

Documentation

The Office of Disabilities Services will follow a timeline that allows for ten (10) business days (from the date both the Request for Services form and the disability documentation are received) to review all submitted information after which, you will be contacted to schedule an accommodation intake appointment to meet with the ODS coordinator to discuss the requested accommodations.

It is preferred that documentation, when required, be comprehensive in nature and diagnostic/clinical evaluation is preferred. The professional documenting the disability must be identified by (a) name, (b) title, and (c) professional credentials, and provide information about license or certification as well as the area(s) of specialization, employment, and the state/province in which the individual practices. This information should be clearly stated within the documentation. It is typically not permissible for the diagnostician to be a family member or close friend.

The Americans with Disabilities Act, (Public Law 101-336, 1990) defines a disability as a physical or psychological impairment that substantially limits one or more major life activities, (i.e., learning, walking, talking, seeing, hearing, taking care of oneself). The provision of reasonable accommodations is based on an assessment of the current impact of the student's disability. As the manifestations of a disability may vary over time and in different settings, in most cases evaluations should have been conducted within the past year (i.e., low vision or neuromuscular conditions are often subject to change and should be updated for current functioning). Documentation should validate the need for services based on the individual's current level of functioning in the educational setting.

To provide reasonable, effective, and appropriate academic accommodations and or auxiliary aids to students at Kankakee Community College who have disabilities, the Office of Disability Services (ODS) requires students to provide documentation, as appropriate, regarding the disability and the impact of the disability on the student's participation in a course, program, or activity. ODS makes every effort to reduce barriers regarding documentation requirements.

Furthermore, ODS engages in an interactive process with the student and with the program coordinator, or instructor as necessary when determining and establishing reasonable accommodations and auxiliary aids. This means the student will have the opportunity, during the intake appointment, to discuss the impact of the disability on his or her academic performance and discuss their history of accommodations and auxiliary aids. Note that disability documentation and the student's disclosure of disability should be in alignment.

Types of Documentation Accepted

- [Verification of Disability Form](#). Students can print this document and follow the directions on the form. There is a section for the student to complete and a section for the health care provider to complete.
- Neuropsychological, psychological, or other official report from a qualifying professional. See *Preferred Documentation Guidelines below*.

- A letter from a medical professional, qualified to make the diagnosis must be on letterhead and should include a minimum of the following: (a) health care provider's name, (b) title, (c) professional credentials, and (d) the diagnosis and its impact on daily life activities. Handwritten notes on a prescription (Rx) pad will not be accepted.
- Copies of patient portal records, i.e., MyChart, may be accepted if the student's and treating medical professional's names are provided.
- Military service records identifying a disability is accepted.
- IEPs (Individual Educational Plans) are accepted if sufficient evidence and or diagnostic results support a disability such as learning disabilities, ADHD, deaf/hard of hearing, or low vision/blindness. Summary of Performance and Transitional IEP Meeting Notes will not be accepted as forms of documentation.
- 504 Plans may be accepted based on the diagnosis, such as ADHD, and autism, deaf/hard of hearing, low vision/blindness, or seizures. However, for a diagnosis such as bipolar, anxiety, depression, or other mental health-related conditions, additional documentation, such as the Verification of Disability Form, will be requested.
- A plan or record of disability from a private school, or an institution of higher education.

Preferred Documentation Guidelines

Below are preferred documentation guidelines for specific diagnoses.

Attention Deficit/Hyperactive Disorder (ADHD) or Attention Deficit Disorder (ADD)

- Summary of assessment procedures and evaluation instruments used to determine the diagnosis. A summary from a physician who has been treating the student for ADHD is also acceptable.
- Information regarding medications prescribed and possible side effects that may impact academic performance.
- Information regarding functional limitations or barriers connected to ADHD or ADD in the academic environment is crucial, i.e. "How does ADHD or ADD impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program.

Autism Spectrum Disorder

- Summary of assessment procedures and evaluation instruments used to determine the diagnosis. A summary from a professional practitioner who has been treating the student is also acceptable.
- Information regarding medications prescribed and possible side effects that may impact academic performance. Information regarding functional limitations or barriers connected to

Asperger's Syndrome or Autism Spectrum Disorder in the academic environment is crucial, i.e. "How does the Asperger's or Autism Spectrum Disorder impair the student's ability to learn?"

- Recommended reasonable accommodations that will provide effective access to the student's academic program.

Blind or Low Vision

- Letter or report from an ophthalmologist or optometrist.
- Letter or documentation from an agency specializing in working with and assisting an individual who is blind or has low vision, i.e., Division of Blind Services. Information regarding functional limitations or barriers connected to the student's vision loss in the academic environment is crucial, i.e. "How does vision loss or blindness impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program.
- A visual impairment is defined by the State of Illinois as any person whose central visual acuity does not exceed 20/200 in the better eye with corrective lenses or a visually impaired person whose vision with best correction is 20/60 in the better eye, or with a field restriction of 105 degrees if monocular vision; 140 degrees of binocular vision. Examples include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

Deaf/Hard of Hearing

- Letter or report from an audiologist or otolaryngologist.
- Information regarding functional limitations or barriers connected to the student's hearing loss in the academic environment is crucial, i.e. "How does deafness or loss of hearing impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program (sign language interpreter, real-time captioning, note takers, etc.).
- The State of Illinois defines a hearing disability as *"a disability resulting in the complete absence of hearing or hearing that with sound enhancing or magnifying equipment is so impaired as to require the use of sensory input other than hearing as the principal means of receiving spoken language. Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness, and acoustic trauma hearing loss or deafness."*

Orthopedic

- Letter from a physician qualified to diagnose and treat the condition.
- Identifying the specific orthopedic condition is preferred.
- Information about side effects of medications prescribed for treatment.

- Information regarding functional limitations or barriers connected to the student's medical disability in the academic environment is crucial, i.e. "How does the disability impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program.

Other Health Disabilities

- Letter from a physician qualified to diagnose and treat the condition.
- Identifying the specific medical condition is preferred.
- Information about side effects of medications prescribed for the treatment.
- Information regarding functional limitations or barriers connected to the student's medical disability in the academic environment is crucial, i.e. "How does the disability impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program.

Psychological/Emotional/Behavioral

- Letter from a physician, psychologist, psychiatrist, licensed social worker, or licensed mental health counselor, qualified to diagnose and treat the condition.
- Identifying the specific psychological/emotional/behavioral disability is preferred. Information about side effects of medications prescribed for treatment.
- Information regarding functional limitations or barriers connected to the student's psychological/emotional/behavioral disability in the academic environment is crucial, i.e. "How does the disability impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program.

Specific Learning Disability

- Psycho-educational evaluation or neuro-psychological evaluation.
- Evaluations based on adult norms are preferred.
- If evaluations are more than 5 years old or based on children's norms, an addendum may be requested. This is to confirm whether academic barriers are still present and/or if additional academic barriers are presented.
- IQ evaluation narrative, scores, and sub-test scores help determine reasonable accommodations.
 - Recommended IQ evaluation:
 - Wechsler Adult Intelligence Scale (WAIS-IV)
 - Reynolds (RAIS)
- Academic Achievement evaluation narrative, scores, and sub-test scores are required in determining reasonable accommodations.
 - Recommended Test for Achievement:

- Woodcock-Johnson WJ-III (Achievement Test)
- Cognitive Processing narrative, scores, and sub-test scores help determine reasonable accommodations.
 - Recommended Test for cognitive processing:
 - Woodcock-Johnson WJ-III – Cognitive Battery

*Brief screening measurements are not sufficient.

- Information regarding functional limitations or barriers connected to the student’s learning disability in the academic environment is crucial, i.e. “How does the specific learning disability impair the student’s ability to learn?”
- Recommended reasonable accommodations that will provide effective access to the student’s academic program.

Speech/Language

- Letter from a physician or practitioner qualified to diagnose and treat the disorder.
- Identifying the specific speech/language disorder is preferred.
- Information regarding functional limitations or barriers connected to the student’s speech/language disability in the academic environment is crucial, i.e. “How does the disability impair the student’s ability to learn?”
- Recommended reasonable accommodations that will provide effective access to the student’s academic program.

Traumatic Brain Injury

- Psycho-educational evaluation or neuropsychological evaluation helps determine reasonable accommodations.
- IQ evaluation narrative, scores, and sub-test scores help determine reasonable accommodations.
- Academic Achievement evaluation narrative, scores, and sub-test scores help determine reasonable accommodations.
- Cognitive Processing narrative, scores, and sub-test scores help determine reasonable accommodations.
- Evaluations based on adult norms are preferred.
- If the above evaluations are not available, a letter from a physician or practitioner qualified to diagnose and treat a TBI.
- Information regarding functional limitations or barriers connected to the student’s TBI in the academic environment is crucial, i.e. “How does the TBI impair the student’s ability to learn?”
- Recommended reasonable accommodations that will provide effective access to the student’s academic program.

Additional Documentation Information

- Documentation of a disability must support the requested accommodations. No exceptions.
- ODS may request updated documentation, at any time, to determine if services are appropriate and effective for current coursework.
- Students who leave KCC or fail to request accommodations for two consecutive semesters and later would like to reinstate accommodation services will be required to meet with ODS staff to determine if updated disability documentation is required.
- The ODS reserves the right to amend documentation requirements without notice, as appropriate by law and on a case-by-case basis.
- Documentation will be destroyed within one (1) year of submission if NO contact is made by the student. It is the student's responsibility to initiate this contact.
- Documentation will be destroyed after five (5) years after a student leaves KCC or student discontinues using services.