 Fax: 580-224-9441

If you have a physical or mental impairment that substantially limits a major life activity, you may be eligible for accommodations in the assessment process and/or classroom accommodations that will ensure that the assessment and/or classroom work accurately reflects your skills, knowledge and abilities. Section 504 of the Rehabilitation Act of 1973

I, _____, HAVE BEEN GIVEN A SOUTHERN OKLAHOMA TECHNOLOGY CENTER 504 STUDENT REQUEST FOR ACCOMMODATION FORM. I UNDERSTAND MY RIGHTS AND THAT AT ANY TIME I MAY CHOOSE TO PARTICIPATE IN A 504 BY CONTACTING THE SOTC COUNSELOR.

AT THIS TIME, I ELECT TO NOT PARTICIPATE IN THE 504.

PRINT NAME: _____

PROGRAM: _____

ACCOMMODATIONS *DECLINED* INCLUDE:

SIGNATURE: _____ DATE: _____

WITNESS: _____ DATE: _____

Southern Oklahoma Technology Center does not discriminate on the basis of race, color, national origin, gender, age, or disability in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of its operations. SOTC also does not discriminate in its hiring or employment.