



ACCOMMODATIONS HANDBOOK

Table of Contents:

Greetings.....	2
Rights and Responsibilities.....	3
GCCC Policy for Students with Disabilities.....	5
Confidentiality.....	5
Appropriate Documentation	6
Documentation guidelines	7
• ADHD.....	7
• Autism.....	9
• Blindness/Low Vision.....	10
• Deaf/Hard of Hearing.....	11
• Intellectual Disabilities.....	11
• Learning Disabilities.....	15
• Physical and Chronic Health Conditions.....	18
• Psychiatric.....	19
• Traumatic Brain Injury.....	22
Contact Information.....	25
Accommodations.....	26
• Testing.....	26
• Testing Guidelines.....	26
• Alternate Format Text.....	28
• Flexibility in Class Attendance.....	28
• Flexibility in Assignment Due Date.....	28
• Sign Language Interpreting and Captioning Services.....	28
• Note-taking.....	29
Temporary Disabilities.....	29
Personal Attendants and Classroom Assistants.....	30
Service and Emotional Support Animals.....	30
Legal Procedures Related to Disabilities.....	37
• 504	38
• ADA.....	39
Grievance Procedure.....	39
Forms.....	40
• Testing Center Hours (Accommodations).....	41
• Student Intake Form.....	42
• Confidentiality Agreement.....	43
• Informed Consent and Information Release.....	45
• Emotional Support Animal (ESA) Psychiatric Verification.....	46

Greetings from the Accommodations Office!

The mission of the Accommodations Office is to ensure that Garden City Community College is an accessible and inclusive environment that not only encompasses academic success in students with various types of documented disabilities, but also personal empowerment.

Garden City Community College (GCCC) values diverse experiences and perspectives and believes in accessibility for everyone who engages within GCCC. The college makes its offerings accessible to students, faculty, staff and visitors with disabilities in accordance with applicable state and federal laws including, but not limited to, section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA).

The Accommodations Office is responsible for ensuring that students with documented disabilities are provided the tools, appropriate accommodations, and support from the College to fully participate in all aspects of Campus life.

To promote a welcoming environment to all GCCC students, the Accommodation office strives to meet the principles of universal design. These principles encompass all aspects of the academic environment by ensuring that facilities, programs, activities, materials, and equipment are accessible and usable by all students.

It is my hope that you will enjoy your experiences here at Garden City Community College! Please contact me for any questions or concerns that you may have. Thank you.

Go Busters!

Sincerely,

A handwritten signature in black ink that reads "Kari Adams". The signature is written in a cursive, flowing style with a large initial "K" and "A".

Kari Adams, B.S. in Rehabilitation Services
Coordinator of Accommodations

RIGHTS AND RESPONSIBILITIES

STUDENT RIGHTS

- Equal access to academic courses offered by Garden City Community College.
- Reasonable accommodations to ensure equal access.
- Appropriate confidentiality of specific disability related information.
- Timely receipt of documentations in alternative formats, once appropriately requested.

STUDENT RESPONSIBILITIES

- Meet the institutions qualifications and essential technical, academic, and institutional standards.
- Request accommodations through the Coordinator of Accommodations for each semester you wish to utilize your accommodations.
- Provide current documentation of your disability as required by specific documentation guidelines.
- Comply with Garden City Community College policies and procedures, student conduct, attendance policies, and academic standards.

GCCC RIGHTS

- To identify and establish the essential components of academic classes and programs and to ensure that accommodations preserve these essential components.
- To evaluate students based on the established standards for each course.
- To request, receive, evaluate and implement the current documentation needed to support a request for reasonable accommodations.
- To select among equally effective and appropriate accommodations, adjustments, and/or auxiliary aids in consultation with students with disabilities.
- To refuse to provide an accommodation, adjustment, and/or auxiliary aid that may pose a direct threat to the health and safety of others.
- To determine the adequacy of documentation for establishing a disability, to deny requests for reasonable accommodations that the documentation does not support, and to deny accommodations to students who do not provide documentation of their disability, or whose requested accommodations are not reasonable.

GCCC RESPONSIBILITIES

- Ensure that academic courses and programs are accessible to students who have a documented disability unless the accommodation required would impose a fundamental alteration of a program or activity of Garden City Community College.
- In a reasonable manner, providing instructional materials in accessible formats for use by individuals with documented disabilities.
- Maintaining appropriate confidentiality of records and communications regarding disability.

I have read and understand my rights and responsibilities as a student with a disability at GCCC and will comply with all policies and procedures.

Student Signature _____ Date _____

Coordinator of Accommodations _____ Date _____

Garden City Community College Policy for Students with Disabilities:

The Accommodations Office at GCCC works to facilitate reasonable accommodations by providing letters for students to give to their instructors which inform them of the accommodations of the student. These accommodations are designed to equalize opportunities for students with disabilities, not to lower academic standards or alter the essential nature of the course requirements. The decision of when to use any of the available services, if at all, is entirely up to the student, NOT the college community. Integration, self-advocacy, and individual responsibility are promoted and expected.

To that end, Accommodations at Garden City Community College **will not** include:

- Reduced standards of academic performance
- Special classes or programs for students with learning disabilities
- Evaluation or diagnostic testing for learning disabilities
- Separate or special tutorial programs specifically for students with disabilities

The approved accommodations are based upon:

- Student self-disclosure
- Registration through the Accommodations Office
- Intake Interview
- Appropriate Documentation
- Functional limitations
- Assessment of individual needs

Confidentiality:

All information regarding the student's disability is confidential. All documentation will remain separate from academic records and will not be released to an individual or source external to Garden City Community College without the student's written consent. In order to provide effective services, it may be necessary to communicate limited information on a need-to-know basis regarding disability-related needs to GCCC faculty and/or staff.

Release of Information:

Students who wish to authorize family members to have contact with the Accommodations Office must complete an informed consent form. If this permission is not given, the Accommodations office cannot communicate with family members regarding the student as this would be a FERPA (Family Educational Rights and Privacy Act of 1974) violation.

Eligibility Requirements

To be eligible for accommodations, students should:

- Register with the Accommodations Office by filling out and submitting and Intake Form.

- Provide appropriate documentation. Accommodations will not be provided without appropriate documentation. All expenses accrued in the process of obtaining documentation are the responsibility of the student.
- Schedule an appointment with the Accommodations Office. If a student is unable to submit required paperwork, the student should request assistance from the Accommodations Coordinator.

Appropriate Documentation:

In order to receive disability/medical related accommodations and/or services submitted, documentation should meet the current documentation guidelines consistent with GCCC policy, the guidelines of Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008 (ASAAA).

Documentation of disability/medical uses assists the Accommodations Office to collaborate with the student to determine reasonable accommodations and/or services, which are provided on a case-by-case basis. If the submitted documentation is incomplete or does not support the student's request for accommodations and/or services, the student may be asked to provide additional documentation. For example, the Individuals Education Plan (IEP), 504 plans, or Summary of Performance (SOP) from a secondary school may or may not be sufficient evident of the need for accommodation/services. The cost of obtaining all documentation is the responsibility of the student, not GCCC.

What does current and comprehensive documentation mean?

Current means, in most cases, no more than 2 years old. This depends on the disability and may require information which is no more than 1 year old.

Comprehensive means, that information is provided in the following areas

1. **Evidence of existing impairment** – A statement of the individual's difficulties including evidence of ongoing barriers that significantly impact functioning in a college environment. Why has the individual come to your medical practice? When did the individual come to your office?
2. **Background information** – Information about prior academic history, prior evaluations and reports, description of current functional limitations pertaining to a post-secondary setting and are a direct result of the physical or mental health impairment, relevant history of prior treatment, therapy, interventions and/or accommodations.
3. **Relevant testing** – Assessment, and any resulting diagnosis, based on comprehensive assessment battery that does not rely on any one test or subtest. Standard scores for all normed measures, including subtests should be provided. Finding should document both the nature and the severity of the disability with particular focus on the student's strengths and weaknesses. Findings should indicate those limitations that may warrant

accommodations within the college environment.

4. **Specific diagnosis** – The documentation must include a specific diagnosis of the condition by a qualified evaluator. It is important to rule out alternative explanations for problems that may be interfering with a major life activity but do not constitute a specific disability. Note that “test anxiety” alone is not considered a disability at the postsecondary level.
5. **Rule-Out of Alternative diagnosis or explanations** – A multifaceted evaluation should address the intensity and frequency of the symptoms and whether these behaviors are considered to constitute a substantial limitation to a major life activity.
6. **Integrated Summary of items 1-5** including notation of barriers created as a result of diagnosis, general accommodations suggested and how the effects of the barriers might be accommodated in a postsecondary setting. An emotional support animal must be prescribed as a specific accommodation for a specific need.

This information is adapted from the Americans with Disabilities Act, the Association on Higher Education and the Office of Disability Employment Policy, U.S. Department of Labor.

In consultation with the student, this information will be used to determine if a student has a physical or mental impairment which substantially limits a major life activity and then to determine appropriate accommodations in the GCCC environment.

Documentation Guidelines for Services must:

- Be typed or printed on official letterhead and be signed by an evaluator qualified to make the diagnosis (included information about license or certification and area of specialization)
- Clearly state the diagnosed disability or disabilities
- Describe the functional limitations resulting from the disability or disabilities
- Be current-i.e. within the:
 - Last five years for Learning Disabilities (LD), Attention Deficit/Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), or intellectual disability (ID)
 - Last 12 months for Psychiatric Disabilities and Traumatic Brain Injury
 - Note: This requirement does not apply to physical or sensory disabilities of a permanent or unchanging nature.
- Include complete educational, developmental, and medical history relevant to the disability for which testing accommodations are being requested.
- Include a list of all test instruments used in the evaluation report and relevant subtest scores used to document the stated disability; all test instruments must have adult norms. (This requirement does not apply to the physical or sensory disabilities of a permanent or unchanging nature).
- Describe the specific accommodation requested (if unsure, the Accommodations Coordinator will help assist you on obtaining Accommodations that you qualify for).

Documentation Guidelines:

The following Guidelines are based on the Association of Higher Education and Disability (AHEAD) best practices for documentation

Guidelines for ADHD

By definition in the DSM-5, ADHD is exhibited in childhood or early adolescence, although it may not yet be formally diagnosed. The provision of reasonable accommodations and services is based upon clear evidence of the current impact of the disability on your academic performance. In most cases, this means that a diagnostic evaluation has been completed within the past five years.

The documentation should include a summary of the diagnostic interview conducted by a qualified evaluator. This interview, with information from a variety of sources, may include, but not necessarily be limited to, the following:

- history of presenting ADHD symptoms, including evidence of ongoing inattentive and/or impulsive/hyperactive behavior that has significantly impaired functioning over time and across settings
- developmental, psychosocial, and vocational history
- family history, specifically for incidence of ADHD
- educational history (including previous standardized test scores, group-administered test scores, IEPs, 504 Plans, report cards and/or listings of previously obtained accommodations and evidence of their effectiveness)
- relevant medical and medication history; effects of medication (either positive or negative), including whether the typical medical regimen was in effect at the time of the evaluation
- for each requested accommodation, a rationale related to how your disability affects you in the testing situation

Please note that a complete psycho-educational or neuropsychological assessment is often recommended for determining the degree to which the ADHD currently impacts you relative to taking standardized tests. Such assessments might include testing of intellect, achievement, processing speed, fluency, executive functioning, language, memory and learning, attention, etc. Depending on the type of accommodations you request, academic achievement testing may be necessary. For example, if you request a reader as an accommodation, achievement measures pertinent to reading may be required.

Please report complete test scores, not selective or partial scores. If you report grade equivalents, we prefer standard scores and/or percentiles to accompany the grade equivalencies. Selected

subtest scores from measures of intellectual ability, memory function tests, attention or tracking tests or continuous performance tests do not in and of themselves establish the need for accommodations. Checklists and/or surveys can serve to supplement the diagnostic profile but may not, in and of themselves, be adequate for identifying functional limitations and are not a substitute for clinical observations and sound diagnostic judgment. All data and documents you provide should logically reflect a substantial limitation on learning and/or attention to the test(s) for which you are requesting an accommodation.

Guidelines for Autism

Documentation should be based on a comprehensive diagnostic protocol that includes objective as well as subjective data and adheres to the guidelines outlined in this document. It may be particularly relevant for the evaluator to conduct a clinical interview with parents or knowledgeable informants. This can help to document that manifestations of the disorder originated in early childhood, even if a formal diagnosis was not rendered at that time. The diagnostic report should include the following components:

- Specific diagnosis or diagnoses
- Description of current symptoms in the testing environment as well as across other settings (e.g., high school, college, employment, or daily life activities)
- Relevant information regarding the test taker's prescribed use of psychotropic medications that will be taken on the day of the test
- Relevant information regarding educational interventions as well as current treatment and their impact
- A narrative discussion of all relevant information, including results of standardized assessment measures. Recommendations for accommodations must include a rationale.

In most cases, a neuropsychological or psycho-educational evaluation will be useful in clarifying the functional impact of the diagnosed disability and in supporting the underlying rationale for accommodations on a high-stakes test. For example, information that is solely concerned with social functioning and communication may have very little relevance to taking a standardized test and will usually be insufficient to support accommodations requests. Deficits in social functioning and communication should be directly tied to the high-stakes testing setting.

A. Historical Information, Diagnostic Interview and Psychological Assessment

Behavioral observations, combined with the clinician's professional judgment and expertise, are often critical in helping to formulate a diagnostic impression. The evaluator should specifically indicate the relevant test-taking behaviors that impact the examinee's performance. The evaluator should indicate if the behaviors noted during testing are consistent with the diagnosis, and if not, why not. This section of the diagnostic report should include the following:

- history of presenting symptoms and evidence of impairment in early childhood

- severity of symptoms
- relevant developmental, historical, familial and psycho-social data
- relevant medical and medication history, including the individual's current medication regimen and compliance, side effects (if relevant), and positive and negative responses to medication
- evidence of current impairment in two or more settings
- coexisting conditions, if any

Guidelines for Blindness/Low Vision

Professionals conducting assessments, rendering diagnoses, offering clinical judgments, and making recommendations for accommodations must be qualified to do so. It is essential that professional qualifications include both (1) comprehensive training and relevant expertise in the specialty and (2) appropriate licensure/certification. For most individuals who are blind or have low vision, if documentation is required.

A diagnosis documented by a family member will not be accepted because of professional and ethical considerations, even when the family member is otherwise qualified by virtue of training and licensure or certification. The issue of dual relationships, as defined by various codes of professional ethics, should be considered in determining whether a professional is in an appropriate position to provide the necessary documentation.

The name, title, and credentials of the qualified professional writing the report should be included. Information about licensure or certification, including the area of specialization, employment and the state or province in which the individual practices, should also be clearly stated in the documentation.

Many visual impairments are of a permanent or unchanging nature. If the candidate nonetheless needs to submit documentation, then a simple statement from the optometrist or ophthalmologist of the diagnosis and the functional limitations should suffice.

Because of the changing manifestations of many visual conditions, it is essential that a test taker provide recent and appropriate documentation from the optometrist or ophthalmologist. If the diagnostic report is more than three years old, the test taker must submit a letter from a qualified professional that provides an update of the diagnosis, an indication of the severity of the functional impact of the disability in a testing setting as well as in other life realms, and a rationale for each of the requested testing accommodations. The nature, severity, and extent of the test taker's condition and the functional limitations as they relate to test taking should be addressed. The recommendations cannot be supported solely by a history of prior accommodations or self-

report. In some cases, an updated letter from a qualified professional may simply address why older documents or reports continue to be relevant.

In most cases, documentation should be based on a comprehensive diagnostic/clinical evaluation that adheres to the guidelines outlined in this document. The diagnostic report should include the following components:

1. **A specific diagnosis.** Qualified professionals are encouraged to cite the specific objective measures used to help substantiate diagnoses. The evaluator should use definitive language in the diagnosis of a visual condition, avoiding such speculative language as "suggests," "is consistent with," or "could have problems with."
2. **A description of current functional limitations.** This would include daily life activities in academic and/or employment environments, with the understanding that a disability usually presents itself across a variety of settings.
3. **A history.** This would include a history of presenting symptoms, date of onset, and duration and severity of the disorder.
4. **Current medical information.** This would include relevant developmental, medical, and historical data about the condition and how the current functional limitations restrict the condition, manner, or duration of the test taker's performance of a major life activity.

Guidelines for Deaf/Hard of Hearing

Please submit a copy of your most recent audiogram or audiometric report. Note that the currency requirement for documentation does not apply to "physical or sensory disabilities of a permanent or unchanging nature," which generally includes hearing loss.

- Please be sure to answer the question, "When was your disability first diagnosed?" If you do not know this date, please write a few sentences about when and how you, your family or others first became aware that you were deaf or hard of hearing.
- If you are requesting accommodations other than double time (100 percent extended time) or those listed on the COE (Certification of Eligibility), please explain the reason for the request and how it is related to your being deaf or hard of hearing.
- You may wear hearing aids or cochlear implants on test day without accommodations approval, but assistive listening devices (ALDs; infrared, loop, FM, etc.) require review and approval from the Educational Testing Service (ETS) in advance of testing. If you are requesting to use an ALD, please specify exactly what type of device you wish to use and how it is necessary in the test setting.

Guidelines for Intellectual Disabilities

An intellectual disability is diagnosed by limitations in intellectual functioning and adaptive behavior. An ID is lifelong and has its onset before age 18. Intellectual functioning is assessed by

a comprehensive measure of intelligence, and adaptive behavior is assessed by a standardized measure of three domains: conceptual, social and practical.

As stated in the *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5)*, American Psychiatric Association, 2013, "The *conceptual* (academic) domain involves competence in memory, language, reading, writing, math reasoning, acquisition of practical knowledge, problem solving and judgment in novel situations, among others. The *social* domain involves awareness of others' thoughts, feelings and experiences; empathy; interpersonal communication skills; friendship abilities; and social judgment, among others. The *practical* domain involves learning and self-management across life settings, including personal care, job responsibilities, money management, recreation, self-management of behavior, and school and work task organization, among others." (p 33.)

1. Identification of the evaluator and client

- A qualified evaluator has comprehensive training and experience in diagnosing intellectual disabilities and in recommending academic accommodations.
- Include the name, title, credentials, and signature of the licensed qualified professional. All reports must be written in English, typed or printed on professional letterhead and dated.
- Include the test taker's identifying information: name, date of birth, and date of evaluation.
- Include the source of the referral and the reason for referral.

2. Recency of documentation

- Documentation should have been completed or updated within the past five years.
- A documentation update is a report by a qualified professional that includes a summary of the original disability documentation, as well as additional clinical evidence necessary to establish the test taker's current eligibility and the appropriateness of the requested accommodations.
 - An update typically includes:
 - verification of the continuing strengths and weaknesses identified in prior evaluations
 - a discussion of current impact on academic performance in general and test taking in particular
 - a history of the types of accommodations received and used
 - a discussion of the appropriateness of the requested accommodations

- The updated evaluation need not include IQ measures if the previous IQ measures were obtained using the WAIS-IV, WJ-III Cognitive Battery, or another comparable adult measure.
3. A comprehensive history that includes;
 - A history of presenting problems associated with the disability as well as information on the test taker's medical, developmental, educational, and family history. The age at which the disability was first apparent should also be indicated.
 - Relevant medical and medication history, including the individual's current medication regimen as well as both positive responses to medication and adverse side effects of medication.
 - A description of the test taker's current behavioral adjustment across multiple settings (e.g., home, school and place of employment).
 - Information regarding involvement with or support from agencies such as vocational rehabilitation, community mental health services and developmental disabilities organizations.
 4. A diagnostic assessment that includes:
 - Evidence that intellectual functioning was assessed by a comprehensive measure of intelligence and that the individual is functioning approximately two standard deviations or more below the mean when compared with same-age peers (Appendix A: DSM-5 Diagnostic Criteria for Intellectual Disability)
 - Evidence that adaptive behavior was assessed by a nationally normed standardized measure of adaptive behavior and that the individual is functioning approximately two standard deviations or more below the mean when compared with same-age peers on either (a) a score for one or more of the following types of adaptive behaviors: conceptual, social and practical; or (b) an overall score on a standardized measure of conceptual social, and practical skills
 - All subtest, index, and cluster scores as both standard scores and percentile ranks
 5. Relevant observations of behavior during testing
 - These observations help to form a diagnostic impression when combined with the clinician's professional judgment and expertise.
 6. Current impact on academic performance, employment and other daily activities
 - Documentation should include evidence that academic skills are substantially limited as determined by nationally normed standardized measures of achievement (Appendix B).
 - Assessments of basic skills (word identification/decoding, spelling, calculation), application (reading comprehension, written expression, mathematics reasoning), and fluency are recommended. Include evidence of cognitive (e.g., executive functioning, memory) and linguistic (e.g., receptive and expressive language)

deficits that could aid eligibility determination and support recommended accommodations.

7. Diagnostic conclusions that should include:
 - at least one specific diagnosis, based on the latest edition of the DSM or the ICD, indicating the level of severity of the disability
 - an interpretative summary that should rule out, to the extent possible, other potential factors that may alter the expression of the disability, including cross-cultural issues, English as a second language, lack of educational opportunity, and/or medical conditions that may mimic a disability
8. Specific recommendations and accommodations
 - Include a listing of requested accommodations that are supported by objective evidence.
 - Establish a link between the requested accommodations and the manifested symptoms of the disorder that is pertinent to a standardized testing situation.
 - Using unfamiliar accommodations for the first time on a high-stakes test may not be helpful to an individual and is not recommended.
9. Other sources of documentation can be used to corroborate symptoms of the disorder and support the need for the requested accommodation(s). Relevant information from these sources should be summarized by the evaluator in the current disability documentation and included as an attachment by the applicant. Depending on the degree and scope of the information it contains, a school-based document such as an Individualized Education Program (IEP), a Section 504 Plan, or transition documentation can be included as part of the documentation packet. Prior evaluation reports should be reviewed by the evaluator and summarized in the history section or attached to the documentation packet. Teachers' comments from any of these documents may be relevant to the need for accommodations.

Such documents may provide useful supplemental information about a test taker's educational history as well as her or his history of eligibility for services, limitations to academic achievement and accommodation use.

A personal letter from the applicant in his/her own words explaining academic difficulties and coping strategies may be helpful. The applicant's personal letter should highlight any relevant additional information that further supports the current need for accommodations. The personal letter should not exceed one page and may include information regarding the date of the initial diagnosis, accommodations history in a variety of settings, a statement explaining the need for the accommodations that are presently requested, and any additional supporting information for the requested accommodations. In some instances, additional insights regarding the students' disability

and use of accommodations could be provided by the Accommodations Coordinator at Garden City Community College.

Guidelines for Learning Disabilities

Learning disabilities is a general term that refers to a heterogeneous group of disorders characterized 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 disabilities (e.g., sensory impairment, intellectual disabilities, emotional disturbance) or with extrinsic influences (e.g., cultural or linguistic differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences. *Adopted from the National Joint Committee on Learning Disabilities (2016).*

Who should conduct an evaluation?

A qualified professional, with demonstrated training and experience in the assessment of learning disabilities in adolescents and adults, should conduct the evaluation. A licensed clinical or school psychologist, neuropsychologist or other comparably trained expert is generally considered qualified to evaluate and diagnose learning disabilities.

The name, title and professional credentials of the evaluator should be clearly stated in the documentation. This information should include licensure and/or certification, as well as the areas of specialization, employment, and the state or province in which the individual practices. All reports should be on letterhead, typed in English, dated, signed and otherwise legible.

How recent should documentation be?

The provision of reasonable accommodations and services is based upon clear evidence of the current impact of the disability on academic and test-taking performance. In most cases, this means that a diagnostic evaluation has been completed within the past five years. Ideally, this evaluation would have been completed when the test taker was at least 16 years of age.

The documentation must validate the need for accommodations based upon the test-taker's current level of functioning and how that level of functioning may impact test taking. The documentation should include:

- A summary of a clinical interview and behavioral observations including:
 - A history of presenting problems associated with the disability as well as information on the test-taker's medical, developmental, educational, vocational and family history. The history should also include a discussion of preexisting or

coexisting disorders including behavioral, medical, neurological and/or personality disorders, along with any history of medication use that may affect the individual's learning or test-taking performance. The summary should also include the date of diagnosis, duration and severity of the disorder. A combination of applicant self-report, interviews with others, review of transcripts and prior standardized test scores is recommended.

- Qualitative description of the applicant's test behaviors and strategies used in the testing process. This description may include signs of anxiety, fatigue or motivational issues.
- Assessment of the major domains of cognitive ability, information processing and academic achievement.
- Objective evidence of a *substantial limitation to learning* reflected in the neuropsychological or psychoeducational evaluation. Assessment must consist of a comprehensive, individualized, standardized, and norm-appropriate battery that reflects the functional limitations associated with the requested accommodations. The choice of the psychometric assessment battery should be guided by the overall objective(s) of the evaluation, the individual needs of the test taker, sound clinical judgment and prevailing professional practices. Ideally, the most recent edition of any normed measure should be used; if not, an explanation must be provided.
- Test scores from standardized instruments:
 - Standard scores are preferred, but at the very least, percentile ranks must be provided for all normed measures. The data must logically reflect a substantial limitation to learning for which the candidate is requesting the accommodation. The particular profile of the candidate's strengths and weaknesses must be shown to relate to functional limitations that necessitate accommodations.
 - The tests used must be reliable, valid and standardized for use with an adolescent/adult population and, whenever possible, the most recently normed version of the test should be used. The test findings must document both the nature and the severity of the learning disability. Informal inventories, surveys and direct observation by a qualified professional may be used in tandem with formal tests to further develop a clinical hypothesis.
- A clear diagnosis and statement of disability:
 - A clear diagnostic statement in accordance with the most recent edition of the Diagnostic Statistical Manual (DSM) or International Classification of Disease (ICD), including a discussion of functional limitations due to the learning disability, is required. The evaluation must document both the nature and severity of the learning disability. The evaluator must describe the impact the learning disability has on major life activities, including the significance of this impact on the individual's learning and test taking in particular.

- Nonspecific diagnoses, such as individual "learning styles," "learning differences," "academic problems" or "slow reader," do not constitute a learning disability. The evaluator is encouraged to use direct and specific language in the diagnosis and documentation of a learning disability.
- *Rule out.* It is important to rule out alternative explanations for problems in learning, such as emotional, attentional, medical or motivational problems, in addition to medication effects that may be interfering with learning but do not constitute a learning disability. If the data do not support the presence of a learning disability, the evaluator must state that conclusion in the report.
- A rationale for each accommodation recommended by the evaluator:
 - The documentation must include specific recommendations for accommodation(s), as well as a detailed explanation of why each accommodation is recommended. The data must reflect a substantial limitation to learning for which the applicant is requesting the accommodation. The evaluator should support recommendations with a rationale based upon specific test results and/or clinical observations.
- An interpretive summary:
 - A well-written summary based on a comprehensive evaluation is a necessary component of a current evaluation or of an evaluation update. Assessment instruments and the data they generate provide important information. The evaluator should integrate this assessment information with the test-taker's history, the current reason for referral, and observations of the applicant during the evaluation, to arrive at a diagnostic conclusion. It is essential, therefore, that professional judgment be used in the diagnosis and in the interpretive summary. The summary must include evidence of:
 - How patterns in cognitive ability, achievement and information processing are used to determine the presence of a learning disability;
 - The substantial limitation to learning presented by the learning disability and the degree to which it affects the individual in the testing context for which accommodations are being requested; and
 - Why specific accommodations are needed on the test and how the effects of the specific disability are mediated by the accommodations.

Guidelines for Physical Disabilities and Chronic Health Conditions

Professionals conducting assessments, rendering diagnoses, offering clinical judgments specific to the test taker about physical disabilities or chronic health conditions and/or making recommendations for accommodations must be qualified to do so. It is essential that professional qualifications include both (1) comprehensive training and relevant expertise in the specialty and (2) appropriate licensure/certification.

Qualified health care providers or evaluators are defined as those licensed or certified individuals who evaluate and diagnose physical disabilities or chronic health conditions. These individuals include medical doctors, surgeons, chiropractors, optometrists, audiologists, physical therapists, speech therapists, neuropsychologists and other relevantly trained health care professionals qualified to make such diagnoses. The health care provider who writes the report should have personally evaluated or examined the test taker. Documentation may be provided from more than one source when a clinical team approach employing a variety of professionals has been used.

A diagnosis of a physical disability or chronic health condition documented by a family member will not be accepted because of professional and ethical considerations, even when the family member is otherwise qualified by virtue of training and licensure or certification. The issue of dual relationships, as defined by various codes of professional ethics, should be considered in determining whether a professional is in an appropriate position to provide the necessary documentation.

Finally, the name, title and credentials of the qualified professional writing the report should be included. Information about licensure or certification, including the area of specialization, employment and the state or province in which the individual practices, should also be clearly stated in the documentation. All reports should be in English, typed on professional letterhead, dated and signed.

Although some individuals have longstanding or permanent diagnoses, because of the changing manifestations of many physical disabilities and chronic health conditions, it is essential that a test taker provide recent and appropriate documentation from a qualified professional. If the diagnostic report is more than twelve months old, the test taker must also submit a letter from a qualified professional that provides an update of the diagnosis, a description of the test taker's current functional limitations during the preceding twelve months and a rationale for each of the requested testing accommodations.

If the nature of the medical condition is episodic or transitory (e.g., lupus, chronic fatigue syndrome), then ETS may require documentation that addresses the frequency and duration of the test taker's current functional limitations and need for the requested accommodations. In some cases, the updated letter from a qualified professional may simply address why documents or reports that have been submitted and that are older than twelve months continue to be relevant in their entirety. Since reasonable accommodations are based upon the current impact

of the disability, the documentation must address the individual's current level of functioning and the need for each requested testing accommodation. The nature, severity and extent of the test taker's condition and the functional limitations as they relate to test taking should be addressed. The recommendations cannot be supported solely by a history of prior accommodations or self-report.

If the condition is of a permanent or unchanging nature (e.g., cerebral palsy, diabetes), then disability documentation does not need to include an extensive listing of test instruments. A simple statement from a qualified professional should suffice as long as it indicates that the functional impact of the disability or chronic health condition is unchanging or permanent.

In most cases, documentation should be based on a comprehensive diagnostic/clinical evaluation that adheres to the guidelines outlined in this document. In addition to a history of presenting symptoms, date of onset, duration and severity of the disorder, and relevant developmental and historical data, the diagnostic report should include the following components:

- A. **A specific diagnosis.** Qualified professionals are encouraged to cite the specific objective measures used to help substantiate diagnoses. The evaluator should use definitive language in the diagnosis of a physical disability or chronic health-related condition, avoiding such speculative language as "suggests," "is consistent with" or "could have problems with" in report.
- B. **A description of current functional limitations.** This would include daily life activities in academic and/or employment environments, with the understanding that a physical disability or chronic health condition usually presents itself across a variety of settings.
- C. **Medical information.** This would include describing how the current functional limitations restrict the condition, manner or duration of the test taker's performance of a major life activity.
- D. **Side effects from prescribed medications and therapies.** A positive response to medication in and of itself does not confirm a diagnosis, nor does the use of medication in and of itself either support or negate the need for accommodations. Should the test taker be experiencing side effects, a list of prescribed medications and frequency of use may be helpful.
- E. **Evidence for other possible explanations.** Evidence that other possible explanations for the functional limitations have been investigated and ruled out (e.g., other health concerns).

Guidelines for Psychiatric Disabilities

Professionals conducting evaluations, rendering diagnoses of psychiatric disorders, and making recommendations for accommodations of individuals with disabilities must be qualified to do so. It is essential that professional qualifications include information about both (1) comprehensive training and relevant expertise in diagnosis of psychiatric disorders, and (2) appropriate licensure/certification.

Qualified evaluators are defined as those licensed individuals who are competent to evaluate and diagnose psychiatric disorders or who may serve as members of the diagnostic team. These individuals or team members may include:

- licensed psychologists
- neuropsychologists
- psychiatrists
- other relevantly trained medical doctors
- clinical social workers
- school psychologists
- psychiatric nurse practitioners

Documentation may be provided from more than one source when a clinical team approach consisting of a variety of educational, medical and mental health professionals has been used.

Diagnoses of psychiatric disorders by a family member will not be accepted due to professional and ethical considerations, even when the family members are otherwise qualified by virtue of their training and licensure/certification.

The name, title, credentials and signature of the licensed qualified professional writing the evaluation must be included. Information regarding license or certification, as well as the area of specialization, employment, and state or province in which the individual practices must also be clearly stated in the documentation. All reports should be written in English, typed or printed on professional letterhead, and dated.

II. Documentation Necessary to Support the Diagnosis and Accommodations Must be Comprehensive

In most cases, documentation should be based on a comprehensive diagnostic/clinical evaluation that adheres to the guidelines outlined in this document. It is recommended that the diagnostic report include the following components:

- specific diagnosis or diagnoses
- description of current symptoms in the testing environment as well as across other settings (e.g., college or employment)
- relevant information regarding psychotropic medications expected to be in use during test administration and the anticipated impact ("side effects") on the test taker in this setting (see Section IV)
- relevant information regarding current treatment

- specific recommendations for accommodations with an accompanying rationale

A. Historical Information, Diagnostic Interview, and/or Psychological Assessment

Behavioral observations, combined with the clinician's professional judgment and expertise, are often critical in helping to formulate a diagnostic impression. The evaluator should specifically indicate, in detail, the relevant test-taking behaviors that impact the examinee's performance. The evaluator should indicate if the behaviors noted during testing are consistent with the diagnosis, and if not, why not.

The information collected for the diagnostic interview should include, but not be limited to, the following:

- history of presenting symptoms of the disability when active (e.g., palpitation, sweaty palms, disoriented thinking, mental fatigue)
- onset of the disorder and duration and severity of the symptoms (including discussion that separates common test-taking anxiety from a diagnosed condition)
- relevant developmental, historical and familial data (including any hospitalization, outpatient treatment, and visits to counseling and mental health services)
- relevant medical and medication history, including the individual's current medication regimen compliance, side effects (if relevant), and positive and negative response(s) to medication
- a description of current functional limitations in academic testing or employment settings with the understanding that a psychological disorder usually presents itself across a variety of settings other than just the academic domain and that its expression is often influenced by context-specific variables (e.g., school-based performance, work or job performance)
- if relevant to test-taking performance, a description of the expected progression or stability of the impact of the condition over time
- if relevant to test-taking performance, information regarding type of treatment received, its effectiveness, and the duration and frequency of the therapeutic relationship/li>
- if relevant, information regarding sleep hygiene and possible impact on functioning in a test-taking situation

B. Documentation Must Include a Specific Diagnosis or Diagnoses

The report must include at least one specific diagnosis based on the latest edition of the DSM or the ICD, preferably listed in a specific diagnostic section of the report with the nominal diagnosis and accompanying numerical code. Evaluators are encouraged to also provide meaningful contextual information (e.g., associated medical diagnoses, current stressors and sociocultural factors, as well as statements regarding general level of functioning) as has been the standard set forth in recent editions of the DSM. Citing the specific objective measures used to help substantiate the diagnosis along with scores can be quite helpful in documenting a reasonable

need for accommodations. The evaluator should use definitive language in the diagnosis of a psychiatric disorder, avoiding such wording as "is consistent with," "has problems with," or "may indicate emotional problems."

Given that many individuals benefit from prescribed medications and therapies, a positive response to medication in and of itself does not confirm a diagnosis, nor does the use of medication in and of itself either support or negate the need for accommodations.

C. Alternative Diagnoses or Explanations Should Be Ruled Out

To the extent possible, the evaluator should investigate and rule out the possibility of other potential diagnoses that may alter the expression of a disability. These diagnoses, such as neurological and/or medical conditions or substance abuse, as well as educational, linguistic, sensorimotor and cross-cultural factors, may result in symptoms that mimic, exacerbate, or otherwise complicate determinations of the true nature of the purported psychiatric disability.

Guidelines for Traumatic Brain Injury

Traumatic Brain Injury: A traumatic brain injury (TBI) involves a disruption of normal brain function as a result of exposure to an external physical force. The trauma may involve a direct impact from an object striking the head or the head striking an object. Damage to the brain can be indirect, as when the rest of the body is suddenly subjected to acceleration or deceleration or to the shock wave from an intense explosion. TBIs may have mild to profound effects on physical, psychological, emotional, and/or social functioning. They are classified in multiple ways. A primary injury refers to damage that immediately results from the trauma, and may involve bruises and bleeding in the brain itself or damage to surrounding structures. This primary event can set in motion a series of molecular responses that can lead to further damage, through changes in membrane activity, release of neurotransmitters, oxygen deprivation, swelling, increased pressure inside the skull, etc. TBIs can also be further classified by type (open vs. closed; uncomplicated vs. complicated) and severity. Please see Appendix A, "Veterans Administration (VA)/Department of Defense (DoD) Severity Scheme."

Closed Traumatic Brain Injury: A closed traumatic brain injury occurs when the skull is not fractured or penetrated, but brain tissue is damaged by the forces that cause shifting or stretching and contact between the brain and the rough inside surface of the skull.

Open Traumatic Brain Injury: An open traumatic brain injury occurs when the skull has been fractured or penetrated by a foreign object. Open head injuries expose the brain to the outside world and bring an increased risk of complications such as infection, leakage and disrupted flow of cerebrospinal fluid, and seizures.

Concussion: Concussion is a clinical subsaccounting for an estimated 75 to 90 percent of traumatic brain injuries. In the United States, the term is often used interchangeably with Mild

Traumatic Brain Injury (mTBI). Six key elements characterize concussion: (1) it is a complex pathophysiological process; (2) it results in the rapid onset of neurological impairment that typically resolves spontaneously; (3) loss of consciousness and amnesia may or may not occur; (4) brain imaging (e.g., CT scan, MRI) typically fails to show evidence of structural abnormality, and brain dysfunction in concussion is usually related to problems with brain metabolism rather than structural damage or injury; (5) multiple domains are often affected in its aftermath (i.e., physical, behavioral, cognitive, and sleep disturbances); and (6) clinical presentation varies substantially across individuals.

Post-Concussive Syndrome (PCS): Post-concussive or post-concussion syndrome is a set of symptoms that may continue for weeks, months, or occasionally a year or more after a concussion. Common features include headache, dizziness, irritability, diminished concentration, sleep disturbance, and intolerance to stimulation (e.g., lights or sound).

Cumulative Head Trauma: The damage caused by repeated blows to the head or multiple concussions. Evidence is accumulating for a new clinical entity known as Cumulative Traumatic Encephalopathy (CTE), which is characterized by a progressive deterioration of functioning heralded by mood and personality changes and ultimately resulting in global dementia. Professional athletes in football, hockey, and boxing appear to be at elevated risk for this syndrome.

Blast Trauma: A new category of brain injury that occurs when the human body is subjected to intense pressure emanating from explosions. This injury has been seen extensively in military service members returning from the Middle East who have been exposed to blasts from improvised explosive devices and rocket-propelled grenades.

Second Impact Syndrome: A dire clinical situation in which an individual with an unresolved TBI undergoes a second — sometimes seemingly minor — brain injury hours or days later, and then suffers life-threatening or fatal complications. It is thought that the underlying molecular alterations that are set in motion following the initial injury render the brain exceedingly vulnerable to further damage for a narrow window of time. Preventing this syndrome is one of the main objectives of the "return to play" restrictions following TBI.

Documentation to support a diagnosis of a TBI often comes from a variety of qualified professionals who have examined, tested, or worked directly in a variety of different capacities with the individual who has sustained a TBI. Therefore, GCCC acknowledges that documentation of this complex condition may be medically, psychologically, academically, and/or vocationally oriented. Results of all tests used to evaluate the individual with a TBI should be included if relevant. Typically, TBI documentation is based on a comprehensive diagnostic protocol that includes objective as well as subjective data and adheres to the guidelines outlined in this document. The diagnostic report should include the following five components:

1. Specific diagnosis or diagnoses in accordance with the latest versions of the DSM or ICD.

2. Description of current as well as residual symptoms, including their frequency, intensity, and duration in the testing environment as well as across other settings (e.g., high school, college, employment, daily life activities).
3. Detailed medical information in narrative form relating to the individual's current needs, including the effects of medications or current treatment approaches.
4. A narrative discussion of all relevant information, including results of standardized assessment measures, if applicable.
5. Relevant information regarding the test taker's prescribed use of medications that may be taken on the day of the test.

In most cases, a neuropsychological or psychoeducational evaluation will be useful in clarifying the functional impact of the diagnosed disability and in supporting the underlying rationale for accommodations on a high-stakes test. If the brain injury primarily affects sensory and/or motor functioning, a neuropsychological or psychoeducational evaluation may not be necessary. In these cases, documentation from a professional such as a neurologist, optometrist, or occupational therapist may be sufficient. The following section provides more detailed information regarding historical and diagnostic information that may be helpful to evaluators.

A. Historical Information, Diagnostic Interview, and Psychological Assessment

Behavioral observations, combined with the clinician's professional judgment and expertise, are often critical in helping to formulate a diagnostic impression. The evaluator should specifically indicate behaviors that are likely to impact the examinee's performance on a high-stakes test. This section of the diagnostic report should include the following:

- History of presenting symptoms, including date and cause of injury and date of release from hospitalization/re, if applicable.
- Severity of symptoms and evidence of current impairment.
- Relevant medical and medication history, including the individual's current medication regimen and adherence, side effects (if relevant), and positive and negative responses to medication as reported by the candidate.
- Co-existing conditions, if any.
- Results of neuropsychological or psychoeducational assessment, where applicable.

B. Documentation Should Typically Address the Following Domains:

- **Memory** — the ability to store information for recall, as well as long-term storage and retrieval of previously acquired knowledge.
- **Attention** — the ability to focus and maintain concentration on relevant information and shift appropriately in support of other "higher" cognitive operations.
- **Speed of thinking/processing** — how long it takes the individual to process information compared to peers.

- **Communication/language** — writing, reading, speaking, and/or listening abilities, as well as any pragmatic communication issues such as interrupting others, talking out of turn, dominating discussions, or speaking too loudly or in a manner perceived as rude.
- **Spatial reasoning** — ability to recognize shapes of objects, judge distances accurately, read a map, visualize images, or comprehend mechanical relationships.
- **Conceptualization** — ability to categorize, sequence, abstractly classify, or generalize information.
- **Executive functioning** — ability to engage in goal setting, plan, work flexibly toward a desired outcome, and monitor one's own performance.
- **Psycho-social behaviors** — although these are generally not directly related to test taking, it may be helpful to evaluate any issues such as depression, withdrawal, cognitive inflexibility, denial, irritability, lowered frustration tolerance, restlessness, anxiety, poor social judgment, apathy, fatigue, or decreased awareness of personal hygiene.
- **Motor, sensory, or physical abilities** — includes sensory and perceptual deficits and limitations in coordination and mobility .

Students are encouraged to contact the Accommodations Office for guidance on the documentation needed for their individual situations

All documentation should be submitted by the student as follows:

Mailing Address	Accommodations Office 801 Campus Drive Garden City, Ks 67846
Phone:	620-276-9638
Fax:	620-276-9650 ATTN: Kari Adams
Email:	Accommodations@gcccks.edu Kari.adams@gcccks.edu

Determination of Disability and Eligibility for Accommodations:

Assessing reasonable and appropriate accommodations will be based on the type(s) and impact of the particular disabling condition(s), as reflected by the documentation and self-report. Accommodations will be determined of an individual bases and may not be identical to those previously used by a student at another institution or in another setting. Accommodations that compromise the integrity of an academic program, impose undue financial and/or administrative burden on the GCCC accommodations office, or alter the programmatic, academic, or curricular content are not considered reasonable or appropriate.

Accommodations will not be granted retroactively for the past terms or past parts of courses in which the letter of accommodation was not presented to the instructor. Undiagnosed or

undocumented disabilities cannot be the basis for grade appeals. Students cannot petition grades received as a result of not using accommodations or not following appropriate procedures to request accommodations. Grade appeals must follow GCCC policy.

Retention and Disposal of Documentation and the Records shared with the Accommodations Office:

The Accommodations Office at GCCC will keep all disability related records for 7 years. All documentation and other accommodation related materials will be destroyed 7 years after the student's last term of attendance at GCCC.

Prior to the destruction of the records, students are entitled to copies of documents held in their files and may receive them upon request. Students who return to GCCC after disability related documents have been destroyed must resubmit documentation of their disability in order to obtain accommodations. It is highly recommended that students retain a copy of their documentation for their own purposes.

Accommodations:

- Testing:
 - GCCC will provide appropriate test accommodations for students with disabilities as sustained by appropriate documentation. Accommodations for testing may include, but are not limited to: extended time (+50% or time-and- a-half is a standard; requests for additional time will be evaluated on a case-by-case basis); a reduced distraction testing environment; and use of computer, audio version of the exam questions, or other appropriate assistive technology.
 - Students who are receiving testing accommodations and want to take their exams with the Accommodations office need to contact their instructor and the Accommodations Coordinator at least 24 hours in advance of the planned exam administration. Students will also need to make necessary arrangements with their instructors to have the test sent to the testing center and plan the time and date to take the test. Testing Appointments can be scheduled by email, phone, or walk in.
 - When scheduling with the Accommodations Office for testing accommodations, students must provide the date and time of the planned test along with any of the accommodations needed (i.e. assistive technology or a reader).

Testing Service Guidelines:

1. Each student is responsible for consulting with their instructor regarding exam accommodations by presenting the Letter of Accommodations (LOA) to the instructor. Testing Accommodations should be planned and scheduled. It should also be noted that if a professor has a room for a student to test in with less distractions, the professor can choose to utilize that space for testing as the accommodation. Students can request

testing in the Accommodations Office and if so, it will be specified in their Letter of Accommodation. The Testing Center for the Accommodations Office will be located upstairs in the Student and Community Service Center and will have allotted hours for students needing to test with accommodations.

2. Testing needs to be scheduled at least 24 hours in advance.
3. Testing Center Hours for Fall of 2019 are as followed:
 - a. Wednesdays from 12:00 PM to 4:00 PM
 - b. Thursdays from 8:00 AM to 11:00 AM
 - c. Friday's from 12:00 PM to 4:00 PM
 - d. Or otherwise BY APPOINTMENT
4. Exam Materials must be emailed and/or delivered and/ or picked up to or by the Accommodations Office before the scheduled exam.
5. The Accommodations Office will adhere to the test times submitted on the Testing Authorization Form. Students must remember the dates and times for exams and are expected to arrive at the Accommodations Office at the time indicated on the Testing Request Form.
6. If a student is late to a scheduled Exam, the end time will not be extended.
7. If a student is unable to take a scheduled exam, the student must notify the Accommodations Office and the instructor as soon as possible. It is the student's responsibility to contact the instructor regarding rescheduling the exam. (The Accommodations Office will reschedule the exam at a time that is agreed upon by all parties).
8. All personal belongings and/or any materials not indicated on the Testing Request Form must be stored in the designated area. This includes cell phones, laptops, backpacks, etc. The Testing Facility will be monitored with individuals and/or with surveillance cameras.
9. Once an exam begins, students may only leave the testing room for a quick restroom break or if breaks are allowed as a designated accommodation. However, they must leave all personal belongings within the testing center.
10. No food or drinks are allowed in the testing room unless it is a designated accommodation.
11. If a course is dropped for which exams have been scheduled with the Accommodations office, please notify the Accommodations Coordinator as soon as possible. Other Students may be able to use the time and space that was reserved.
12. All Testing through the Accommodations Office will be closely monitored by either the Accommodations Coordinator, Assessment Center Workers, or a surveillance camera(s) that are located in one of the testing rooms.
13. Garden City Community College takes the issue of academic dishonesty very seriously. If cheating or other academic dishonesty is observed or suspected, the instructor will be notified immediately. It is at the discretion of the instructor as to what, if any, sanctions may be assessed.

Accommodations Continued:

- Flexibility in Class Attendance
 - Students are expected to follow established class attendance. However, some disabilities are episodic in nature and students may have to miss class as a result of necessary medical or mental health impacts related to his or her disability. As a general guideline, if an accommodation has been approved, the student will be allowed no more than one additional absence than are normally acceptable for an eight-week course, or three additional absences than are normally acceptable for a sixteen-week course. If additional absences are necessary, the student must contact the Accommodations Office directly and immediately to request a review. Depending on the nature of the course (essential components), flexible attendance might not be an appropriate or reasonable accommodation.
- Flexibility in Assignment Due Date
 - As a general rule, students receiving flexibility in assignment due dates as an accommodation are allowed 48-72 hours to complete course assignments or projects, depending on the pace and requirements of the course. Extensions are not available on final projects.
- Sign Language Interpreting and Captioning Services
 - Sign language interpreting services for students who are deaf or hard of hearing will be provided for classes, academic meetings/appointments, and institution sponsored programs. An interpreter will not be scheduled for students who do not make the accommodation request through the Accommodations office and Provide a Final Class Schedule.
 - At any time that the College Campus is closed (Planned, or for weather or other unforeseen circumstances), interpreting and captioning services will be automatically cancelled. The Coordinator of Accommodations may reach out to the interpreters to ensure they are aware of the closure.
 - An interpreter's/ captioning function is to facilitate communication. The interpreter/ captionist is not available to act as a note-taker, tutor, or messenger for the student. Students should contact the Accommodations Office with any questions regarding the role of the interpreter/captionist.
 - To request interpreting/captioning services, notify the Coordinator of Accommodations as far in advance of the class/meeting/event as possible. Every effort will be made to find a qualified interpreter or captionist. The Accommodations Office cannot guarantee services to students who do not provide notice within 7 business days. Students must notify the Coordinator of Accommodations with any interpreting preferences (i.e. ASL, Signed English, Oral, Tactile, Etc.).
- Note-Taking

- Some students with disabilities may have difficulty taking notes. A note-taking accommodation is intended to provide information that the student would have gotten on their own if it were not for his/her disability.
- Students must present their letter of Accommodation to instructors in order to receive the accommodation. Online Students requesting the Accommodation of a note-taker need to discuss the specific course and format with the Accommodations Coordinator as soon as possible.
- **Other Accommodations are available on individual needs and a case-by-case basis**

Temporary Disabilities:

Some disabilities are temporary and might require accommodations for a limited time. Students who are recovering from surgery, injury, or severe illness may be unaware of the accommodations that may be reasonable for a limited time period. Students must contact the Accommodations office to establish reasonable accommodations. Temporary Disabilities are evaluated on a semester basis.

Access:

Access refers to elimination of physical barriers that prevent full participation in activities, but it also includes access to appropriate technology and institutionally sponsored events and programs. All buildings or facilities concerns related to access should be discussed with the Accommodations Coordinator. For assistance after regular business hours or in the event of an emergency, please contact Campus Police at 620-272-6828 or 911.

Personal Attendants and Classroom Assistants

- **Personal Attendant:** A Personal attendant are not employees of Garden City Community College, but are employed by the student. If a student with a disability requires a personal attendant, the student should notify the Accommodations Office prior to the upcoming semester. The Accommodations Office will then notify the student's instructor of their needed presence in the classroom.
- **Classroom Assistant:** The Accommodations Office does provide academic assistants for lab/shop classes for students whose disabilities demonstrate a need. For example, a shop class in which required activities include the stable use of power equipment. The Accommodations Coordinator will work with the student, classroom assistant, and instructors to identify the type of assistance needed.
 - Personal Attendants and Classroom Assistants should not interact with instructors or other students in the class unless the student with a disability is

unable to communicate. The Accommodations office will work closely with the instructor to determine if it is appropriate for an attendant to facilitate communication.

- Classroom assistants are expected to follow all applicable GCCC rules and regulations.

Service Animals and Emotional Support Animals (ESA) on Campus:

Pets:

Garden City Community College prohibits pets in campus buildings with the exception of Service Animals and Approved Emotional Support Animals (ESA) for individuals with disabilities. A “pet” is any animal kept for ordinary use and companionship. Assistance animals (service and support), as defined below, are not considered pets.

This document describes the procedures for the use of service animals by students and employees and emotional support animals by students on the Garden City Community College campus. GCCC complies with the Americans with Disabilities Act (ADA) in allowing the use of service animals for students, staff, and visitors. GCCC complies with the Fair Housing Act in allowing students the use of Emotional Support Animals that are approved as an accommodation.

DEFINITIONS

Service Animal:

A service animal as per the ADA is defined as: “Any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purpose of this definition. The work or tasks performed by a service animal must be directly related to the owner’s disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, ...retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work tasks for the purposes of this definition.”

Emotional Support Animal:

The Fair Housing Act defines an emotional support animal as any animal that provides emotional support, well-being, or companionship that alleviates or mitigates symptoms of the disability; the animal is not individually trained. Emotional support animals are not limited to dogs and can be other species of animal. Emotional support animals are not family pets and not considered as service animals. In order to bring an emotional support animal to campus, the Owner must contact the Accommodations Office no less than 60 days prior to arrival, in order to permit time to gather all necessary documentation. Animals should not be brought to campus prior to approval being granted. ESA's are not family pets.

The College will make an individual assessment of each proposed emotional support animal. Dogs must be completely trained and housebroken. The use of "puppy pads" will not be permitted. For dogs under 12 months old that are not already living with the student at the time the ESA is requested, the Accommodations Office will ask a statement that the puppy is housebroken from the breeder, adoption agency or person providing the animal to the student. For animals already known to the student, the student can self-attest to the housebroken status of the animal.

Owner: A person with a service or emotional support animal.

Trainer/Trainee: A service animal in training, including puppies in training once they are old enough to remain under the control of the trainer. A person who is training the service animal (the trainer) must accompany the animal and the animal must wear a leash, harness, or cape that identifies the animal as a service animal in training. Trainees are not permitted to reside in campus housing. See the Responsibilities/Requirements sections of this document regarding the registration of trainees.

QUALIFYING TO HAVE A SERVICE OR EMOTIONAL SUPPORT ANIMAL

For an individual to qualify for having a service animal on campus:

- The student must have a disability as defined by the ADA;
- The accompanying animal must be trained to do specific tasks for the qualified individual; and
- Students must register with the Accommodations Office if the service animal will be housed on the campus so that accommodations can be coordinated;
- Must contact the Accommodations Office and Residential Life as early as possible to permit time to gather and review all necessary documents.

NOTE: If the definition of a service animal is not met, then the use of the animal as emotional support may be allowed as a reasonable accommodation.

For a student to qualify to have an emotional support animal in his or her residence hall:

- The student must have a disability as defined by the ADA;
- The student must be registered with the Accommodations Office;
- The student must have an already established relationship with the animal;
- The emotional support animal must be approved through Accommodations Office as an official accommodation, in conjunction with other offices as needed;
- The owner must notify the Accommodations Office if the animal is no longer needed or is no longer residing on GCCC property. If the animal will be replaced, the owner must submit a new request.

Students who require the use of a service animal on campus are encouraged to contact the Coordinator of Accommodations to register as a student with a disability. Information provided to the Accommodations Office is confidential and specific information about the disability will not be released without the consent of the student.

RESPONSIBILITIES/REQUIREMENTS

SERVICE ANIMALS ON CAMPUS

Owner:

- Is responsible to attend to and be in full control of the service animal at all times. A service animal shall have a harness, leash, or other tether unless a) the owner is unable to use a harness, leash or tether, or b) using a harness, leash, or tether will interfere with the animal's ability to safely and effectively perform its duties.
- Is responsible for ensuring that the service animal is wearing a leash, harness or cape that identifies the animal as a service animal when on duty anywhere on campus.
- Is responsible for the costs of care necessary for a service animal's well-being. The arrangements and responsibilities with the care of a service animal is the sole responsibility of the owner at all times, including regular bathing and grooming, as needed.
- Is responsible for independently removing or arranging for the removal of the service animal's waste. Waste must be disposed in a sealed bag in the designated trash area of the residence hall.
- Is responsible for complying with local and state licensing laws for animal rights and owner responsibilities. Service animals should be current with immunizations and wear a rabies vaccination tag.
- Is responsible for paying for any damage to GCCC property caused by the animal.
- Animals must leave campus with the student anytime the student leaves overnight and/or during GCCC breaks.
- GCCC may prohibit the use of service animals in certain locations due to health and safety restrictions or places where the animal might be in danger. Restricted areas may include

but are not limited to food preparation areas, research laboratories, boiler rooms and other areas prohibited by law.

GCCC Community:

- Must allow service animals to accompany their owners at all times and everywhere on campus where the general public (if accompanying a visitor) or other students (if accompanying a student) are allowed, except for places where there is a health, environmental, or safety hazard. The appropriate way to ascertain that an animal is a service animal is to ask (only if it not apparent) if the animal is required because of a disability and what tasks it has been trained to perform. Specific questions about the individual's disability may not be asked.
- Contact the Accommodations Office if any questions or concerns arise relating to the service animals.
- Only two questions can be asked about service animals;
 - Is the Service Animal required because of a disability?
 - What work or task is the dog trained to perform?
- Do not ask questions about the disability.
- Do not pet or feed a service animal.
- Do not attempt to separate the animal from the owner.
- Do not startle or tease a service animal.
- Contact the Accommodations Office if faculty/staff have any additional questions regarding visitors to campus who have service animals.
- Refrain from charging a fee for the Service animal to reside in the residence hall, but may assess usual fees for any damages incurred.
- Report any service animals who misbehave or any owners (or other individuals) who mistreat their service animal to the Accommodations office or the Department of Public Safety.

Accommodations Office:

- Is responsible for developing the necessary procedures for GCCC and facilitating the use of service animals by students on campus.
- Assists owners and the GCCC community when questions or concerns arise relating to service animals on campus and seeks legal advice when necessary.

Trainers/Trainees:

- Animals in training and their trainers are expected to adhere to the responsibilities and requirements of trained service animals and their owners (see above).
- If the trainer is a student, he or she must register the animal with the Accommodations Office, showing the documentation of licensing and vaccination and providing information about the overseeing training agency, if not pre-approved.
- Trainees are not permitted to reside in campus housing.

- There is no comprehensive list of approved service animal training agencies. Therefore, the Accommodations Office will determine on a case-by-case basis whether a specific program provides the proper training, supervision and oversight of trainees and their trainers

EMOTIONAL SUPPORT ANIMALS IN CAMPUS-OWNED RESIDENCES:

Owner:

- Is responsible to attend and be in full control of the emotional support animal at all times. The emotional support animal shall have a harness, lease, tether or be transported in an appropriate enclosure whenever it is outside of the residence hall room where it will be housed.
- In shared living spaces, the emotional support animal should be in an appropriate container if the owner is not in the room with the animal.
- Is responsible for following all rules related to the restrictions of animals from buildings on the campus other than their residence hall.
- Is responsible for the costs of care necessary for the emotional support animal's well-being. The arrangements and responsibilities for the care of an emotional support animal are the sole responsibility of the owner at all times, including regular bathing and grooming as needed.
- Is responsible for not leaving the emotional support animal unattended for an unreasonable length of time.
- Is responsible for independently removing or arranging for the removal of the emotional support animal's waste. Waste must be disposed in a sealed bag in the designated trash area of the residence hall.
- If the emotional support animal voids on the floor or carpet anywhere inside a residence hall, the student is responsible to clean up promptly to the best of their own ability, as well as submit a work request with Facilities Management for the area to be properly disinfected. The student pays all costs associated with such clean up. Dogs must be housebroken and accidents should be infrequent.
- Is responsible for complying with local and state licensing laws for animal rights and owner responsibilities. Emotional support animals should be current with immunizations and wear a rabies vaccination tag if appropriate. This documentation should be on file with the Accommodations Office.
- Animals must leave campus with the student if student leaves overnight and during all GCCC breaks if the student leaves campus.
- Is responsible for paying for any damage to GCCC property or pest treatment caused by the animal.
- Must abide by all applicable residential policies, including room inspections.
- Is responsible for notifying the Accommodations Office and Residential Life if the emotional support animal is no longer needed.

GCCC Community:

- Must allow emotional support animals to reside with their owners in their residence hall room or suite once they are approved as a disability related accommodation.
- Contact the Accommodations Office if any questions or concerns arise relating to emotional support animals including any additional questions regarding visitors to campus who have emotional support animals.
- Report any emotional support animals who misbehave or any owners (or other individuals) who mistreat their emotional support animals to the Department of Public Safety and the Accommodations Office.
- Refrain from charging a fee for the emotional support animal to reside in the residence hall, but may assess fees for any damages incurred.

Accommodations Office:

- Is responsible for developing the necessary procedures for GCCC and facilitating the use of emotional support animals by students on campus.
- Will contact potential roommates and suitemates to determine if other student have any concerns about potentially living with a support animal.
- Assist owners and the GCCC community when questions or concerns relating to emotional support animals on campus and seeks legal advice when necessary.
- If other residents raise concerns about the animal and attempts of mediation are unsuccessful, the owner of the ESA will be provided with an alternate living space on campus and expected to move within a reasonable period.

IMPORTANT CONSIDERATIONS

A service or emotional support animal **can be asked to leave or not allowed participation on campus if:**

- The animal is found by GCCC to be out of control or disruptive and the animal's owner does not take immediate and effective action to control it.
- The animal is not housebroken or kept in a cage where waste can be managed effectively.
- The animal is found to be neglected or mistreated and prompt corrective action is not taken.
- The animal is physically ill.
- The animal is unreasonably dirty.
- A service animal attempts to enter a place on campus where the presence of a service animal causes danger to the safety of the owner or other students/members of campus.
- A service animal attempts to enter a place on campus where a service animal's safety is compromised.

The process for handling disruptions to the community as follows:

A student will receive a written warning if a complaint(s) is received regarding the animal. Following the first warning, the student will have the opportunity to rectify the situation and correct the behavior. If a second complaint is received, the Accommodations Office will conduct

a further assessment of the situation and the extent of impact to the community. At this point, it is possible that the student with the animal will be asked to switch rooms if there is availability on campus. Following a third complaint or incident, the animal will need to be removed from the campus. Students must identify a person who could come to campus to remove the animal if needed within a reasonable amount of time. The individualized assessment of each incident may lead to escalation of this process up to and including removal of an animal from campus after a first complaint, depending on the severity of any incident involving any service or support animal.

Reminder: Emotional support animals are not allowed anywhere on campus, outside of the residence hall, where animals are normally allowed. An ESA may be removed from campus if it is found in any other building on campus, other than the student's residence hall.

All animal owners must abide by applicable local ordinances. Any service or emotional support animal who misbehave or any owners (or others) who mistreat their service or emotional support animals should be reported to the Accommodations Office.

GCCC may prohibit the use of a Service Animal in certain locations due to health or safety restrictions. Restricted areas may include but are not limited to food preparation areas, research laboratories or classrooms that contain research animals, areas that require protective clothing, and other areas as required by state or local laws. Exemptions to these restrictions may be requested and will be considered on a case-by-case basis.

Etiquette around service animals and their owners:

- Do NOT pet, touch or otherwise distract a service animal when it is working. Doing so may interfere with its ability to perform its duties.
- Do NOT feed a service animal. Their work depends on a regular and consistent feeding regiment that the owner is responsible to maintain.
- Do NOT attempt to separate the owner from the service animal.
- Do NOT harass or deliberately startle a service animal.
- Avoid initiating conversations about the student's disability. Some people do not wish to discuss their disability.

Significant allergies to animal dander and other concerns:

- Concerns of this nature will be addressed on a case-by-case basis. The Accommodations Office will work in conjunction with the Office of Residential Life to alert potential roommates of the fact that a service or comfort animal will present in an effort to address concerns including those related to allergies and objections or fears related to certain types of animals as early as possible in the housing assignment process. Issues or concerns that may arise during the academic year should be reported as quickly as

possible. Owners who have concerns about any matter affecting their use of a service or emotional support animal should contact the Accommodations Office.

Special Situations or Exceptions

- Students and employees should contact the Accommodations Office to discuss any special situations regarding service animals or emotional support animals that are not covered by this policy, as well as any exceptions to this policy that might be requested by a student or employee. All exceptions must be approved in writing by the Accommodations Office at GCCC.

Legal Procedures Related to Disabilities

Garden City Community College is legally required to provide reasonable accommodations for students with disabilities. Accommodations are made on a case-by-case basis. GCCC strives to provide equal access to all programs, activities, and services for students with disabilities.

Two fundamental legal documents guide many disability policies in higher education: Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Please refer to the excerpts of these documents for further information regarding disabilities and the law.

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 is a civil rights statute that guarantee specific rights to individuals with disabilities. It provides equal access and reasonable accommodations for otherwise qualified students with disabilities. This law requires all recipients of federal funds, whether in the form of a grant or a contract, to review and, if necessary, modify their programs and activities so that discrimination based on ability is eliminated. This act covers all qualified individuals with disabilities.

According to government definition, this means an individual who, with reasonable accommodation, can perform the essential functions of the job (or school curriculum) in question. The objective of Section 504 to ensure that people with disabilities have opportunities and access to the benefits of all federally funded programs and activities.

Specifically, section 504 states:

No otherwise qualified individual with a disability in the United States shall solely by reason of his (or her) disability, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Disabled persons mean any person who

- has a physical or mental impairment which substantially limits one or more major life activities
- has a record of such an impairment
- regarded as having such an impairment

Definitions of Terminology in Section 504

- Physical Impairment:
 - Any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more of the following body systems: Neurological, musculoskeletal, special sense organs, respiratory including speech organs, cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, immune, circulatory, and endocrine.
- Mental Impairment:
 - Any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
- Major Life Activities:
 - Functions that include
 - Caring for one's self
 - Performing manual tasks
 - Walking
 - Seeing
 - Hearing
 - Speaking
 - Breathing
 - Learning and working
- Record of such:
 - A history of, or has been misclassified as having an impairment This means that the individual has a history of, or has been misclassified as having a mental or physical impairment that substantially limits one or more major life activity. This provision is included in the definition of a disability to protect individuals who have recovered from a physical or mental impairment that substantially limited them in major life activity. An individual with a past impairment cannot be discriminated against on the basis of that past impairment.
- Regarded as Having:
 - Does not limit major life activities, but is treated as such. Is limited only because of attitudes of others or is treated by a recipient of having such impairment.
- Substantially limits:
 - Prohibits or significantly restricts an individual's ability to perform a major life activity as compared to the ability of the average person.

Americans with Disabilities Act of 1990 (ADA)

The purpose of ADA is:

- To provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.
- To provide a clear, strong, consistent, enforceable standard that addresses the discrimination against individuals with disabilities.
- To ensure that the federal government plays a central role in enforcing standards established with this act.
- To involve congressional authority, including the fourteenth Amendment, to regulate commerce in order to address the major areas of discrimination.

The act augments section 504 legislation and extends it to the general public, not only educational institutions. In Title II, the ADA specifies:

- Qualified individuals with a disability mean 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.

From (ADA), 42 U.S. C., Sec 12111

For more information about the ADA, including links to ADA regulations, please visit the ADA website at <https://www.ada.gov/>

Grievance Procedure

General Information

- The purpose of the Student Complaint and Grievance Policy is to provide equitable and orderly processes to resolve complaints and grievances by students at by students at Garden City Community College. A complaint is defined as a difference or dispute between a student and a faculty or staff member, supervisor, or department head related to services rendered. An unresolved complaint is raised to the level of grievance when the student completes and submits a Student Grievance form. The Student Grievance process must be initiated during the semester the alleged incident or issue occurred or the regular academic semester (Fall or Spring) that follows. The grievance form is located on the Garden City Community College website at the following link: <https://www.gcccks.edu/admission/consumerinfo/pdf/StudentComplaintandGrievancePolicy021919.pdf>

FORMS

Testing Center Hours (Accommodations)

*Listed below are the testing hours for students who utilize Accommodations (Fall 2019). If these times do not work for your schedule, please feel free to schedule an appointment at a different time by contacting the Coordinator of Accommodations. The Accommodations Office is here to work with you and strive for your success. *

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7-8 am			8:30 a.m.-10:30 a.m. C.N.A				
8-9 am	8:30-11:00 a.m. Accuplacer ↓	8:30-11:00 a.m. Accuplacer ↓ 8:30-4:30 p.m. Pearson Vue ↓	↓	Accommodations 8:00-11:00 a.m. ↓	8:30-11:00 a.m. Accuplacer RETA ↓		
9-10 am			↓				
10-11 am	10-4:00 p.m. ASE/Prometric ↓	10:00-4:00 p.m. ASE/Prometric ↓		10:00-4:00 p.m. ASE/Prometric ↓	↓		
11am-noon	11-4:00 p.m. Pearson Vue ↓			11-4:00 p.m. Pearson Vue ↓			
Noon-1 pm			Accommodations 12:00-4:00 p.m. ↓		Accommodations 12:00-4:00 p.m. ↓		
1-2pm							
2-3 pm		↓					
3-4 pm	3:30-4:15 p.m. Nelson Denny ↓	↓	↓	3:00-5:00 p.m. Accuplacer ↓ 3:30-4:15 p.m. Nelson Denny ↓	↓		
4-5 pm							
5-6 pm							
6-7 pm							
7-8 pm							

Student Intake Form

The information provided on this form will be kept confidential, and will not be shared with anyone without your permission or an educational need to know. If you need assistance with this form or the registration process, please contact the office using the information above.

Name: _____ ID# _____ Date: _____

Local Address: _____

Cell phone #: _____ Date of Birth: _____

GCCC Email address: _____@student.gcccks.edu

*Your @student.gcccks.edu is the official form of communication used.

Emergency Contact: _____ Phone: _____

Do you receive any of these services? (Check all that apply):

- Vocational Rehabilitation
- Veterans Administration
- Independent Living Center
- Social Security

Other – Please list:

Please check all that apply:

Undergraduate Graduate

Transfer – If you are a transfer student, did you receive accommodations? If yes, please list:

Please list the types of accommodations or services you have previously utilized that you feel would be most helpful to you at GCCC.

Return this completed form to the Coordinator of Accommodations at GCCC along with a copy of your medical documentation that states your disability and recommended accommodations, IEP, 504 Plan, or accommodation letter from a previous college. Schedule a time for an intake interview with the Coordinator to discuss potential services.

Confidentiality Agreement

IN CONSIDERATION OF and as a condition of the Accommodation Office), the Employee and the Employer providing the Confidential Information of students enrolled with the Accommodation Office services agree to this Agreement as follows:

CONFIDENTIAL INFORMATION

1. All written and oral information and materials disclosed or provided by the Accommodations Office under this Agreement constitute Confidential Information regardless of whether such information was provided before or after the date of this Agreement or how it was provided to the Accommodations Office.
2. The Employee acknowledges that in any position the Employee may hold, in and as a result of the Employee's employment by the Accommodation Office, the Employee will, or may, be making use of, acquiring or adding to information about certain matters and things which are confidential to the Accommodation Office and which information is the exclusive property of the Accommodation Office at GCCC.
3. Confidential Information means all data and information relating to the business and management of the Accommodation Office, including but not limited to, the following
 - a. Student information which includes names of students, their representatives, all student contact information, contracts and their contents, data provided by students and the type, quantity and specifications received by the Accommodation Office.
 - b. Service information which includes all data and information relating to the services provided to the student, including but not limited to, individual educational plans, 504, medical, psychological neurological and/or any other information obtained by the Accommodation Office to qualify services.
 - c. Confidential information will not include the following information
 - i. Information that is generally known to Garden City Community College;
 - ii. Information that is now or subsequently becomes generally available to the public through no wrongful act of the Employee;
 - iii. Information that is independently created by the Accommodation Office without direct or indirect use of the Confidential Information or
 - iv. Information that the Accommodation Office rightfully obtains from a third party who has the right to transfer or disclose it.
4. The Employee acknowledges and agrees that all rights, title, and interest in any Confidential Information will remain the exclusive property of the Accommodation Office.
5. The Employee does hereby waive any moral rights that the Employee may have with respect to the Confidential Information

NOTICES

1. In the event that the Employee loses or fails to maintain the confidentiality of any of the Confidential Information in breach of this Agreement, the Employee will immediately notify the Coordinator of Accommodations and take all reasonable steps necessary to retrieve the lost or improperly disclosed Confidential Information.
2. If the Employee is in violation of this agreement, it is grounds for immediate dismissal.

_____ Date: _____
(Student)

_____ Date: _____
(Coordinator of Accommodations)

Informed Consent for Information Release

I _____ Student ID# _____

hereby authorize the Office of Accommodations to discuss either in writing or orally, my academic adjustments or accommodations with appropriate administrators, instructors, professors, third-party service providers, student assistants, and other persons deemed necessary by the Office of Accommodations personnel for the purpose of providing and/or coordinating services for me with Garden City Community College

I would like to **add** the following person(s) to this release: _____

I would like to **exclude** the following person(s) from this release: _____

Student Signature: _____ Date: _____

Phone: _____ Alternate Phone: _____

E-Mail Address: _____

Date of Expiration: _____ (If no date is listed, this release will remain in effect for a period of one year from the date of authorization.)

Garden City Community College verification of student providing authorization by GCCC personnel:

Name: _____ Title: _____ Date: _____

REQUEST FOR INFORMATION
Psychological Disability Verification
Emotional Support Animal (ESA)
Garden City Community College (GCCC) – Accommodations Office

In order to determine your eligibility to receive accommodations and support services, the Office of Accommodation at Garden City Community College requires specific information from you and your health-care provider. You must sign the release of information below giving GCCC accommodation staff permission to speak with your provider to answer questions related to your documentation. You must complete the first page, and your provider must complete the rest of the pages. The entire verification form should be returned to the address listed on the last page.

Student Completes This Section (Please Print or Type)

Student name:

(Last)

(First)

(Middle)

Birth date: _____ Gender: Male Female Other _____

Are you currently enrolled at Garden City Community College? _____

Current semester standing: _____

Home address: _____

Home phone #: _____

Local address: _____

Cell phone #: _____ E-mail address: _____

Authorization for GCCC to Receive Information

I authorize the Office of Accommodation at Garden City Community College to *receive* information *from* the provider below. I also authorize my provider to discuss my condition(s) if necessary with the Office of Accommodation.

Name of provider: _____

Address (Street, City, State, and ZIP code):

Student's signature: _____ Date: _____

Verification of Psychological Disabilities

Student's Name: _____

Social Security Number: _____

Provider Completes the Section Below

Garden City Community College provides accommodations and support services to students with diagnosed disabilities. A student's documentation regarding his or her condition must demonstrate that he or she has a disability covered under the Americans with Disabilities Act (ADA, 1990). **The ADA defines a disability as a physical or mental impairment that substantially limits one or more major life activities.** To determine eligibility for services and accommodations, this office requires current and comprehensive documentation of the student's disorder from the diagnosing *Psychologist or Psychiatrist*. **The provider completing this form cannot be a relative of the student or a professional associated with Garden City Community College.** If the space provided is not adequate, please attach a separate sheet of paper. The provider should attach any reports that provide additional related information.

1. Today's date: _____ Date of diagnosis (below): _____

2. Date student was last seen: _____

3. DSM-V diagnosis:

4. In addition to DSM-V criteria, how did you arrive at your diagnosis? Please check all relevant items below, adding brief notes that you think might be helpful to us as we determine which accommodations and services are appropriate for the student.

- Structured or unstructured interviews with the student
- Interviews with others Behavioral observations Medical history
- Developmental history Educational history
- Neuro-psychological testing; Date(s) of testing _____
- Psycho-educational testing; Date(s) of testing _____
- Standardized or unstandardized rating scales
- Other (please specify) _____

5. Please check which of the major life activities listed below are affected because of the psychological diagnosis. Please indicate the level of limitation.

Life Activity	Little to No Impact	Moderate Impact	Substantial Impact	Don't Know
Concentrating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Memory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sleeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group/Individual Social Interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing internal distractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing external distractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timely submission of assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending class regularly and on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stress and anxiety management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to follow instructions in a crisis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. What is the nature of the student’s mental health impairment (that is, how is the student substantially limited)?

7. Does the student require ongoing treatment? Yes/No

A person with a disability is defined as someone who has a “physical or mental impairment that substantially limits one or more major life activities.”

8. Do you consider this student to have a mental health disability? Explain.

9. How long have you been working with the student regarding this mental health diagnosis?

10. What is the student's prognosis? How long do you anticipate that the student will be affected by their disability?

- Six months One year More than one year

11. Please state your specific recommendation (specific ESA) for this student and a rationale as to why this specific ESA accommodation is warranted based on the student's functional limitations.

12. Is this an animal that you specifically prescribed as part of treatment for the student, or is it a pet that you perceive may have a beneficial effect for the student while in residence on campus?

13. What task will the ESA perform and what symptoms will be treated, reduced and/or eliminated by having the above-mentioned specific ESA?

14. What therapeutic result will the ESA have for the student?

15. Is there evidence that an ESA has helped this student in the past or currently? Are there any other possible treatments that could meet the student's needs without an ESA?

16. In your professional opinion, how important is it for the student's well-being that the ESA be in residence on campus? Does the need for the animal outweigh the potential "negative" impact that the animal could have on other students, dorm floor or a community?

17. Have you discussed the responsibilities associated with properly caring for an animal while engaging in typical college activities, residing in campus housing and building relationships with others?

18. Do you believe those responsibilities might exacerbate the student's symptoms in any way? Explain.

19. What consequences, in terms of disability symptomology, may result if the accommodation is not approved?

The provider may also send a report that provides additional related information.

Qualified diagnosing professionals are licensed psychologists, psychiatrists, or neurologists. The diagnosing professional must have expertise in the differential diagnosis of the documented mental disorder or condition and follow established practices in the field. A qualified provider may NOT be associated with GCCC.

Further, the qualified licensed medical professional is aware of the Residential Life Policies which are included as an attachment to this medical verification document. Residential Life Policies are in place to advocate for students and support an environment, which is monitored by trained staff and conducive to providing structured quiet hours, which are enforced.

Thank you for taking the time to complete this form. If additional information is needed you will be contacted. It is recognized that having an Emotional Support Animal in the Residence Hall may be an appropriate accommodation when a student has a significant disability and Emotional Support Animal accommodation will substantially alleviate symptoms without further burdening the student. Determinations will be made on a case-by-case basis.

The provider completing this form cannot be a relative of the student or a professional associated with Garden City Community College

Signature of Provider Date _____
License # _____ State _____
Name/Title: _____: Psychologist/Psychiatrist
Address: _____ Phone: _____

Please Return completed form to:
Accommodations Office: Attn: Accommodations Coordinator
Garden City Community College
801 Campus Drive
Garden City, Kansas 67846
Phone: 620-276-9638
Fax: 620-276-9650