



Davis Technical College  
550 East 300 South  
Kaysville, Utah 84037

**DAVISTECH**

DAVIS TECHNICAL COLLEGE

## REQUEST FOR ACCOMMODATIONS CHECKLIST

**Request for Accommodations Form**

**Documentation of Disability**

*This documentation (from a qualified professional) **must** include information about:*

1. Diagnosis
2. Function Limitations
3. Recommendation for accommodations

*Please give "Guidelines for Documentation of Disability" (attached) to the qualified professional providing the documentation.*

**Release of Information Form (signed and dated)**

If you have any questions about the process of obtaining accommodations or need further explanation of these requirements, please meet with your program counselor to discuss your concerns.

Once you have completed this packet of information, please contact Maria Caballero to schedule an appointment to meet and discuss your needs.

***Please make sure that BEFORE you schedule an appointment you have all necessary medical documentation. If documentation is not available, the scheduled meeting will not be held and will be moved to a later date when all required information is available.***

***If you have any questions, please contact Maria Caballero at 801-593-2396 or [maria.caballero@davistech.edu](mailto:maria.caballero@davistech.edu).***



**DAVISTECH**

DAVIS TECHNICAL COLLEGE

**AUTHORIZATION TO RELEASE  
STUDENT RECORDS & INFORMATION**

To: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I, \_\_\_\_\_ (*Print Student Name*), hereby authorize the above named physician, counselor, psychologist, vocational rehabilitation counselor, social worker, or other person to furnish and discuss information in their possession that provides a diagnosis and/or description of associated functional limitations and capabilities, as well as any information they have related to past accommodations, recommended accommodations, academic adjustments, or other work on my behalf to the Counseling staff of Davis Technical College. I also authorize, consistent with state and federal law governing services to students with disabilities, to release information to any person listed above.

A complete photocopy of this authorization shall be accepted as if it were a signed original and is valid throughout my association with the office of disability resources of the above-named college. By signing this release, I represent that I have read the information on this page, understand it, and I agree to the authorization I now make. Please send the requested records and information to the College address listed below. No partial reports shall be accepted.

Davis Technical College  
Student Services Office of Disability Resources  
550 East 300 South  
Kaysville, UT 84037

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Social Security #



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Davis Technical College

550 East 300 South

Kaysville, Utah 84037

**REQUEST FOR ACCOMMODATIONS**

Name \_\_\_\_\_ ID# \_\_\_\_\_-\_\_\_\_\_-\_\_\_\_\_

Medical or Other Condition: \_\_\_\_\_  
\_\_\_\_\_

**Requested Accommodations:**

Skills Assessment/Admissions Accommodations

Training Program Accommodations

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

***Documentation is necessary to determine eligibility and should be attached to the "Request for Accommodations" Form. Documentation may include any of the following: Psychological Evaluation, Medical Records, Vocational Rehabilitation Documents, High School Special Education Records, or other professional evaluations that include the diagnosis, functional limitations, and recommendations for accommodations.***

\_\_\_\_\_  
*Requester's Signature*

\_\_\_\_\_  
*Date*

***Return request & documentation to:  
Maria Caballero, ADA Coordinator***

Date Received: _____	
_____ <i>ADA Coordinator</i>	_____ <i>Date</i>

**COMPLETED BY STUDENT**

Student Name \_\_\_\_\_ ID# \_\_\_\_\_ DOB \_\_\_\_\_

Date \_\_\_\_\_ Davis Tech Program \_\_\_\_\_

Address \_\_\_\_\_ City, State ZIP \_\_\_\_\_

Health Care Provider Name & Credentials \_\_\_\_\_

**I have submitted a request for a reasonable accommodation to my school under the Americans with Disabilities Act.** The law allows my school to conduct an individual assessment of my condition before granting or denying a request for accommodation. Please review your files and respond to the listed questions to assist my school in undertaking that assessment. Attach additional relevant written reports and test scores. Thank you for your time and assistance.

**COMPLETED BY HEALTH CARE PROVIDER/QUALIFIED PROFESSIONAL**

Qualifying professional must be an impartial individual who is not a family member of the student. He/she must be a medical doctor, licensed clinical social worker, or a licensed psychologist. He/she must be qualified to diagnose under DSM/ICD guidelines and have training and relevant expertise in the specific area of disability in which he/she is providing the diagnosis.

1. What is your diagnosis of my physical and/or mental health condition(s)? What tests or procedures were used to diagnose my condition? Please include interpretations of the results (layman's terms please).

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2. Comparing me to most people in the general population, please identify each major life activity or major bodily function that is substantially limited by my health condition(s). Please indicate how and to what extent each major life activity is limited. Specify the functional limitations. (Quantify where possible, i.e. How far? How long? How much?)

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3. Describe the detrimental effects of all the mitigating measures, e.g., medication, therapy, assistive devices, as they affect my participation in, or performance of the above identified major life activities, compared to most people in the general population.

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4. Prognosis: Are my impairments and/or limitations permanent, or will there be changes over time? Please describe any anticipated changes and include the basis for your opinions.

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5. If my condition is episodic or in remission, please identify and detail the nature, frequency, severity and duration of anticipated future episodes. Please detail accommodations that may help me to perform the essential functions of my education.

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FREQUENCY \_\_\_\_\_ Times per \_\_\_\_\_ Week \_\_\_\_\_ Month  
DURATION \_\_\_\_\_ Hours or \_\_\_\_\_ days per episode

6. How and to what extent does the disability limit my ability to perform learning tasks or functions required in a classroom/shop environment?

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7. Please provide your opinion concerning my ability to perform these essential functions, given your diagnosis and prognosis of my health condition(s). Please include the facts and pertinent health information that support your opinion.

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8. In your opinion, what accommodations, if any, will enable me to perform the essential functions of my education? Please indicate how your recommended accommodations will assist me in performing those essential functions.

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**VERIFICATION**

Diagnosed by \_\_\_\_\_ Report Date \_\_\_\_\_

Address \_\_\_\_\_ City, State ZIP \_\_\_\_\_ Phone \_\_\_\_\_ Fax \_\_\_\_\_

I, the undersigned, affirm that I have provided the information above and that said information is true and correct to the best of my knowledge and belief.

Signature of Qualified Professional \_\_\_\_\_ Date \_\_\_\_\_

Please send the requested information by fax (801-593-2539) or by mail to Maria Caballero, ADA Coordinator, 550 E 300 S, Kaysville, UT 84037

# GUIDELINES FOR DOCUMENTATION OF DISABILITY

To establish that an individual is eligible for accommodations under the ADA (Americans with Disabilities Act of 1990), documentation must indicate that a specific disability exists, and that the disability **substantially limits** one or more major life activities. The documentation must support the requested accommodations.

**A doctor's note does not provide the information needed to establish eligibility.**

The documentation must address the following:

**1. A Qualified Professional Must Conduct the Evaluation**

The professional's qualifications must include comprehensive training and relevant expertise in the area of the disability; and appropriate licensure/credentials. The name, title, and credentials, as well as the area of specialization, employment, and state/province in which the individual practices, should be clearly stated in the documentation. All reports should be in English, printed on professional letterhead, dated, and signed.

**2. Documentation Must Be Current**

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 accommodations. If the diagnostic report is more than 3 years old, the student must also submit an update letter from a qualified professional that provides an update of the diagnosis, a description of the student's current level of functioning during the preceding 3 years, and a rationale for the requested accommodations.

**3. Documentation To Support the Diagnosis Must Be Comprehensive**

The diagnostic report should include the following components:

**a. A specific diagnosis (not required)**

The report must include a specific diagnosis based on the DSM-V-TR or ICD-10 diagnostic criteria and include the specific diagnostic section in the report with numerical and nominal diagnosis from DSM-V-TR or ICD-10. The evaluator should use definitive language in the diagnosis of a psychiatric disorder, avoiding such wording as "suggested," "has problems with," or "may have emotional problems."

**b. A description of current functional limitations in the academic environment**

**c. Relevant information regarding medications expected to be used during the academic period and the anticipated effect on the student.**

**d. Information regarding current treatment.**

**d. A specific recommendation for accommodations with accompanying rationale.**

The evaluator must describe the level of impact of the diagnosed disability on a specific major life activity, as well as the level of impact on the individual. A link must be established between the requested accommodations and the functional limitations of the individual that are pertinent to the anticipated academic situation. **Accommodations will be provided only when a clear and convincing rationale is made for the necessity of the accommodation. A diagnosis in and of itself does not automatically warrant approval of requested accommodations.**

**U.S. Department of Education  
Office for Civil Rights  
Washington, D.C. 20202**

*May 2004*

More and more high school students with disabilities are planning to continue their education in postsecondary schools, including vocational and career schools, two- and four- year colleges, and universities. As a student with a disability, you need to be well informed about your rights and responsibilities as well as the responsibilities that postsecondary schools have toward you. Being well informed will help ensure that you have a full opportunity to enjoy the benefits of the postsecondary education experience without confusion or delay.

The Office for Civil Rights (OCR) in the U.S. Department of Education is providing the information in this pamphlet to explain the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools. This pamphlet also explains the obligations of a postsecondary school to provide academic adjustments, including auxiliary aids and services, to ensure that the school does not discriminate on the basis of disability.

OCR enforces Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II), which prohibit discrimination on the basis of disability. Practically every school district and postsecondary school in the United States is subject to one or both of these laws, which have similar requirements.

Because both school districts and postsecondary schools must comply with these same laws, you and your parents might believe that postsecondary schools and school districts have the same responsibilities. This is not true; the responsibilities of postsecondary schools are significantly different from those of school districts.

Moreover, you will have responsibilities as a postsecondary student that you do not have as a high school student. OCR strongly encourages you to know your responsibilities and those of postsecondary schools under Section 504 and Title II. Doing so will improve your opportunity to succeed as you enter postsecondary education.

The following questions and answers provide more specific information to help you succeed.

**As a student with a disability leaving high school and entering postsecondary education, will I see differences in my rights and how they are addressed?**

Yes. Section 504 and Title II protect elementary, secondary and postsecondary students from discrimination. Nevertheless, several of the requirements that apply through high school are different from the requirements that apply beyond high school. For instance, Section 504 requires a school district to provide a free appropriate public education (FAPE) to each child with a disability in the district's jurisdiction. Whatever the disability, a school district must identify an individual's education needs and provide any regular or special education and related aids and services necessary to meet those needs as well as it is meeting the needs of students without disabilities.

Unlike your high school, your postsecondary school is not required to provide FAPE. Rather, your postsecondary school is required to provide appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of disability. In addition, if your postsecondary school provides housing to nondisabled students, it must provide comparable, convenient, and accessible housing to students with disabilities at the same cost.

Other important differences you need to know, even before you arrive at your postsecondary school, are addressed in the remaining questions.

**May a postsecondary school deny my admission because I have a disability?**

No. If you meet the essential requirements for admission, a postsecondary school may not deny your admission simply because you have a disability.

**Do I have to inform a postsecondary school that I have a disability?**

No. However, if you want the school to provide an academic adjustment, you must identify yourself as having a disability. Likewise, you should let the school know about your disability if you want to ensure that you are assigned to accessible facilities. In any event, your disclosure of a disability is always voluntary.

**What academic adjustments must a postsecondary school provide?**

The appropriate academic adjustment must be determined based on your disability and individual needs. Academic adjustments include modifications to academic requirements and auxiliary aids and services, for example, arranging for priority registration; reducing a course load; substituting one course for another, providing notetakers, recording devices, sign language interpreters, extended time for testing and, if telephones are provided in dorm rooms, a TTY in your dorm room; and equipping school computers with screen-reading, voice recognition or other adaptive software or hardware.

In providing an academic adjustment, your postsecondary school is not required to lower or effect substantial modifications to essential requirements. For example, although your school may be required to provide extended testing time, it is not

required to change the substantive content of the test. In addition, your postsecondary school does not have to make modifications that would fundamentally alter the nature of a service, program or activity or would result in undue financial or administrative burdens. Finally, your postsecondary school does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.

### **If I want an academic adjustment, what must I do?**

You must inform the school that you have a disability and need an academic adjustment. Unlike your school district, your postsecondary school is not required to identify you as having a disability or assess your needs.

Your postsecondary school may require you to follow reasonable procedures to request an academic adjustment. You are responsible for knowing and following these procedures. Postsecondary schools usually include, in their publications providing general information, information on the procedures and contacts for requesting an academic adjustment. Such publications include recruitment materials, catalogs and student handbooks, and are often available on school Web sites. Many schools also have staff whose purpose is to assist students with disabilities. If you are unable to locate the procedures, ask a school official, such as an admissions officer or counselor.

### **When should I request an academic adjustment?**

Although you may request an academic adjustment from your postsecondary school

at any time, you should request it as early as possible. Some academic adjustments may take more time to provide than others. You should follow your school's procedures to ensure that your school has enough time to review your request and provide an appropriate academic adjustment.

### **Do I have to prove that I have a disability to obtain an academic adjustment?**

Generally, yes. Your school probably will require you to provide documentation that shows you have a current disability and need an academic adjustment.

### **What documentation should I provide?**

Schools may set reasonable standards for documentation. Some schools require more documentation than others. They may require you to provide documentation prepared by an appropriate professional, such as a medical doctor, psychologist or other qualified diagnostician. The required documentation may include one or more of the following: a diagnosis of your current disability; the date of the diagnosis; how the diagnosis was reached; the credentials of the professional; how your disability affects a major life activity; and how the disability affects your academic performance. The documentation should provide enough information for you and your school to decide what is an appropriate academic adjustment.

Although an Individualized Education Program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you, it generally is not sufficient documentation. This is because postsecondary education presents different demands than high school education, and what you need to meet these new demands may be different. Also, in

some cases, the nature of a disability may change.

If the documentation that you have does not meet the postsecondary school's requirements, a school official must tell you in a timely manner what additional documentation you need to provide. You may need a new evaluation in order to provide the required documentation.

### **Who has to pay for a new evaluation?**

Neither your high school nor your postsecondary school is required to conduct or pay for a new evaluation to document your disability and need for an academic adjustment. This may mean that you have to pay or find funding to pay an appropriate professional to do it. If you are eligible for services through your state vocational rehabilitation agency, you may qualify for an evaluation at no cost to you. You may locate your state vocational rehabilitation agency through this Department of Education Web page:

<https://jobs.utah.gov/usor/vr/services/student/index.html>

### **Once the school has received the necessary documentation from me, what should I expect?**

The school will review your request in light of the essential requirements for the relevant program to help determine an appropriate academic adjustment. It is important to remember that the school is not required to lower or waive essential requirements. If you have requested a specific academic adjustment; the school may offer that academic adjustment or an alternative one if the alternative also would be effective. The school may also conduct its own evaluation of your disability and needs at its own expense.

You should expect your school to work with you in an interactive process to identify an appropriate academic adjustment. Unlike the experience you may have had in high school, however, do not expect your postsecondary school to invite your parents to participate in the process or to develop an IEP for you.

### **What if the academic adjustment we identified is not working?**

Let the school know as soon as you become aware that the results are not what you expected. It may be too late to correct the problem if you wait until the course or activity is completed. You and your school should work together to resolve the problem.

### **May a postsecondary school charge me for providing an academic adjustment?**

No. Furthermore, it may not charge students with disabilities more for participating in its programs or activities than it charges students who do not have disabilities.

### **What can I do if I believe the school is discriminating against me?**

Practically every postsecondary school must have a person—frequently called the Section 504 Coordinator, ADA Coordinator, or Disability Services Coordinator—who coordinates the school's compliance with Section 504 or Title II or both laws. You may contact this person for information about how to address your concerns.

The school also must have grievance procedures. These procedures are not the same as the due process procedures with which you may be familiar from high school. However, the postsecondary school's grievance procedures must include steps to ensure that you may raise your concerns

fully and fairly and must provide for the prompt and equitable resolution of complaints.

School publications, such as student handbooks and catalogs, usually describe the steps you must take to start the grievance process. Often, schools have both formal and informal processes. If you decide to use a grievance process, you should be prepared to present all the reasons that support your request.

If you are dissatisfied with the outcome from using the school's grievance procedures or you wish to pursue an alternative to using the grievance procedures, you may file complaint against the school with OCR or in a court. You may learn more about the OCR complaint process from the brochure *How to File a Discrimination Complaint with the Office for Civil Rights*, which you may obtain by contacting us at the addresses and phone numbers below, or at: <http://www.ed.gov/ocr/docs/howto.html>

If you would like more information about the responsibilities of postsecondary schools to students with disabilities, read the OCR brochure *Auxiliary Aids and Services for Postsecondary Students with Disabilities: Higher Education's Obligations Under Section 504 and Title II of the ADA*. You may obtain a copy by contacting us at the address and phone numbers below, or at: <http://www.ed.gov/ocr/docs/auxaids.html>

Students with disabilities who know their rights and responsibilities are much better equipped to succeed in postsecondary school. We encourage you to work with the staff at your school because they, too, want you to succeed. Seek the support of family, friends and fellow students, including those with disabilities. Know your talents and capitalize on them and believe in yourself as you embrace new challenges in your education.

To receive more information about the civil rights of students with disabilities in education institutions, contact us at:

Customer Service Team  
Office for Civil Rights  
U.S. Department of Education  
Washington, D.C. 20202-1100  
Phone: 1-800-421-3481  
TDD: 1- 877-521-2172  
Email: [ocr@ed.gov](mailto:ocr@ed.gov)  
Internet home page:  
<https://www2.ed.gov/about/offices/list/ocr/index.html>

You may be familiar with another federal law that applies to the education of students with disabilities—the Individuals with Disabilities Education Act (IDEA). That law is administered by the Office of Special Education Programs in the Office of Special Education and Rehabilitative Services in the U.S. Department of Education. The IDEA and its Individualized Education Program (IEP) provisions do not apply to postsecondary schools. This pamphlet does not discuss the IDEA or state and local laws that may apply.