

DISABILITY DOCUMENTATION REQUIREMENTS

Documentation for substantiating a student's disability and request for particular accommodations can take a variety of forms.

PRIMARY DOCUMENTATION

Information from External or Third Parties: external sources of information will assist the ADA Coordinator in understanding the impact of the disability on the student in a learning environment. Documentation from external sources may include educational or medical records, reports and assessment created by health care providers, school psychologists, teachers, or the educational system. This information is inclusive of documents that reflect education and accommodation history, such as Individual Education Program (IEP), Summary of Performance (SOP), and teacher observations. **At least one letter from a licensed medical practitioner is required for the approval of accommodations.** This letter must be from a professional, unrelated to the student, who is trained and qualified (i.e. certified and/or licensed), to evaluate/diagnose/assess the particular disability. These professionals include, but are not limited to, medical doctors, psychologists, audiologists, ophthalmologists and educational diagnosticians. Documentation must be on the letterhead of the professional providing the evaluation/diagnosis/assessment and include the name, address, and qualifications of the professional.

This information will help the ADA Coordinator:

- Establish the student's disability
- Understand how the disability may impact the student in a learning environment
- Make informed decisions concerning accommodations

SECONDARY DOCUMENTATION

Student Self-Report: the student is a vital source of information regarding how he or she may be "limited by impairment." The Student Self-Report is gathered through the Intake Form, Application for Accommodations, and Student Accommodation Interview. A student's narrative of his or her experience of their disability, barriers, and effectiveness of accommodations is an important tool for developing an appropriate accommodation plan.

TERTIARY DOCUMENTATION

Observation and Interaction: the impressions and conclusions formed by the ADA Coordinator during interviews and conversations with students or in evaluating the effectiveness of previously implemented accommodations are important forms of documentation. This is initiated when the student first contacts the ADA Coordinator and continues contact each semester while the student is at CNCC.

