



Labouré College

Access and Support Services Handbook

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General Information

Americans with Disabilities Act

The **Americans with Disabilities Act** (ADA) prohibits discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications. It also applies to the United States Congress.

The ADA defines a person with a disability as someone who has a documented physical or mental impairment that substantially limits one or more of their major life activities, such as walking, hearing, or maintaining sustained concentration; a person who has a history or record of such an impairment; or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered because there is no exhaustive list. Disabilities can be permanent, such as a first-year student who has been blind since birth, or temporary, as in the case of a sophomore undergoing cancer treatment whose chemotherapy is causing debilitating but short-term side effects. Under the ADA, a college must provide “reasonable accommodation” to students with disabilities so that they have the same access to education and the same opportunities for lifelong inquiry, transformative learning, and meaningful service as the rest of the student body.

The Americans with Disabilities Act Amendments Act (ADAAA) of 2008

The changes in the definition of disability in the ADAAA apply to all titles of the ADA, including title I (employment practices of private employers with 15 or more employees, state and local governments, employment agencies, labor unions, agents of the employer and joint management labor committees); title II (programs and activities of state and local government entities); and title III (private entities that are considered places of public accommodation).

Under the laws, learning, reading, thinking and concentrating are all considered major life activities among others listed in the law. If a student is eligible for services under Individuals with Disabilities Education Act of 2004 (IDEA), he/she qualifies for protection under the ADAAA.

Section 504 (of the Rehabilitations Act of 1973)

The focus of Section 504 is on non-discrimination. For that to happen, a student must receive services that level the playing field in order to learn and be evaluated.

Section 504 states that "no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination from" any program or activity that either receives Federal financial assistance or is conducted by any Executive agency or the United States Postal Service.

The Rehabilitation Act prohibits discrimination on the basis of disability in programs conducted by Federal agencies, in programs receiving Federal financial assistance, in Federal employment, and in the employment practices of Federal contractors. The standards for determining employment discrimination under the Rehabilitation Act are the same as those used in Title I of the Americans with Disabilities Act.

Each Federal agency has its own set of section 504 regulations that apply to its own programs. Agencies that provide Federal financial assistance also have section 504 regulations covering entities that receive Federal aid. Requirements common to these regulations include reasonable accommodation for employees (and students) with disabilities; program accessibility; effective communication with people who have hearing or vision disabilities; and accessible new construction and alterations.

Section 508

Section 508 establishes requirements for electronic and information technology developed, maintained, procured, or used by the Federal government. Section 508 requires Federal electronic and information technology to be accessible to people with disabilities, including employees and members of the public.

An accessible information technology system is one that can be operated in a variety of ways and does not rely on a single sense or ability of the user. Some individuals with disabilities may need accessibility-related software or peripheral devices in order to use systems that comply with Section 508.

What are “Reasonable Accommodations”?

ADAAA mandates that reasonable accommodations must be provided to students with disabilities to help him or her learn most effectively.

The Americans with Disabilities Act (1990) stipulates that postsecondary institutions are responsible for providing necessary accommodations when a student discloses a disability, unless to do so would "fundamentally alter" the nature of the programs or result in an "undue burden." Providing accommodations do not compromise the essential elements of a course or curriculum; nor do they weaken the academic standards or integrity of a course. Accommodations simply provide an alternative way to accomplish the course requirements by eliminating or reducing disability-related barriers. In the context of higher education, it is easier to define what is not reasonable and assume that if the accommodation needed does not clearly fall under those guidelines, it is probably reasonable. There are three kinds of accommodations that are not considered reasonable: (1) It is not a reasonable accommodation if making the accommodation or allowing participation poses a direct threat to the health or safety of others;

(2) It is not a reasonable accommodation if making the accommodation means making a substantial change in an essential element of the curriculum (educational viewpoint) or a substantial alteration in the manner in which you provide your services; and (3) It is not a reasonable accommodation if it poses an undue financial or administrative burden.

Colleges are not required to provide the most sophisticated accommodations available; however, the accommodations provided must effectively meet the needs of a student with a disability.

Temporary vs Permanent Accommodations

The Labouré Access and Support Services Office recognizes that individuals with temporarily disabling conditions that are a result of injuries, surgery, or short-term medical conditions may need access to services and resources similar to individuals with permanent disabilities. Examples of temporary disabilities may include, but are not limited to, broken limbs, hand injuries, or short term impairments following surgery or medical treatments.

The Labouré Access and Support Services Office recognizes that temporary medical conditions that occur during the school year may adversely affect a student's ability to fully participate in class and student life.

Conditions that are episodic or in remission are covered by ADAAA when they are active.

Appropriate documentation is necessary for both temporary and permanent accommodations. Please consult with Labouré Access and Support Services when seeking an accommodation for a temporary or permanent injury and/or disability.

Classroom vs Testing Reasonable Accommodations

All medical documentation will be assessed by the Coordinator of Labouré Access and Accommodations. Learning Accommodations are administered to create equal academic opportunity. A determination of whether accommodations are appropriate and relevant for each student will be deemed on individual basis per the record of medical and/or clinical documentation from a licensed provider.

Classroom accommodations if applicable: record lectures, note taker, calculator, audio books, PowerPoint/Outline given before class

Testing accommodations if applicable: separate room, *extended time, calculator, scribe, reader

Assistive technology if applicable: devices and/or programs that aide a student in learning and managing content, time management (i.e.: Echo Livescribe Smart Pen, speech-to-text software, audio books, etc.)

*Extended time typically applies to tests, exams and quizzes, but could also apply to other class assessments (i.e.: papers, projects, etc.) depending on the student's needs. Extended time on one type of assessment does not automatically mean that the student receives extended time on all assessments in the class. Further determination of extended time will be assessed by the Coordinator of Access & Accommodations during a student's Individualized Accommodation Plan Approval meeting.

It is the student's responsibility to inform the Coordinator of Labouré Access and Accommodations whether or not he/she intends to use accommodations throughout each semester.

The policies and procedures associated with reasonable accommodations are to be discussed with the Coordinator of Access & Accommodations.

Appeal Process:

The question of whether an accommodation is necessary for an institution of higher education (i.e., should be provided) may not hinge on whether or not the person has a disability, but rather on whether or not the accommodation needed is reasonable. Saying “no” to a request that is not considered reasonable should not be viewed as the end of a discussion of accommodation options. If the student feels that his/her request should be reconsidered, the student must make an appointment with the Vice President of Student Affairs to discuss the nature of the disability and accommodations being requested. If there continues to be disagreement, the student will be required to meet with the Vice President of Academic Affairs to assess learning needs.

Student Responsibilities and Information

Self-Identification

In order to be eligible for appropriate accommodations, students must identify themselves to Labouré College and provide documentation of a disability. A student may register with a disability on a voluntary, confidential basis at any time. However, the College is not responsible for providing any accommodations for students who have not registered with a disability and requested a specific accommodation. The student is advised to initiate the accommodation process with the Coordinator of Labouré Access and Accommodations and the Labouré Access and Support Services Office. This Office then determines whether the student is eligible for services and, if so, coordinates appropriate accommodations and services based on the documentation provided and in consultation with the student and other professionals, as appropriate. It is the responsibility of students who seek disability-related accommodations and services to provide written documentation of their disabilities, as discussed below.

Self-Advocacy

Self-Advocacy is an important part of the process to ensure that students are receiving the help and accommodations that students require to be a successful student here at Labouré College. Self-Advocacy refers to “an individual’s ability to effectively communicate, convey, negotiate or assert his or her own interests, desires, needs, and rights. It involves making informed decisions and taking responsibility for those decisions.” (VanReusen et al., 1994)

Important tips for Self-Advocacy are:

- To learn about your learning needs, strengths, and weaknesses
- To know which accommodations you need, as well as why you need them and how they help you
- To know how to effectively communicate your needs and preferences to your professors and the Coordinator of Labouré Access and Accommodations.
- To be willing to ask questions when something is unclear or you need clarification

You are your best advocate through this process. The Coordinator of Labouré Access and Accommodations and your professors are here to help you be successful, however, it is your

responsibility to keep your professors and the Coordinator of Labouré Access and Accommodations informed of your needs throughout your time as a student at Labouré College.

Steps to Apply for Accommodations *(The Coordinator of Labouré Access & Accommodations requires a minimum of two (2) weeks after receiving documentation before accommodations can be approved/implemented.)*

1. Complete the “Student Disclosure Form” (Appendix C) and return it to the Coordinator of Labouré Access and Accommodations.
2. Complete the “Release of Information Form” (Appendix A) and give that, along with the “Disability Disclosure Form” (Appendix B) to your provider (doctor, therapist, etc.) and have your provider return it to the Coordinator of Labouré Access and Accommodations.
3. Set up an Individualized Accommodation Plan approval meeting with the Coordinator of Labouré Access and Accommodations to discuss your learning history and determination of accommodations.
4. Complete appeals process if you disagree with the outcome. (see “Appeals” in the General Information section)

Priority Deadlines per Semester

Steps 1, 2, and 3 should be completed by the respective priority deadlines on the next page. Documentation submitted after the priority deadlines will be reviewed promptly, but accommodation decision-making, implementation, and approval, may not be guaranteed for the remainder of the semester. If deemed appropriate for the individualized situation, a student may be encouraged to meet with the Coordinator of Labouré Access & Accommodations to discuss learning or testing accommodations for the next consecutive semester.

Priority Deadlines*:

For Spring 2019 – **the last day of fall classes until the close of December, 2018**

For Summer 2019 – **the last day of spring classes until May 3, 2019**

For Fall 2019 – **the last day of summer classes until the close of August, 2019**

*Deadlines are associated with the College’s Academic Calendar. Students enrolling in Labouré College should contact the Labouré Access & Accommodations office within 30 days prior the start of their first course. As these are priority deadlines, missing the deadline does not make you ineligible for receiving accommodations.

Appropriate Documentation

Disability documentation should be current and relevant but not necessarily “recent.” Disabilities are typically stable lifelong conditions. Therefore, historic information, supplemented by interview or self-report, is often sufficient to describe how the condition impacts the student at the current time and in the current circumstances. Determining accommodations in distinctly new contexts may require more focused information to illustrate a connection between the impact of the disability, the described barrier, and the requested accommodation.

All disability/accommodation documentation must follow the following standards:

- Must be from an approved provider (i.e.: psychologist/therapist for mental health concerns; NP/MD/neuropsychologist for AD(H)D; IEP/504 Plan for educational concerns; MD for medical concerns; etc.)
- State a diagnosable disability (must include an ICD-10 or DSM-IV-TR or DSM-5 code)
- State how the disability effects learning (at school and/or at clinical)
- Recommend specific accommodations

Student Accountability and Confidentiality

All disability-related information including Individualized Accommodation Plans, in-class, and out of class learning accommodations, are to be considered confidential. All information regarding learning accommodations should be arranged with the Labouré Access and Accommodations office and once approved, the individual student may share their specific learning accommodations with their instructor without detailed explanation of their disability. Students receiving learning accommodations are not to discuss their Individualized Accommodation Plan with their student peers and all disability services inquiries are to be deferred to the Coordinator of Access & Accommodations.

Students receiving the testing accommodation of extended time in a separate room are to be considerate of the scheduled testing time. Students are required to arrive 5-10 minutes prior the start of the test. If tardy *two* or more times, the student receiving the testing accommodation of extended time in a separate room is to meet with the Coordinator of Labouré Access &

Accommodations for a reevaluation of their approved accommodation. If the student fails to show for this review, all scheduled testing invitations through the Labouré Access & Accommodations Office will terminate. Student punctuality is mandatory.

Other Supportive Interventions

Assistive Technology: While this is not a specific classroom or testing accommodation, the student can arrange a meeting with the Coordinator of Labouré Access and Accommodations to discuss technologies that will assist in the student's learning.

Academic Advising: Academic Advising is a working partnership that focuses on the process of learning and academic success. The student will work with an academic advisor to examine his/her specific learning style, habits of working, and current difficulties or barriers to academic success. The student and academic advisor then work together to learn and implement new, more beneficial, learning strategies for academic achievement.

Tutoring: Both peer and professional academic tutors are available throughout the semester for a variety of content areas and courses. Please see the current schedule posted in the library, the Student Success Center, and electronically on the student portal for details. Students may contact the Student Success Center with specific questions regarding peer tutoring. For professional tutoring services, please contact your program's Chair.

After You Receive Accommodations

- The Coordinator of Labouré Access and Accommodations will notify your course professors
- The Coordinator of Labouré Access and Accommodations will notify you at least 48 hours prior to your assessment with the details of time, location, and the name of the proctor

Course Professor Information

It is important for a Course Professor to be in communication with students receiving accommodations in his/her class. The best resource Labouré College can provide a student with learning differences is open communication about his/her learning needs.

General Information

The Course Professor must email the Coordinator of Labouré Access and Accommodations prior to or at the beginning of each semester with all assessment dates and times throughout the semester. In addition, the Course Professor must update the Coordinator of Labouré Access and Accommodations throughout the semester with any date/time changes.

How to Implement Accommodations

Classroom Accommodations:

Record Lectures: The student will provide a letter from the Coordinator of Labouré Access and Accommodations and the Vice President of Student Affairs stating that he/she has the accommodation of recording class lectures. The Course Professor must comply with this letter. The Course Professor, student, the Coordinator of Labouré Access and Accommodations, and the Vice President of Student Affairs will sign an agreement each semester.

Note Taker: If there are students in the class with this accommodation, the course professor will read the following statement to the class upon notification by the Coordinator of Labouré Access and Accommodations:

“Labouré Access and Accommodations is currently seeking a Note Taker in this class to provide supplemental notes to a student with learning accommodations. If you are interested in being a Note Taker for this class, please contact me at the end of this class.”

The Course Professor will then provide the Coordinator of Labouré Access and Accommodations with the names of interested students. The Coordinator of Labouré Access and Accommodations will then organize this accommodation.

PowerPoint/Outlines: The Course Professor will either upload to ELearning or email the student an outline of the lecture notes or the PowerPoint of the lecture prior to the class lecture to help the student with in-class focus and note-taking.

Testing Accommodations:

Extended Time: If the student does not require a separate room Professors are to make arrangements with the student for extended time. Students have a right to take assessments in their regular classroom with their peers. This is typically done by the Professor beginning the test/quiz before the start of the regular class time or staying later to account for the extra time. Because these students do not require additional spaces, this accommodation is managed by the Course Professor with the assistance of the Coordinator of Labouré Access and Accommodations and Department Chair.

For students approved to be tested in a separate space: This accommodation may apply to class quizzes, tests, exams, labs, or other class assessments, depending on the student's needs and appropriateness of the assessment.

Separate Room: The Coordinator of Labouré Access and Accommodations will manage this accommodation. The Course Professor must provide the Coordinator of Labouré Access and Accommodations with the standard amount of time given to the class for the assessment. The Coordinator of Labouré Access and Accommodations will email the student, course professor, and proctor at least 48 hours prior to the assessment with the details of time, location, and the name of the proctor.

Paper and Computerized exams are to begin punctually at the time scheduled by the Coordinator of Labouré Access and Accommodations

Paper exams: The Course Professor must provide the Coordinator of Labouré Access and Accommodations with paper copies of the assessments at least 24 hours prior to the assessment. The Course Professor must append any instructional information and supplemental scantron(s) (if applicable) to the paper copies of the exam. Any instructional information will be communicated to the students by the Proctor at the start of the exam. The Coordinator of Labouré Access and Accommodations will organize returning the completed assessments to the Course Professor.

Computerized exams: The Course Professor must be present at the start of the scheduled exam to provide students with any instructional information and log-in and test credentials. Testing Proctors will not be held accountable to relay testing log-in credentials. The Coordinator of Labouré Access and Accommodations will provide the Course Professor(s) with the time and location of the computerized exams. Students are to receive all necessary information 5-10 minutes prior the start of the exam to be able to utilize full-extended time if needed. Testing accommodations with extended time will allow students to begin computerized exams earlier than in-class delegation. Course Professor(s) are to be physically present on the Labouré Campus during the entirety of the testing administration.

Student retakes or exam schedule complications: All Course Professors are able to administer a retake or exam reschedule if available and willing to comply with the students individualized Accommodation Plan. If this is unable to be organized, the Course Professor is to refer the student to the Coordinator of Labouré Access and Accommodations directly for an exam reschedule. The student will then complete a Labouré Access and Accommodations Testing Retake Request Form. This document will be approved by the Coordinator of Labouré Access and Accommodations and the Course Professor no more than 24 hours after the original testing date. All Labouré Access and Accommodations Testing Retake Request Forms will be assessed and approved on an individualized, case-by-case basis.

Academic Dishonesty

If a Course Professor suspects Academic Dishonesty by a student who is receiving accommodations, the professor is to handle the incident as he/she would with any student in the class. (Please refer to the Academic Integrity Policies & Procedures from the Student Rights and Responsibilities Handbook)

Proctor Information

General Information

- Proctors will pick up the testing envelope from the Coordinator of Labouré Access and Accommodations prior to the exam (direct location of testing envelope will be specified in email prior to testing date)
- The envelope will contain: any specific instructions provided by the course professor, Statement to read to students (if applicable), 1 exam for each student
- Proctors will return all contents of the testing envelope (envelope MUST be sealed) to the Coordinator of Labouré Access and Accommodations immediately following the exam, unless other arrangements have been made with the course Professor or in email prior to testing date

Proctor responsibilities during a Paper Exam

- Arrive to the testing room at least 5-10 minutes prior to the start of the assessment
- Sign in/out all students: students must sign in & sign out each time entering/leaving the room (students are NOT allowed to take anything with them if they leave the testing room during the assessment; bathroom breaks are permitted if needed)
- Ensure that all student belongings (bags, cell phones, electronics, etc.) are placed along the wall at the front of the room
- Walk around the room throughout the assessment time to ensure that students are not cheating

Proctor responsibilities during a Computer Exam

- Arrive to the testing room at least 5-10 minutes prior to the start of the assessment
- Sign in/out all students: students must sign in & sign out each time entering/leaving the room (students are NOT allowed to take anything with them if they leave the testing room during the assessment; bathroom breaks are permitted if needed)
- Ensure that all student belongings (bags, cell phones, electronics, etc.) are placed along the wall at the front of the room
- Walk around the room throughout the assessment time to ensure that students are only on the website of the exam and no other internet website.

Academic Dishonesty

If a proctor suspects a student of academic dishonesty, the proctor must immediately stop the student from test taking and collect the assessment. The proctor must then immediately notify the Coordinator of Labouré Access and Accommodations or other identified administrator of the situation. The administrator will go to the testing room to assess the situation and make a determination. The administrator will also notify the Course Professor of the situation.



Release of Information

Dear (Clinician Name): _____:

I am requesting services from the Labouré Access & Accommodations Office. In order to receive services, the Office requires documentation of my disability. Services are solely based on diagnostic documentation. Once this information is in place, it will be used to provide accommodations to me.

I hereby authorize you to complete the enclosed Disclosure Form and release it to the Office.

I also authorize you to speak with the Coordinator of Labouré Access and Accommodations in consultation to provide future services.

Please submit the completed form to:

Valerie Leishman
Coordinator of Labouré Access and Accommodations
Labouré College
303 Adams Street
Milton, MA 02186
Fax: 617-296-7947

You may contact Ms. Leishman with any questions (phone: 617-322-3510) or email: Valerie_leishman@laboure.edu
Thank you for your timely assistance with this matter.

Sincerely,

Student Signature: _____

Date: _____

Print Name: _____



Disability Disclosure Form

This form must be completed by the licensed clinician or provider **who is treating or assessed this student for the diagnosis identified** in this document. *In order to best serve the student, please thoroughly complete all requested information.*

Student's Name: _____

Clinician's Name: _____

Area of Specialty: _____ Phone #: _____

The person named on this form is requesting services from Labouré Access & Accommodations. The Office offers services to students who are considered disabled under the mandates of the Americans with Disabilities Amendments Act of 2008 (ADAAA).

By completing this document, I verify that the person named in this document has a substantially limiting disorder that meets the ADAAA disability criteria noted below. (A letter on Provider's letterhead with the requested information may be substituted for this form.)

Under the ADAAA definition, a person with a disability is one with a physical, mental, emotional or chronic health impairment that substantially *limits one or more major life activity* such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. Major life activities also include bodily functions relating to the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproduction (*this is not an exhaustive list*).

Please thoroughly complete this form to document the substantial limitations that are linked to this disability. Please attach all relevant documentation including pertinent testing and diagnostic assessments.

1. Diagnosis/Description of Disability: _____
2. Please provide full DSM or ICD-9 code: _____
3. Initial Date of Diagnosis: _____
4. Date of Last Clinical Contact: _____
5. The extent of the disability is: Mild Moderate Severe
6. Expected duration of medical condition or disability: Long term Short-term Temporary
7. What is the frequency and duration of symptoms of the student's condition?
 Daily 1-3/week 1/week 1/month 1-3/year Seasonal

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Please describe the **substantially** limiting symptoms which impacts this student's functional abilities in the following areas:

- a. In the classroom or lab. *Please describe the current impact of this student's disability on his/her ability to perform in-class or lab work. Please consider, as relevant, the impact on tasks including, but not limited to: paying attention to lecture, taking notes, responding to oral or written questions, participating in group work, and following instructions.*

- b. During exams/tests/quizzes/timed class work. *Please describe the current impact of this student's disability on his/her ability to perform during testing or on times work. Please consider, as relevant, the impact on tasks including, but not limited to: maintaining concentration, disregarding distractions, organizing responses, and speed of responses.*

Please describe the current treatment and medication regimen (including treating clinicians, frequency of treatment, medications, and side effects):

Clinical Signature: _____

Date: _____



Student Disclosure Form

Student Information:

Student Name (first middle last): _____ LC ID#: _____

Email (LC): _____ (personal): _____

Phone (primary): _____ Birthdate (mm/dd/yyyy): _____

Student Status: Accepted/Incoming Student (starting semester: _____)

Current Student: Program of Study: _____

Disability Information:

So that we may best support you, please indicate the disability area(s) for which you are requesting services/ accommodations:

- | | | |
|--|--|---------------------------------------|
| <input type="checkbox"/> AD(H)D | <input type="checkbox"/> Chronic/Degenerative | <input type="checkbox"/> Psychiatric |
| <input type="checkbox"/> Asperger's Syndrome & Related Disorders | (specify: _____) | (specify: _____) |
| <input type="checkbox"/> Blind/Visually Impaired | <input type="checkbox"/> Hearing Loss | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Brain Injury/Neurological | <input type="checkbox"/> Learning Disability/Cognitive | |
| (specify: _____) | (specify: _____) | |
| <input type="checkbox"/> Mobility/Physical | | |

****Documentation must be provided for each disability for which you are requesting services/accommodations. Documentation must (1) state a specific disability, (2) identify its impact on learning, (3) recommend accommodations, (4) be signed by an authorized provider.**

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Please describe how your disability affects your daily life and school experiences;

Are you currently under the care of a professional/specialist? (i.e.: physician, counselor, education specialist, etc.)

Yes (please specify name, specialty): _____

No

Are you currently taking medications?

Yes (please specify name, specialty): _____

No

Are you currently seeking any other supportive/academic resources at Labouré College to help subside your symptoms?

Yes (please specify): _____ No

Services and Accommodations:

Have you been approved for academic services/accommodations in the past? Yes No

When (check all that apply):

Type:

Elementary

IEP

Middle School

504 Plan

High School

Unsure

Other College (specify): _____

What accommodations are you requesting at this time?

Classroom Accommodation(s) Testing Accommodation(s) Assistive Technology

Other (specify): _____

How were you referred to Labouré Access and Accommodations? _____

What semester(s) are you wishing to receive accommodations for? _____

Are you submitting this form before the priority deadline or after*? _____

If after*: Why do you feel accommodations are necessary for the remainder of this current semester?

Student Signature: _____ Date: _____