

Disability Accommodation Request & Release of Confidential Information

DIRECTIONS: Only students who are requesting accommodations for a disability should complete and return this form with a copy of their documentation to the coordinator of Disability Services. Please refer to the documentation guidelines outlined on the reverse side of this form. Requests for academic accommodations should be made at least 6 weeks prior to the start of classes. Please refer to the "Residence Hall Accommodations" information below for separate housing accommodation request deadlines.

Name: _____ St. John Fisher College ID #: @ _____

Address: _____ Phone (best # to contact student): _____

City/Zip: _____ Email address: _____

Check all that apply: Undergraduate Graduate Pharm.D. Ed.D. DNP Commuter OR Resident

Disability Description:

Vision _____ Learning _____

Mobility/Orthopedic _____ Speech _____

Hearing _____ Other _____

1. In your own words, describe your physical, mental or learning disability.

2. List the accommodations you are requesting to have at St. John Fisher College:

Academic: _____

Non-academic (medical/housing): _____

3. List the accommodations you were approved for and used in high school and/or previous colleges:

High school: _____

College: _____

4. In the event of an emergency evacuation, would you require assistance? Yes No

5. List the type(s) of documentation you will be submitting. If medical documentation, include the clinician's name and credentials:

Residence Hall Accommodations for Students with Disabilities

Housing accommodation decisions are made on a case by case basis, based on the supporting documentation provided.

- Requests for housing accommodations and supporting documentation for new students must be received by the housing application deadline.
- Requests for housing accommodations and supporting documentation for returning students must be received by January 30 for the following fall semester.

All requests for accommodated housing must be submitted through Disability Services. Please follow the [Non-Academic \(Medical\) Process](#).

Sign below to indicate that you understand and agree to the following:

- I voluntarily release to St. John Fisher College records to document my disability.
- The information disclosed in my records may contain information that is protected by federal or state law and I specifically consent to the disclosure of such information.
- Pertinent information from my records will be shared with appropriate advisors, instructors and College administrators for the purpose of providing support services and accommodations.
- The designated College representative may contact the author of my documentation if necessary.
- This release of confidential information shall be valid until graduation or termination of my enrollment at St. John Fisher College.

Student Signature _____ Date _____

St. John Fisher College is committed to carrying out the provisions of Section 504 of the 1973 Federal Rehabilitation Act, and Title III of the Americans with Disabilities Act as amended (ADAAA). The determination to qualify a student as a student with a documented disability is made on a case-by-case basis after carefully reviewing how the disability currently and substantially limits a major life activity. Appeals of the decisions on accommodation requests must be submitted in writing to the Center for Academic Advising and Support Services.

General Documentation Guidelines

1. Documentation must be typewritten on business letterhead from a licensed professional not related to the student who is qualified to give a psychological and/or medical diagnosis. The name, credentials and signature of the licensed professional must appear on the documentation.
2. The documentation must include all pertinent diagnoses, clearly stated and explained.
3. Information outlining testing/assessment tools must be included. Learning disability testing must include the actual standard test scores; student must be tested using measures normed on adult populations.
4. Documentation must include information on how the disability currently impacts the individual and document “how a major life activity is limited by providing a clear sense of the severity, frequency and pervasiveness of the condition(s)”.
5. All pertinent positive and negative effects of mitigating measures must be addressed. This could include a description of treatment, medications (and potential side effects) and assistive devices with estimated effectiveness of their impact on the disability.
6. Documentation should provide recommendations for accommodations for the individual and include the rationale for the recommended accommodations.

Disability	Currency of Documentation	Accepted evaluator	Elements of Documentation
ADD/ADHD	Within 3 years	Psychologist, psychiatrist, neuropsychologist, medical doctor	Evidence of early impairment from more than one setting; evidence of current impairment; summary of neuropsychological or psychoeducational assessments to determine the current functional limitation pertaining to an educational setting; prescribed medications, dosages and schedules; suggestions of accommodations.
Autism spectrum disorder/Asperger's syndrome	Within 3 years	Developmental pediatrician, neurologist, psychiatrist, psychologist, neuropsychologist	Academic testing-standardized achievement tests, including standard scores; impact of symptoms on learning; ability to function in a residential college community; prescribed medications, dosages and schedules that may influence the learning environment.
Chronic illness and physical impairment	Depends on condition	Licensed medical professional	Documentation will vary based on the diagnosis, which would include conditions such as asthma, allergies, arthritis, diabetes, fibromyalgia, migraine and multiple sclerosis.
Hearing impairment	Depends on whether condition is static or changing	Otorhinolaryngologist, otologist, licensed audiologist	Audiological evaluation or audiogram administered by a licensed audiologist; interpretation of the functional implications; suggestions of accommodations.
Learning disability	Within 5 years	Clinical or educational psychologist, school psychologist, neuropsychologist, learning disabilities specialist	Assessment must be comprehensive (more than one test) and address intellectual functioning/aptitude, preferably the Wechsler Adult Intelligence Scale-III with standard scores; achievement — current levels in reading, math and written language (acceptable instruments include the Woodcock Johnson Psychoeducational Battery III, Wechsler Individual Achievement Test or others); and information processing utilizing subtests from the WAIS-III, WJ III or others. Individual “learning styles,” “learning differences,” “academic problems” and “test difficulty or anxiety” do not constitute a learning disability. Please refer to General Documentation Guidelines above.
Psychiatric disorder	Within 6 months	Licensed clinical psychologist, psychiatrist, psychiatric advanced practice registered nurse (APRN), licensed clinical social worker	Family history; discussion of dual diagnosis; current diagnosis (DSM-V) indicates the nature, frequency, severity of symptoms — diagnosis without an explicit listing of current symptoms is not sufficient; prescribed medications, dosages and schedules that may influence the learning environment; types of accommodations, including any possible side effects.
Visual impairment	Depends on condition	Ophthalmologist	Ocular assessment/evaluation; suggestions on how the condition may be accommodated.

Acknowledgement: This information is based on the Disability Documentation Guidelines to Determine Eligibility for Accommodations at the Postsecondary Level developed by the Association for Higher Education and Disability.

It is important to have recent and appropriate documentation because accommodations are determined based on the current impact of the condition(s) and how it affects access to academics and educational activities.

In general, documentation for ADHD and Learning Disabilities should be within the time frames listed above. However, if there is documentation of a long-standing history of a disability and receiving accommodations or services in school, this may be considered adequate documentation. Students are encouraged to submit copies of an Individual Educational Program or 504 plan as a source of useful information which can help provide a history. However, Individual Educational Programs or 504 plans may not exclusively provide sufficient documentation for approval of accommodations.

Any questions about appropriate documentation should be directed to the Coordinator of Student Disability Services who can be contacted at (585) 385-5252.