

College of Southern Nevada



Disability Resource Center (DRC) Operations Manual

Fall 2025

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I. Purpose of the DRC Operations Manual

This manual outlines the operational procedures, policies, and best practices for all CSN Disability Resource Center (DRC) staff and students. Its primary aim is to ensure consistent, effective, and compliant delivery of services to students with disabilities, and to guide interactions with students, faculty, CSN staff, and stakeholders. The CSN DRC is dedicated to fostering an accessible and inclusive learning environment. This is achieved by providing reasonable, legally mandated accommodations and comprehensive support services to students with disabilities, empowering them to thrive academically and personally within the CSN community.

i. CSN DRC Mission Statement

To champion equitable access and empower CSN students with disabilities through the decisive provision of reasonable accommodations and comprehensive support, directly driving their academic achievement, retention, and successful graduation.

ii. CSN DRC Vision Statement

To establish CSN as a beacon of universal accessibility and profound inclusion, where students with disabilities are not merely accommodated, but are empowered to thrive, innovate, and achieve their highest academic and personal aspirations, seamlessly integrated into a truly equitable campus community.

iii. CSN DRC Guiding Principles

CSN DRC operations are guided by the following core principles, which staff must uphold in all interactions and procedures:

- **Accessibility:** Proactively identifying and removing barriers to ensure equitable access to CSN programs, services, and activities.
- **Confidentiality:** Strictly adhering to privacy regulations (e.g., FERPA) regarding student information and disability documentation.

- ***Respect:*** Treating all individuals with dignity, recognizing diverse needs, and valuing individual experiences.
- ***Collaboration:*** Working effectively with students, faculty, CSN departments, and relevant external entities to facilitate accommodations and support.
- ***Empowerment:*** Fostering student self-advocacy and providing tools and resources that promote independence and academic success.

iv. Legal Framework and Compliance

The DRC operates in strict compliance with federal and state legislation governing disability rights, including but not limited to:

- Section 504 of the Rehabilitation Act of 1973.
- The Americans with Disabilities Act (ADA) of 1990, as amended (ADAAA).
- Applicable Nevada state laws and CSN policies.
- Staff are responsible for understanding how these laws impact their roles and for adhering to all legal requirements in service delivery.

II. The DRC Enrollment Process

i. Self-Identification, Applying, & Requesting Accommodations

The College of Southern Nevada (CSN) is committed to providing an inclusive and equitable learning environment for all students. Our **Disability Resource Center (DRC)** works to ensure that students with disabilities have equal access to educational opportunities and programs at CSN. We achieve this by upholding both federal laws, such as the Americans with Disabilities Act (ADA) and the Rehabilitation Act, and Nevada state laws against discrimination.

At the college level, students must **self-identify** to receive accommodations. Registering with the DRC is a **voluntary and confidential** process that can be initiated at any point during one's time at CSN. **Once the DRC Enrollment process has been completed, you are considered registered with the DRC.**

We provide **reasonable accommodations** in accordance with these laws, such as:

- **Academic accommodations** (e.g., extended time on tests, notetaking supports)
- **Environmental adjustments** (e.g., alternative/ergonomic table and/or chair, spatial, communication, or architectural barriers)
- **Auxiliary aids and services** (e.g., sign language interpreters, assistive/adaptive technology)

We understand that navigating this process can feel overwhelming, and CSN DRC staff are here to guide and support you!

To request DRC accommodations, **students must first complete and submit the online AIM New Student Application.**

While a diagnosis or evaluation is a critical part of the process, it does not automatically guarantee specific accommodations. Accommodations are determined through an **interactive process** that includes an Initial Documentation Consultation (IDC), allowing DRC staff to understand students' individual needs and how their disability impacts their academic experience.

Generally, documentation should:

- **Clearly demonstrate** that the student has a documented disability.
- **Explain how the student's disability significantly impacts their daily functioning.**
- Be **provided by a qualified professional** with relevant expertise.
- Meet **currency guidelines** (see Documentation Guidelines III.i).
- Include **diagnosis information** and details about the **functional limitations** caused by the disability.
- **Support the specific accommodations** the student is requesting.

The DRC Enrollment Process:

1. **Initial Contact:** Students initiate contact with the CSN DRC via walk-in, phone, or email. DRC staff should provide an overview of the DRC enrollment process and direct students to the DRC AIM portal.
2. **Application Submission:** Students complete the online DRC New Student Application through AIM DRC, providing demographic information and outlining the impact of their disability, prior history of accommodations (if any), and requested accommodations.
4. **Documentation Submission:** Students submit relevant disability documentation from a qualified professional. (Refer to Documentations Guidelines (Section III) for acceptable documentation criteria).
5. **Documentation Review:** DRC staff, specifically the Senior Associate (ADAAA), will review submitted documentation for sufficiency and alignment with established guidelines. If documentation is insufficient, the DRC will contact the student with specific requests for additional information.
5. **Initial Documentation Consultation (IDC):** Once documentation is deemed sufficient, students are notified via their CSN Student email to then schedule an Initial Documentation Consultation, or IDC, appointment with the student. During the IDC appointment, staff will:
 1. Discuss the student's disability and its impact on their academic experience.
 2. Review submitted documentation with the student.
 3. Determine eligibility for DRC services based on legal definitions and documentation.

4. Discuss potential accommodations and support services tailored to the student's needs.
5. Inform the student of their rights and responsibilities.
6. **Committee Presentation:** Upon completion of the IDC appointment, Senior Associates meet to then discuss the accommodation recommendations proposed in the IDC. Committee meetings are comprised of all Senior Associates and the Manager and/or Director of the DRC (if/as necessary) to determine the approval/disapproval of recommended accommodations.
7. **Intake Appointment:** Once approval of accommodations is obtained, students then meet with a Senior Associate for their Intake Appointment. In this meeting, the Senior Associate will communicate the DRC's determination regarding accommodations to the student. This appointment will outline the specific accommodations approved and information on how the student can request their approved accommodations.

The DRC conducts an interactive process to thoroughly understand a student's disability and how it impacts their educational experience. This process typically involves:

- **Initial Consultation:** A scheduled meeting with a Senior Associate (ADAAA) to discuss the student's request(s), experiences, and the functional limitations related to their disability.
- **Documentation Review:** A comprehensive review of current and relevant disability documentation provided by the student from a qualified professional.
- **Collaborative Discussion:** Engaging in a dialogue with the student to explore potential accommodation solutions, their effectiveness, and feasibility within the academic environment.

The DRC evaluates all available information, including student input, professional documentation, and the requirements of specific courses or programs, to determine appropriate and reasonable accommodations. Decisions are based on:

- **Individualized Need:** Identifying the specific barriers a student experiences due to their disability.
- **Effectiveness:** Ensuring accommodations effectively mitigate the impact of the disability.
- **Reasonableness:** Confirming accommodations do not fundamentally alter the nature of a course, program, or service, or pose an undue financial or administrative burden.

In some complex cases, or when clarification of documentation is needed, the DRC may engage an external, qualified disability consultant to provide an expert review of the student's documentation. This step is taken to ensure a thorough and equitable assessment. If/when applicable, the student will be notified of this external consultation, as this may extend the processing timeline.

Following the interactive process, the DRC will communicate its determination regarding accommodations to the student in a separate appointment (Intake). This appointment will outline the specific accommodations approved and information on how the student can request their approved accommodations.

Timely requests are essential! The DRC recommends a student submit their application and relevant supporting documentation as early as possible. This allows sufficient time for DRC staff to review your information and implement approved accommodations before the student needs to use them. **Please note that accommodations are not or cannot be applied retroactively—approved academic accommodations are implemented from the moment of approval and onward (until the end of the relevant semester).**

- **For Incoming Students:** Begin the process by completing the AIM New Student Application and submitting relevant supporting documentation to the DRC as soon as you receive your CSN NSHE ID.
- **For Current Students:** The DRC is happy to schedule appointments through AIM to discuss our services. If you haven't previously registered with the DRC, please proceed with completing the AIM New Student Application.

ii. **IDEA vs. Section 504/ADA(AA)**

Transitioning from high school to college brings a notable shift in the legal framework governing support for students with disabilities. It's essential for students, parents, and college personnel to understand these evolving expectations to ensure a successful and equitable experience in higher education.

An important note: While this manual aims to clarify key information, it's crucial for students to consult directly with the DRC for personalized guidance. This section provides a general overview and should not be considered legal advice. Specific accommodations and services are always determined through an individualized, interactive process with the DRC.

IDEA (K-12)

When students are in high school, their educational journey with disabilities is primarily guided by the **Individuals with Disabilities Education Act (IDEA)**. This crucial law

ensures that all eligible students receive a **Free Appropriate Public Education (FAPE)**, specifically tailored to their unique needs.

This often comes to life through an **Individualized Education Program (IEP)**, a roadmap detailing specialized instruction, related services, and necessary modifications. IDEA is a law of entitlement; it guarantees **success** within the K-12 educational environment. Consequently, the school district bears significant responsibility for proactively identifying disabilities, conducting comprehensive evaluations, and putting services into action. Throughout this entire process, parents, guardians, and/or advocates typically have extensive involvement, and the school system takes the lead in coordinating and arranging all accommodations.

- Every child is entitled to a Free and Appropriate Public Education (FAPE) in the “least restrictive environment possible.”
- Focused on the creation of an Individualized Education Plan (IEP) that will help the student participate in the general curriculum as much as possible.
- Requires annual meetings of general education teachers, special education teachers, and auxiliary service personnel to discuss progress and set goals.
- Often involves significant modification of the curriculum and of assessments (e.g., students may learn only the major concepts of a unit, may be able to take shortened tests, or be exempt from certain assignments).
- Classroom teachers receive a copy of the IEP and should have a thorough understanding of the disability and the plan.
- There is often pressure on special education and general education teachers to do whatever is necessary to help students move on to the next level.

Section 504/ADA(AA)

The transition to college marks a significant change in the legal landscape for students with disabilities. Here, the **Individuals with Disabilities Education Act (IDEA)** is **no longer applicable**. Instead, protections are afforded under **Section 504 of the Rehabilitation Act of 1973** and the **Americans with Disabilities Act (ADA)** and its **Amendments Act (ADAAA)**.

These foundational civil rights laws prohibit discrimination on the basis of disability across various settings.

Section 504 specifically addresses entities that receive federal financial assistance, while the ADA extends its reach to public and private entities operating for public benefit. In the postsecondary context, the main goal of Section 504 and the ADA/ADAAA is to ensure **equitable/equal access** to all academic programs, campus

services, and extracurricular activities. This differs fundamentally from IDEA's focus, as these laws **do not guarantee** a specific educational outcome or require the provision of specialized/individualized, modified instruction.

- Students compete for admission and must be “otherwise qualified” to enter college, without consideration of disability. Students participate in the general college curriculum. No continuum of placement exists.
- Few colleges have “plans” for students with disabilities. Most outline accommodations without regard to goals and/or progress.
- The student is responsible for meeting with disability services and with professors/instructors to discuss needs and concerns.
- Instructors are **NOT** required or encouraged to fundamentally alter the content or goals of their courses, or the types of assignments and tests that are given.
- Professors/instructors receive an accommodation letter, which provides the name of the student and the specific accommodations necessary to implement for the class. Professors/instructors are not given access to specific diagnostic data unless self-disclosed or provided by the student.
- Students with disabilities should be graded by the same standard as other students, regardless of the means through which their responses are provided (orally, typed rather than handwritten, etc.).

IDEA vs. Section 504/ADA(AA) Table

The table provided delineates the key differences in expectations and responsibilities for students with disabilities as they transition from high school to college.

Table: Differences in LEGAL PROTECTIONS:

High School:	College:
The Law is the Individuals with Disabilities Education Act (IDEA).	Laws are Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.
IDEA is about success.	ADA is about access.

High School:	College:
Education is a right and must be accessible to you.	Education is not a right. Students must apply to attend.
Core modifications of classes and materials are required.	NO modifications are required, only accommodations.
School district develops Individualized Education Plans (IEPs) and must follow this legal document in the provision of educational services.	Students must identify needs and ask for services. NO IEP exists and is not considered legal documentation.

Table: Differences in ADVOCACY and ACCESS:

High School:	College:
Students are helped by parents and teachers, even without asking directly.	Students must request accommodations from the Disability Resource Center.
School is responsible for arranging for accommodations and modifications.	Student must self-advocate and arrange for accommodations.
Parents have access to student records.	Parents have NO access to student records without student's written consent.
Parents advocate for student.	Students advocate for themselves.
Teachers meet regularly with parents to discuss their child's educational progress.	College faculty members seldom, if ever, interact with parents and expect the students to address issues with them directly.

High School:	College:
Students need parents' permission to participate in most activities.	Student is an adult and gives own permission.

Table: Differences in COSTS:

High School:	College:
High school is free.	Student must pay for college through financial aid and other arrangements.

III. Documentation Guidelines

i. Documentation Currency

Complete and current clinical documentation is the foundation for determining appropriate and reasonable accommodations. It is recommended that documentation be current, **no more than three (3) years old, or that the evaluation be conducted as an adult (18 years or older).**

Generally, appropriate documentation must:

- Be provided by the **a relevant, qualified professional**.
- Meet **currency requirements** (as outlined below for specific disability types).
- Include **diagnosis information** and details about the **functional limitations** caused by the disability.
- **Support the specific accommodation(s)** being requested.

In cases where nuanced determination is essential or an exception might possibly be necessary, **DRC staff will apply their professional judgment to determine whether the evaluation documentation is sufficiently current and relevant on a case-by-case basis.**

It is important to note that the DRC independently analyzes the data and information from evaluation documentation to determine necessary accommodations. **While we seriously consider recommendations made by your evaluator, they are not binding on the DRC.**

If submitted documentation is incomplete or inadequate, DRC staff may ask for an updated evaluation report or additional documentation.

If documentation is unable to be obtained or the student is seeking an evaluation or assessment, DRC staff can provide them with appropriate information and resources.

Detailed below are documentation guidelines, specific to different types of disabilities.

ii. Specific Learning Disability (SLD) & ADHD Documentation

If the student has a SLD, the documentation provided should be some form of comprehensive psycho-educational assessment that includes:

- Measures of aptitude, achievement, and information processing.

- Test scores, current diagnosis.
- The functional limitations in an academic/educational setting.
- Recommended accommodations.

If the student has ADHD, the documentation provided should include:

- A diagnostic interview, assessment of aptitude, measurement of academic achievement and information processing.
- Tests that demonstrate the impact on attention (in addition to rating scales).
- A substantiation and identification of ADHD (Predominately Hyperactive Type, Predominately Inattentive Type, or Combined Type).
- A statement of functional limitations resulting from the disability in an academic/educational setting.
- Recommended accommodations.

While the DRC may suggest specific types of assessments, the overall battery should clearly define the disability. All test scores and percentiles should be provided with a narrative interpretation.

The evaluation must include a specific diagnosis based on quantitative data, exhibited symptoms, and historical evidence. If no SLD or ADHD is concluded, this should be clearly stated.

iii. **Physical/Sensory Disability Documentation**

For disabilities that are readily apparent (e.g., blindness, wheelchair use), **extensive** documentation may not be necessary. However, recommendations from medical professionals on effective support are still vital to the interactive process.

In these cases, your history of accommodation and conversation during the IDC will be crucial for determining reasonable accommodations.

For students with sensory disabilities or Sensory Processing Disorder (SPD), which may not be readily apparent, self-identification with the DRC is highly recommended/encouraged.

General documentation for physical and/or sensory disabilities should include:

- A **diagnostic statement** identifying the disability, including the date of current and original diagnosis, and a description of diagnostic criteria/tests used.
- A description of the **expected progression or stability** of the disability over time and an estimate of changes in functional limitations.
- A description of the **current functional impact** of the condition.
- A description of the **current treatment plan and/or prognosis**.

- Recommended accommodations, including any necessary assistive technology or equipment.
- **Credentials of the diagnosing professional(s)** (certification, licensure, training).

iv. Psychiatric Disability Documentation

For psychiatric disabilities, the documentation provided should include:

- Evaluation by a licensed provider (mental health professional, psychologist, psychiatrist, psychotherapist, etc.).
- Current DSM/IDC diagnosis/diagnoses.
- A letter or written/typed report on official letterhead, with provider's signature and credentials.
- Functional limitations in academic/educational settings.
- Medication information and subsequent side effects if applicable (helpful, but not required)
- Recommended accommodations.

v. Temporary Disabilities

The DRC recognizes that students with temporary illnesses or injuries may also require services or accommodations to maintain their academic progress. If a student is experiencing a temporary condition that impacts their ability to fully participate in their academic program, they should contact the DRC.

To be considered for academic accommodations for a temporary disability, a student should complete the online AIM New Student Application and submit documentation of their condition. Documentation should include the following:

- A description of the surgery, status, and/or condition.
- Their estimated recovery time (including prognosis).
- Their functional limitations (what they can do/not able to do).

This documentation should be on official letterhead with their medical provider or surgeon's signature.

vi. Title IX Accommodations

The DRC recognizes that pregnant students may require services or accommodations to maintain their academic progress. If a student is experiencing a pregnancy-related condition or impending childbirth, and it impacts their ability to fully participate in their academic program, they should complete the online AIM New Student Application and submit documentation.

Documentation should include the following:

- A letter (on official letterhead) from the student's obstetrician or medical provider (with a signature) that lists the student's: (1) date of confinement or EDD (Estimated Date of Delivery) and (2) any recommendations per the physician.

If the pregnancy is documented as high-risk or has endured complications of any kind (or if possible complications are anticipated), further documentation might/will be needed to confirm the extent and nature of the risk of the pregnancy (and to consider any additional accommodations considering that associated risk).

High-risk pregnancies (which include but are not limited to gestational diabetes, preeclampsia, placental problems, premature birth, etc.) are routed to CSN's Office of Institutional Equity, specifically CSN's Title IX Coordinator, for evaluation and consultation.

vii. Additional Information & Qualified Professionals

The DRC welcomes any supplementary information a student provides in support of their DRC application.

- **IEP's/504 Plans:** Typically, if a student had an IEP in high school, **a student's most recent annual IEP is what the DRC needs for processing** (as a student's Exit IEP does not generally include accommodations/accommodation history). While information from these documents will be seriously considered, it may not be sufficient on its own for post-secondary accommodations, as some accommodations provided through these plans may not be reasonable in a college setting.
- **Professional Letters of Support:** Letters of recommendation and support offer valuable contextual information but generally will not be sufficient without other comprehensive documentation to approve many accommodations.

Qualified Professional: The evaluator conducting a student's assessment must have comprehensive training and relevant experience with adolescents and adults. This may include clinical or educational psychologists, school psychologists, or medical physicians with expertise in assessing individuals with disabilities. The evaluator's name, title, contact information, credentials, and areas of specialization must be clearly stated in the documentation provided.

IV. Accommodations Available at CSN

i. Classroom & Testing Accommodations

The CSN DRC offers the following classroom and testing accommodations:

- Extended Time (1.25x, 1.5x, or 2.0x) on Quizzes, Tests, and Exams
 - o Please see “Extended Testing Time Guide”
- Alternative Testing Location
- ADA Adaptive Technology (Testing)
- Enlarged Print (Testing)
- Reader/Audio (Testing)
- Requests for Tests on Paper Instead of Computer
- Scribe
- Scratch Paper (Testing)
- Calculator (Testing)
- Wheelchair Access
- Scantron Assistance
- Notetaking Software (e.g. Genio)
- Copies of Notes and PowerPoints Before Class
- Live Notetaker
- Alternative Text Formats (E-Text, Text-to-Speech, and/or Speech-to-Text/Dictation)
- Alternative Table and/or Chair
- ADA Adaptive Technology
- Absences Related to Disability
- Breaks—Less than Three (3) Minutes
- DRC Reserved Seating
- Lab Assistant
- Permission to Sit/Stand
- Safety Plan
 - o Please see “What is a Safety Plan?”

What is a Safety Plan?

A Safety Plan can be a crucial component to a student's college accommodations, as it outlines the specific steps faculty and staff should take if a student with a disability experiences a medical emergency or crisis in the classroom.

It is a proactive measure, generally developed collaboratively between the student, their parent(s)/guardian(s)/advocate(s), sometimes a healthcare provider, and a DRC Senior Associate (ADAAA), to ensure the student's safety and well-being. The developed plan is often incorporated into a student's official Accommodation Letter, which is shared with their professors.

The purpose of the Safety Plan is to provide clear, actionable guidance to relevant faculty and staff, eliminating guesswork and potential delays during a stressful situation. As the guidelines provided suggest, a well-structured Safety Plan should include information related to the following key components:

1. **Observable Signs and/or Symptoms:** Are there specific, observable behaviors or physical changes that might indicate the student is in medical distress? The goal is to equip faculty and staff with the knowledge to recognize when an intervention is necessary, even if the student is unable to communicate their needs. This could include things like:
 - a) Physical Changes: Difficulty breathing, loss of balance, drooping face, slurred speech.
 - b) Behavioral Changes: Sudden confusion, sudden agitation, or unresponsiveness.
 - c) Other: Muscle stiffening, jerking movements, or loss of consciousness.
2. **Step-by-Step Actions:** This is the core of the Safety Plan, providing a clear sequence of actions to be taken during an emergency. The steps are tailored to the individual student's needs and the nature of their disability. Examples might include:
 - a) Rendering Aid: For a student with a seizure disorder, the plan might specify to gently guide them to the floor, clear the area of any objects, and place them on their side to prevent choking.
 - b) Emergency Contact Protocol(s): The plan will specify who to contact first. It might be the student's parents, campus security, a specific health service, or 911 directly.

3. ***Relevant Medical Information:*** This section provides essential information that can be critical for first responders and medical personnel. This could include:
- a) Allergies: To medications, food, or environmental triggers.
 - b) Underlying Medical Conditions: Information about a student's specific disability or chronic illness (e.g., epilepsy, diabetes, severe asthma).
 - c) Medications: A list of medications the student takes which can be vital for medical personnel to know in the event of needing to administer medication on-site.
 - d) Communication Preferences: If the student has difficulty speaking during a crisis, the plan might suggest alternative methods of communication or indicate that the student carries a medical alert/information card.

A Safety Plan is a proactive and individualized tool that ensures a student's well-being by empowering faculty and staff with the knowledge and confidence to respond effectively and appropriately in the event of medical intervention. It is a vital component of a comprehensive accommodation strategy, supporting the health and safety of students with documented disabilities.

Extended Testing Time Guide

The chart below provides general guidance on the standard Extended Testing Time accommodations—1.25x, 1.5x, or 2.0x—provided to college students with disabilities.

Some key considerations:

1. **Diagnosis and Function Matter:** Extended testing time is determined on a case-by-case basis through an interactive process. This process carefully evaluates the student's provided documentation, their specific functional limitations, and unique individual needs. An understanding of the student's functional limitations (i.e., how their disability impacts their ability to perform tasks) is considered in conjunction with their formal, documented diagnosis.
2. **Documentation is Crucial:** The documentation provided **must clearly and explicitly justify** the need for the specific amount of extended time being requested. Ideally, it should connect the student's functional limitations to the need for the accommodation.
3. **Common vs. Substantial Needs:** For most students, extended testing time typically falls within the 1.25x to 1.5x range. A 2.0x extended testing time accommodation is more significant and is generally reserved for students with specific needs; for example, those whose disabilities require the use of a Scribe and/or Reader or have substantial functional limitations that **severely** impact their processing speed or stamina.

Disability Category	Typical Extended Time	Notes on Justification
ADHD (Inattentive Type)	1.25x—1.5x	Depending on challenges related to executive functioning, such as working memory, processing speed, and attention/focus difficulties.
ADHD (Hyperactive Type)	1.25x—1.5x	Depending on challenges related to executive functioning, such as time management, working memory, sustained attention, distractibility, and processing speed.

Disability Category	Typical Extended Time	Notes on Justification
ADHD (Combined Type)	1.25x—1.5x	Depending on challenges related to executive functioning, such as inattention, focus, working memory, time management, processing speed, distractibility, and potential overlapping testing anxiety.
Specific Learning Disability (SLD) in Reading (Dyslexia)	1.25x—1.5x	Depending on deficits in reading comprehension, reading fluency, decoding (associated mental fatigue), and slower processing speed.
Specific Learning Disability (SLD) in Math (Dyscalculia)	1.25x—1.5x	Depending on deficits in number sense, visual-spatial understanding, conceptual understanding, speed and accuracy of computation, understanding of mathematical facts, challenges with mathematical reasoning, etc.
Specific Learning Disability (SLD) in Writing/Written Expression (Dysgraphia)	1.25x—1.5x	Depending on type of dysgraphia and/or challenges surrounding written expression (and associated cognitive load), such as difficulties with writing mechanics and/or spelling, impaired handwriting, illegible handwriting, slow writing speed, and keyboard/typing access.
Autism Spectrum Disorder (Level I)	1.25x—1.5x	Depending on challenges related to executive functioning, processing speed, shifting tasks, sensory sensitivities, anxiety, and cognitive rigidity.
Autism Spectrum Disorder (Level II)	1.5x—2.0x	Depending on severity of challenges related to processing time, literal interpretation, communication,

Disability Category	Typical Extended Time	Notes on Justification
		overlapping anxiety, sensory overload/overstimulation, cognitive rigidity, shifting tasks, and executive functioning.
Auditory Processing Disorder (APD), Visual Processing Disorder (VPD), Sensory Processing Disorder (SPD)	1.25x—1.5x	Depending on difficulties with processing verbal instructions, filtering background noises, sequential memory, visual-motor skills, visual-spatial awareness, figure-ground discrimination, reading speed and comprehension, sensory over-responsivity, sensory under-responsivity, and mental fatigue.
Generalized Anxiety Disorder (GAD), Social Anxiety Disorder (SAD), Panic Disorder, Obsessive-Compulsive Disorder (OCD), Phobia(s)	1.25x—1.5x	Depending on difficulties with concentration, perfectionism, self-doubt/worry, performance anxiety, the manifestation of physical symptoms (nausea, sweating, vomiting), feelings of intense pressure, fear of being watched, specific environmental triggers, panic response, and to what extent testing anxiety substantially limits performance.
Depression, Major Depressive Disorder (MDD), Persistent Depressive Disorder (PDD)	1.25x—1.5x	Depending on difficulties with concentration, fatigue and low energy, psychomotor challenges (like slower reading speed, longer processing time, difficulty writing/typing quickly or on pace), and to what extent functional limitations impact focus or pace significantly.

Disability Category	Typical Extended Time	Notes on Justification
Traumatic Brain Injury (TBI)	1.25x—2.0x	Case-by-case basis, depending on the functional impact and limitations of the TBI (i.e., processing speed deficits, memory impairments, attention/concentration difficulties, executive functioning challenges, physical impairments, etc.).
Visual Impairments/Blindness	1.5x—2.0x	Depending on use of Reader, Large Print, Braille, the setting up and use of assistive/adaptive technology, Screen Readers, visual fatigue, and time for inputting answers.
Tic Disorder/Tourette Syndrome	1.25x—1.5x	Depending on the severity of tics, the frequency of tic interruptions, the suppression and physical fatigue of tics, difficulties with written expression, and side effects of medication(s).
Deaf/Hard of Hearing (DHH)	1.25x—2.0x	Depending on linguistic (e.g., ASL to English) and cognitive processing, reading and comprehension, use/need of sign language interpreter, CART services, adaptive/assistive technology, and mental fatigue.
Mobility/Physical Disabilities	1.25x – 2.0x	Depending on writing speed, fine motor skills, general discomfort and/or pain, tremors/spasming, physical fatigue, physical malformation(s), the use/need of adaptive/assistive technology, and/or the use/need of a Scribe.
Chronic Medical Conditions	1.25x—1.5x	Depending on physical and/or mental fatigue, general discomfort and/or pain, difficulties with focus

Disability Category	Typical Extended Time	Notes on Justification
		and concentration, distractibility, and side effects of medications.
Epilepsy or Seizure Disorder	1.25x—2.0x	Depending on the brevity, intensity, and frequency of seizures, impacts on concentration, memory, and cognitive processing, the duration of postictal state, challenges with “cognitive fog,” disorientation/confusion, side effects of medications, physical and mental fatigue, and overlapping stress/anxiety.
Psychiatric Disorders (e.g., Schizoaffective Disorder, Bipolar I or II, PTSD)	1.25x—1.5x	Depending on difficulties with disorganized thinking and speech, severity of psychotic symptoms, challenges with memory, attention, and concentration, severity of intrusive thoughts and flashbacks, intensity of disassociation, anxiety and/or hypervigilance, side effects of medication(s), and mental, emotional, and physical fatigue.
Intellectual Disability	1.5x—2.0x	Case-by-case basis, depending on cognitive processing speed and comprehension, difficulty with working memory, academic fluency/automaticity, and overlapping anxiety, stress, and fatigue.

ii. Assistive/Adaptive Technology

The CSN DRC strives to provide eligible students with access to assistive/adaptive technology (AT) equipment and software that facilitates their academic success.

Students are referred to the DRC's Adaptive/Assistive Technologist (or AT Specialist) depending on their approved accommodations. Upon referral, students will schedule an appointment with the DRC's AT Specialist to discuss AT software, program(s), and/or equipment.

The Process:

Senior Associates (ADAAA) make initial recommendations for student's AT accommodations, then send an email referral to the AT Specialist to reach out to the student. The Senior Associate will let the student know that the AT Specialist will contact them via their CSN Student email to schedule their AT appointment.

The AT Specialist assigns notetaking software (if applicable) and emails the student to schedule an appointment.

- The AT Technologist or AT Specialist will review the student's DRC Case File and accommodation recommendation(s) from the Senior Associate to determine initial AT recommendation(s).
- The AT Technologist or Specialist then meets with the student to review AT accommodations, alternative text formats, or specific tech-related accommodations.
- Any additional accommodations will be proposed to Committee if/as necessary.
- In some cases, open-source software/technology may be sufficient to accommodate students' needs.

Equipment Loan Program: The following outlines procedures for loaning AT equipment (e.g., laptops, screen readers, and magnifiers).

Inventory Management and Tracking:

- All AT device inventory is entered into AIM, including asset tag number(s) and/or serial number(s).
- Laptops and devices with asset tags from CSN Facilities are tracked by that department and inventoried every semester.
- All loaned equipment is also tracked in AIM; when a device is loaned to a student, it is recorded as "Checked Out" to that student in AIM.
- The student fills out a loan form, which requires their signature and agreement to return equipment at the end of the semester.

Loan Agreements and Student Responsibilities:

- It is explained to the student that they are responsible for the equipment. The student is then required to sign the loan form.
- **The student is informed that if they lose, break, or do not return equipment they may be required to reimburse the cost or may have their registration**

to classes frozen until they work out an agreement with AT Technologist/Specialist.

Software Access: To access AT software or specialized software (e.g., Genio, Kurzweil), students meet with AT Technologist or Specialist for installation support, tutorial(s), and training.

- Notetaking software licenses are immediately assigned by the AT Technologist/Specialist to students when recommended by the Senior Associate. This is due to the high prevalence of students using it, the usefulness of the software, and the fact that in-person notetakers are generally difficult to procure. Additionally, at the beginning of the semester, securing an appointment with the AT Technologist/Specialist may take a couple of weeks.
- When a student is recommended alternative text formats, the default software recommended and utilized is Kurzweil.

During the initial AT appointment, the AT Technologist or Specialist shows the student how to use their software accommodation and any open-source software applications that are thought to be appropriate.

AT Training and Support: The AT Technologist or Specialist often serves as a software or accessibility consultant with faculty, staff, administration, and within the DRC, acting as a subject matter expert and point of contact regarding:

- Testing Computer, Software, Upgrades
- Document Accessibility
- AIM
- Other Operational Systems
- Certiport Liaison
- Presentations to other Departments, Stakeholders, or Outside Non-Profit Partners, etc.

iii. Deaf and Hard-of-Hearing (DHH) Services

The DHHS at CSN is committed to providing services that facilitate the academic and personal goals of the students it serves. Services from DHHS are open to any student with a learning, physical, or psychological disability. DHHS provides the services necessary to provide equal access to educational opportunities and experiences.

A person is eligible for DHH services and/or accommodations if they (i) are considered a person with a disability, (ii) have identified themselves to the institution through DHHS, and (iii) have presented appropriate documentation regarding the disability to the institution as required by the DHHS. Services must be disability-related, contingent upon the documented nature of the disability and those functional limitations accompanying the disability.

DHHS offers the following services/accommodations:

Speech-to-Text Provider

The speech-to-text provider most often is situated in the front of the classroom and near the instructor. The reason for this is quite simple: to allow the student to have both the speech-to-text provider and instructor in their field of vision as visual cues are an important aspect of any communication. Deaf individuals tend to rely more on visual cues for communication. A speech-to-text provider is there to convey what is spoken in the class into a form of print. When a film or video is shown in class, the speech-to-text provider will also provide captions if it does not already have them.

Sign Language Interpreter

The interpreter is expected to interpret/transliterate from spoken language into the appropriate visual language mode and from visual language into spoken language. Interpreters/Transliterators should use the communication modalities appropriate to the student including Conceptually Accurate Signed English, American Sign Language, Manually Coded English, Cued Speech, Oral and Deaf-Blind interpreting/transliterating. Conceptual accuracy is stressed regardless of what mode is used and the student should be made aware of the proper use and spelling of all relevant vocabulary.

If you have a question during class time, raise your hand and ask the instructor. **Please do not try to talk to the interpreter or transliterator while they are working.** The interpreter cannot listen to the instructor, interpret, and understand what you are saying at the same time. It is the interpreter/transliteration's responsibility to voice your questions and/or responses. Therefore, do not sign/cue anything that you do not want voiced in class.

Let your interpreter know what method of communication you prefer. Do you prefer sign language with speechreading? Do you depend mostly on speechreading? When you speak in class, do you want the interpreter/transliterator to voice for you, or will you speak for yourself? If you discuss this at the beginning of the semester, you may avoid misunderstanding with the interpreter. Work at keeping the communication open between you and your interpreter.

How to Request an Interpreter or Speech-to-Text Provider

To receive interpreting/transliterating or captioning services outside of the classroom, the student must submit a **Custom Request for Interpreter/Transliterator or Speech-to-Text Provider form more than 7 days in advance.**

The student must know the starting time and the approximate ending time as well as the room number of the assignment to request an interpreter/transliterator or speech-to-text provider.

The student may request a specific interpreter/transliterators or speech-to-text provider for an assignment, and all efforts will be made to provide their preference. However, it should be noted that their preference of an interpreter/transliterators or speech-to-text provider may not always be available at the time requested. Students should cancel any services that they have requested if they decide not to attend. Failure to do so will result in a "No Show" being recorded.

iv. Service Animal Information

Under the Americans with Disabilities Act (ADA), there is a significant legal distinction between a service animal and an emotional support animal (ESA).

- A **service animal** is a dog that is **individually trained** to do work or perform tasks for a person with a disability. The work or tasks performed must be directly related to the individual's disability.
- An **emotional support animal (ESA)** is an animal that provides comfort just by being with a person. The provision of emotional support, well-being, or companionship does not constitute a "task" under the ADA.

Because an ESA is not trained to perform specific tasks, they are **not considered a service animal under the ADA** and therefore **are not permitted in public areas** of the campus (e.g., classrooms, labs, Student Union). The only exception for ESAs is in university/college housing, which falls under the Fair Housing Act, a different federal law with different rules.

According to the ADA, the DRC cannot require documentation (such as a training certificate, an ID card, or medical records) for a service animal. The DRC also cannot ask the individual about the nature of their disability.

The DRC is permitted to ask two questions (if it is not obvious what service the animal provides):

1. "Is the dog a service animal required because of a disability?"
2. "What work or task has the dog been trained to perform?"

The DRC is **not liable** for approving a service animal without documentation because the ADA specifically prohibits the DRC from asking for it. If a student states their animal is a service animal and answers the two questions above, it must be accepted at face value.

If a service animal (or an ESA, if it were somehow on campus) bites someone, the handler is **fully liable** for the animal's behavior. The DRC can request that the animal be removed if it is out of control or poses a direct threat. In this case, our

liability is protected because we have acted in accordance with the law by allowing the animal on campus as an accommodation. The DRC is not expected to maintain immunization records or other documentation for the service animal.

V. Students, Faculty, & Staff: Rights & Responsibilities

This policy outlines the rights and responsibilities of college students with disabilities, and the corresponding roles of the Disability Resource Center (DRC) and its faculty/staff, to ensure equitable access to education in accordance with the Americans with Disabilities Act (ADA) and its amendments (ADAAA), as well as Section 504. Accommodations are designed to provide equal opportunities to learn and demonstrate knowledge without altering the fundamental nature or standards of the curriculum.

Legal Rights of College Students with Disabilities

College students with documented disabilities are legally entitled to reasonable academic accommodations that provide an equal opportunity to participate in the classroom and testing environments. The Americans with Disabilities Act (ADA) and its amendments (ADAAA) mandate that colleges and universities make such accommodations available to eligible students who have current documentation of their disability and who formally request accommodations.

Student Responsibilities

To ensure a successful and equitable educational experience, students with disabilities are responsible for the following:

1. **Self-Identification:** Proactively self-identify as a student with a disability to the Disability Resource Center (DRC).
2. **Documentation:** Provide the DRC with current, comprehensive documentation of their disability, as per the college's established guidelines.
3. **Accommodation Request(s):** Collaborate with the DRC to identify and formally request academic accommodations that ensure equitable access to information and testing.
4. **Timely Communication:** Communicate proactively and in a timely manner with DRC and relevant faculty regarding the implementation of accommodations, especially for tests or evolving needs.
5. **Active Engagement:** Take ultimate responsibility for their academic success, which includes:
 - a. Maintaining Satisfactory Academic Progress (SAP).
 - b. Attending classes regularly.

- c. Completing assignments.
- d. Adhering to the college's student conduct policies (e.g., NSHE Student Conduct Code T2 Chapter 10, Disruptive Student Policy, & Academic Integrity Policy)
- e. Communicating regularly with the DRC and faculty regarding specific needs or concerns related specifically to their accommodations.

Disability Resource Center (DRC) Responsibilities

The DRC plays a central role in facilitating access and ensuring compliance. The DRC is responsible for:

1. **Eligibility Assessment:** Thoroughly assess students' requests for accommodations using disability documentation provided to determine eligibility for services.
2. **Information Provision:** Provide clear and accessible information regarding college policies, procedures, student rights, and responsibilities related to disabilities.
3. **Accommodation Determination:** Engage in an interactive process with students to determine and recommend reasonable and appropriate learning and testing accommodations based on their individual needs and documentation.
4. **Accommodation Facilitation:** Ensure the provision of reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids for eligible students who meet the college's criteria. This includes assisting with the implementation of approved accommodations.
5. **Confidentiality:** Maintain strict confidentiality of all disability-related information pertaining to students, sharing only information necessary for the provision of accommodations on a "need-to-know" basis.
6. **Faculty Liaison:** Assist students in effectively communicating with faculty about their disabilities and required accommodations, offering support and guidance as needed.
7. **Dispute Resolution:** Facilitate the resolution of any disputes or concerns regarding accommodation implementation, working collaboratively with students and faculty.

Faculty Responsibilities

Faculty are integral to ensuring an inclusive and equitable learning environment. Upon receiving a student's Accommodation Letter, faculty responsibilities include:

1. ***Acknowledgement and Respect:*** Acknowledge the rights of students with disabilities with dignity and respect, fostering an inclusive classroom environment.
2. ***Confidentiality:*** Maintain strict confidentiality of student disability information. Do not inquire about the nature of the disability itself, only focus on implementing the approved accommodations.
3. ***Accommodation Implementation:*** Proactively and consistently provide the reasonable instructional and/or testing accommodations specified in the student's official Accommodation Letter from the DRC. Faculty are not expected to interpret disability documentation; they are to rely on the DRC's official communication.
4. ***Academic Integrity:*** Maintain the integrity of academic standards by ensuring that accommodations provide equitable access to the curriculum without fundamentally altering course material, learning objectives, or outcomes.
5. ***Collaboration with DRC:*** Consult with the DRC if there are questions or concerns about the appropriateness or implementation of a specific accommodation. Faculty **should not** unilaterally deny or alter approved accommodations.
6. ***Professional Development:*** Engage in ongoing professional development to enhance understanding of disability accommodations and inclusive teaching practices.
7. ***Referral for Concerns:*** Direct any student who self-discloses and requests accommodations without an official DRC letter, or who expresses new or evolving disability-related needs, to the DRC.

Dispute Resolution Process

In the event of a disagreement or concern regarding the provision and/or implementation of accommodations, please refer to VII. Grievance Procedures.

Why Self-Advocacy Matters

Self-advocacy is the empowering process of understanding one's own unique strengths and needs, communicating them effectively, and actively seeking the support necessary to thrive in both their academic and personal life. It is an important life skill whereby one

learns and acts as their own best advocate, ensuring their voice is heard, and actively participating in decisions that affect their well-being and success.

Developing strong self-advocacy skills offers numerous benefits:

- **Academic Success:** Access the appropriate accommodations and support tailored to one's learning style and needs, enabling them to excel in their studies.
- **Personal Empowerment:** Gain confidence in communicating one's needs, making informed choices, and navigating challenges independently.
- **Lifelong Skills:** Cultivate critical thinking, problem-solving, and assertive communication abilities that are valuable far beyond college.
- **Increased Independence:** Take ownership of one's learning journey and build the capacity to advocate for oneself in various other contexts.

Key Principles of Effective Self-Advocacy

To become an effective self-advocate, one should focus on these core principles:

1. Know Yourself & Utilize Resources:

- a. Understand your disability: learn about your specific disability, including its characteristics, how it impacts your learning, and your individual strengths and challenges.
- b. Consult your diagnostic documentation and ask the Disability Resource Center (DRC) or a trusted professional to explain its details, focusing on both strengths and areas where you may need support.
- c. Research your disability online from reputable, reliable sources.
- d. Be aware of any co-existing conditions (e.g., ADHD, anxiety) and their potential interaction and impact.
- e. Maintain a secure and organized record (digital or physical) of all disability-related documentation, including diagnostic reports, Individualized Education Programs (IEPs) or 504 Plans if applicable, and any correspondence related to accommodations. These documents will be an invaluable resource.

2. Know Your Needs:

- a. Identify specific accommodations and strategies that have helped you succeed in the past, as well as those that were less effective.

- b. Understand how your strengths can be leveraged and what specific supports will enable you to navigate your learning challenges effectively in a college environment.
- c. Communicate effectively: articulate your needs, preferences, and challenges in a respectful, clear, and concise manner.
- d. Practice assertiveness: learn to express your needs confidently without being aggressive. This includes respectfully disagreeing, stating your boundaries (e.g., saying "no" without guilt), and actively listening while awaiting your turn to speak.
- e. Rehearse! Practice explaining your disability and accommodation needs with a trusted friend, family member, or Senior Associate (ADAAA). This can boost your confidence and ease any anxiety about the process of communicating your wants and needs.

3. Meeting with the CSN Disability Resource Center (DRC):

The CSN DRC is a student's primary partner in accessing accommodations.

- **Proactive Engagement:** Students should start the DRC Enrollment Process well before the start of the academic term to discuss their needs and register for services.
- **Understand College Policies:** Be aware that accommodations received in K-12 may differ at the postsecondary level. The DRC will assess a student's current needs based on college policies and documentation. Students should be prepared to explain *why* specific accommodations are essential for their success.
- **Bring Your Documentation:** Students should have any supporting documentation readily available, containing copies of their diagnostic documentation, relevant school records (like IEPs/504s), and any other relevant materials.
- **Know Your Rights:** As an adult with a disability, college students are legally entitled to reasonable accommodations in postsecondary education under relevant disability laws (e.g., Section 504, Americans with Disabilities Act). Students should familiarize themselves with these protections.

4. Communicating with Your Professors

Once a student's accommodations are approved by the DRC and have been requested, it's crucial they are communicated to their instructors/professors.

- **Reach Out:** As a student, after requesting your accommodations, the AIM DRC system will automatically generate your accommodation letters specific to each of your classes and email them to your professors on your behalf. It is strongly encouraged that you, the student, contact each professor to ensure that they have received your Accommodation Letter. Email or use their preferred communication method to do so. **Avoid discussing accommodations during class time in front of other students or immediately after class.**
- **Be Prepared:** If necessary, provide hard copies of your Accommodation Letter(s) to your professor(s). This demonstrates your preparedness and ensures the professor(s) has/have record of your approved accommodations.
- **Maintain Professionalism:** Be assertive, articulate, and respectful of your professor's time and expertise.
- **Ongoing Dialogue:** If accommodations need adjustment or revision during the semester, communicate promptly with the DRC to arrange a Modification Appointment with a Senior Associate (ADAAA).

Self-advocacy is an ongoing process. Regularly assess how your accommodations are working and don't hesitate to seek further support from the DRC if your needs evolve or new challenges emerge. Your proactive engagement as a student is key to your continued success.

VI. Privacy & Confidentiality

The CSN Disability Resource Center (DRC) is committed to protecting the privacy and confidentiality of all students who register for accommodations. We recognize the deeply personal nature of disability disclosure and are dedicated to maintaining the highest ethical and legal standards in safeguarding student information.

Students choose to self-identify as having a disability to access accommodations. When a student registers with the DRC, all disability-related information they share is treated with the utmost confidentiality. Our commitment is to facilitate students' academic success while strictly adhering to privacy and confidentiality principles.

Principles for Handling Confidential Information

The DRC's process for managing and providing accommodations is built upon the following core principles:

- **Strict Confidentiality Defined:** All information related to a student's disability, including but not limited to: diagnostic documentation/data, medical records, intake forms, correspondence, notes from consultations, and details of approved accommodations, is considered strictly confidential.
- **Limited Access (Need-to-Know Basis):** Access to confidential disability information is strictly limited to DRC staff directly involved in the accommodation process. Disclosure to other college personnel will occur only on a genuine "need-to-know" basis, and solely for the purpose of ensuring the effective implementation of approved accommodations. This access is never granted for general curiosity or unrelated administrative functions.
- **Student Consent for External Release:** The DRC will not release any confidential disability information or documentation to any third party (e.g., parents, guardians, external agencies, employers) without the student's explicit written consent. Such consent must be provided through a signed "Release of Information" form, clearly designating the information to be released and the authorized recipient(s).
- **Faculty and Staff Collaboration with Consent:** To facilitate accommodation implementation, the DRC will discuss approved accommodations with faculty and other relevant college staff. This discussion will focus solely on the necessary accommodations to ensure equal access.
- **With Student Permission:** A student may grant permission to the DRC to discuss specific disability-related information (e.g., the nature of the disability, its functional impact) with faculty or staff when it is directly relevant and helpful for

understanding and implementing complex accommodations. **This permission must be explicitly provided by the student.**

- **Without Student Permission:** Unless explicit permission is granted, conversations with faculty and staff will pertain only to the approved accommodations and their implementation, without disclosing the nature of the student's disability.
- **Data Security and Storage:** All confidential disability information, whether electronic or physical, is stored securely in compliance with relevant privacy laws (e.g., FERPA, ADA). Electronic data is protected by secure networks and access controls. Physical records are kept in locked and secure locations.
- **Exceptions to Confidentiality (Limited and Legally Mandated):** In rare and extraordinary circumstances, limited confidential information may be disclosed without student consent when legally mandated or to protect the safety of the student or others. These circumstances include:
 - Situations where there is an imminent threat of serious harm to the student or others.
 - Compliance with a valid court order or subpoena.
 - Mandatory reporting obligations required by law (e.g., child abuse, elder abuse, etc.).
 - Compliance with specific college policies and procedures directly related to health, safety, or disciplinary processes, but only to the minimum extent necessary and with appropriate oversight. In such situations, the DRC will strive to notify the student of the disclosure unless legally prohibited.

Student Rights Regarding Confidentiality

- Students have the right to know how their information will be used and who will have access to it.
- Students have the right to grant or deny permission for the release of their information to third parties.
- Students have the right to request access to their own confidential disability records held by the DRC, in accordance with college policy and applicable law.

AGREEMENT OF PERMISSION TO SELF-DISCLOSE INFORMATION IN FACULTY NOTIFICATION LETTER(S)

Purpose of This Form:

This document serves to confirm that the student has voluntarily chosen to self-disclose information contained in their DRC-issued accommodation letter. The purpose of this self-disclosure may include, but is not limited to, communicating with instructors, program staff, or other campus personnel about approved accommodations or specific details pertaining to their disability status.

Terms of Agreement:

1. Voluntary Disclosure

The student understands that disclosure of disability-related information is a personal choice. The DRC will not share this information with third parties without written consent, unless required by law.

2. Scope of Information

The student may choose to share some or all details as they see fit in their accommodation letter. This may include the nature of their disability, their diagnoses, the functional impact of their disability, or other relevant contextual information.

3. Responsibility for Disclosure

By signing this agreement, the student acknowledges full responsibility for the timing, method, and extent of their disclosure. The DRC is not responsible for communications made by the student outside of DRC-facilitated processes.

4. No Waiver of Rights

Signing this agreement **does not** waive the student's rights under the Americans with Disabilities Act (ADA/ADAAA), Section 504 of the Rehabilitation Act, or any other applicable laws or institutional policies.

5. Confidentiality and Respect

The student understands that any person to whom they disclose this information should treat it as confidential and respect their privacy.

6. Duration of Consent

This agreement is valid unless revoked in writing by the student.

Student Acknowledgment and Consent:

I, the undersigned, have read and understand the terms of this agreement. I affirm that I am voluntarily choosing to disclose specific disability-related information in my accommodation letter to relevant individuals in my academic environment.

Student Signature: _____

Student NSHE ID: _____

Date: _____

DRC Representative Signature: _____

Date: _____

VII. Grievance Procedures

If a student believes that the DRC's decision regarding an accommodation is inaccurate, does not adequately address their needs, or was based on incomplete information, they may request a reconsideration of the decision.

Request for Reconsideration of an Accommodation Decision:

To formally request a reconsideration, the student must:

- **Submit a Written Statement:** Provide a detailed personal statement to the relevant Senior Associate (ADAAA) within thirty (30) calendar days of the date of the original accommodation determination. This statement should clearly:
 - State the specific accommodation decision being challenged.
 - Explain the reasons for the reconsideration request, referencing the grounds listed above.
 - Outline any new or additional information, perspectives, or arguments that the student believes are critical to supporting their requested accommodation.
- **Provide Supporting Documentation:** Submit any new, updated, or previously unsubmitted disability documentation that directly supports the reconsideration request. This is particularly important if there is a diagnosis relevant to the request that was not previously disclosed, or if existing documentation requires clarification.

Upon receipt of a complete reconsideration request, the DRC will initiate a thorough review. This process can or may include:

- **Internal Review:** A review of the student's reconsideration request, the original documentation, and the initial accommodation determination by the relevant Senior Associate (ADAAA) and/or DRC Director (if necessary).
- **Information Gathering:** The DRC may seek additional information pertinent to or relevant to the case from relevant College faculty, administrators, or professionals (e.g., academic department chairs, student affairs personnel).
- **External Consultation (If Applicable):** In complex cases, particularly where there are concerns relating to the medical or functional aspects of a denied accommodation, the DRC may engage an external, qualified disability consultant to provide an expert review of the student's documentation and the requested accommodation.

- **Student Meeting (If Needed):** Designated DRC staff (or DRC Director, if necessary) may contact the student for clarification, to discuss the information provided, or to schedule a meeting to further explore the request.

The CSN DRC maintains strict confidentiality of student disability information. If confidential information needs to be released to or received from a third party not affiliated with the College (e.g., an external medical professional), the student will be required to sign a Release of Information form prior to such disclosure or receipt.

Following the comprehensive review of the reconsideration request, the DRC will notify the student of its decision in writing. **This notification will typically be provided within thirty (30) calendar days of receiving a complete reconsideration request.**

The decision will clearly state:

- The outcome of the reconsideration (e.g., original decision upheld; accommodations modified; new accommodations approved, etc.).
- The rationale for the decision.
- Information on any further appeal options available to the student if they remain dissatisfied with the outcome.

The CSN DRC will make every effort to resolve the matter within the stated timeframe or as expeditiously as possible and will communicate any unavoidable delays to the student.

Appeal Process Following DRC Reconsideration (Non-Discrimination Related):

If a student's concern regarding an accommodation decision is *not* an allegation of discrimination or related to discriminatory conduct by CSN DRC staff, the student is required to first complete the DRC's internal reconsideration process as outlined in the "Request for Reconsideration of an Accommodation Decision" policy.

Should the issue remain unresolved after the DRC's reconsideration decision, the student may request a formal appeal of that decision by contacting the Director for Institutional Equity (IE), or a designated representative, within **thirty (30) calendar days** of receiving the DRC's final decision on reconsideration.

To initiate this appeal, the student must submit a written request directly to the Director for IE, which should include:

- A clear statement of the accommodation decision being appealed.
- A summary of the DRC's reconsideration decision.

- A detailed explanation of why the student believes the DRC's final decision is incorrect, unreasonable, or does not adequately provide equal access, referencing any relevant information or principles.
- Any additional supporting documentation not previously submitted or considered by the DRC that is pertinent to the appeal.

The Director for IE, or their designee, will conduct an impartial inquiry into the student's appeal. This review will assess whether:

- The DRC followed its established procedures for accommodation and reconsideration.
- The DRC's decision was reasonable based on the available documentation and the interactive process.
- The accommodations determined provide equal access without fundamentally altering a program or course learning outcomes, or imposing an undue burden.

During the review, the Director for IE, or designee, may:

- Review all documentation submitted by the student and the DRC.
- Consult with relevant College faculty, administrators, or professionals who can provide information pertinent to the case (e.g., academic department chairs, medical professionals, legal counsel).
- Meet with the student, DRC staff, or other relevant parties as deemed necessary for a thorough assessment.

The time required for the IE Director, or designee, to review a decision regarding an accommodation will depend on the complexity and scope of the matter. However, **every effort will be made to issue a final decision within forty-five (45) calendar days** of receiving a complete appeal request. If additional time is required, the student will be promptly notified with an explanation for the delay and an updated estimated timeline.

Throughout the appeal process, the Director for IE or designee will maintain appropriate communication with the student and other involved parties regarding the status of the review. The student will be contacted in writing with the final decision of the appeal, which will include the rationale for the decision.

The decision rendered by the Director for IE, or their designee, serves as the final internal institutional resolution for accommodation appeals. There are no further appeals within the College.

In circumstances where a student's complaint involves an allegation of discrimination by Disability Resource Center staff, or an allegation that a CSN process or practice related

to disability accommodations is discriminatory, the student may contact the Director for Institutional Equity directly **without** first completing the DRC's internal reconsideration process. The Director for IE will then follow CSN's established procedures for investigating complaints of discrimination.

More comprehensive information regarding CSN's grievance procedures, including specific policies and processes for addressing complaints of discrimination, is available on the Institutional Equity website at <https://www.csn.edu/institutional-equity>. This resource is available for all students, faculty, and staff.

Director for Institutional Equity

Office of Institutional Equity
College of Southern Nevada
West Charleston Campus

Telephone: (702) 651-7481

VIII. DRC Staff Information

i. Training & Consultation for Faculty & Staff

Purpose: To educate CSN faculty and staff on disability awareness, inclusive teaching practices, and their roles in providing accessible learning environments.

Procedure:

1. **Request Process:** Procedures for faculty/staff to request training or consultation from the DRC.
2. **Training Delivery:** Protocols for developing and delivering workshops, presentations, or individualized consultations on topics such as:
 - i. Understanding Disability Laws and CSN Policies.
 - ii. Implementing Academic Accommodations.
 - iii. Creating Accessible Course Materials and Online Content.
 - iv. Universal Design for Learning (UDL) Principles.
3. **Resource Dissemination:** Procedures for sharing accessible educational resources and best practices with faculty and staff.

ii. Community Outreach, Partnerships, & Event Participation

Purpose: To promote accessibility and awareness within the broader community, facilitate transitions for prospective students, and establish beneficial partnerships.

Procedure:

1. Identification & Research (Ongoing):

- a. Proactive Scanning: The DRC Manager, in collaboration with Senior Associates and designated staff, will conduct quarterly scans to identify new and existing local high schools, vocational rehabilitation agencies, independent living centers, community mental health providers, non-profit disability organizations, and relevant community groups (e.g., parent support groups for specific disabilities).
- b. Needs Assessment: Prioritize potential partners based on their capacity to serve diverse student populations, alignment with CSN's academic pathways, and potential to address specific access barriers.
- c. Database Management: Maintain a centralized, up-to-date database of all community partners, including contact information, primary liaison, services offered, and historical engagement.

2. Initial Engagement & Outreach (Proactive & Targeted):

- a. Formal Introduction: The DRC Manager will initiate contact via formal email or phone call, clearly articulating the DRC's mission, services, and the mutual benefits of a partnership.
- b. Information Packet: Develop a concise, comprehensive digital information packet for prospective partners, detailing DRC services, referral processes, and success stories.
- c. Exploratory Meetings: Schedule initial virtual or in-person meetings with key representatives to understand their needs, identify areas of synergy, and discuss potential collaborative initiatives (e.g., joint workshops, referral agreements, shared resources).

3. Partnership Cultivation & Maintenance (Consistent):

- a. Designated Liaison: Assign a primary DRC staff liaison for each established partnership to ensure consistent communication and relationship building.
- b. Regular Check-ins: Conduct quarterly or semi-annual check-ins with key partners to review progress, address challenges, and explore new collaborative opportunities.
- c. Feedback Mechanism: Establish a clear feedback loop with partners to assess the effectiveness of referrals and collaborative efforts, ensuring continuous improvement.

Event Participation: Procedures for DRC Staff Engagement in Outreach Events

Objective: To ensure consistent, impactful, and professionally represented DRC presence at college fairs, high school visits, and community events, effectively informing prospective students and their families about CSN DRC services.

Procedure(s):

1. Event Identification & Prioritization (Strategic):

- a. Annual Calendar: The DRC Director, in collaboration with the Unit Manager, will develop an annual outreach calendar by August 15th for the upcoming academic year, identifying key college fairs, high school events, and community expos.
- b. Impact Assessment: Prioritize events based on potential reach to diverse student populations, alignment with recruitment goals, and historical effectiveness.
- c. Resource Allocation: Allocate appropriate staff time, promotional materials, and assistive technology demonstrations for each event.

2. Staff Assignment & Preparation (Mandatory):

- a. Designated Representatives: The DRC Manager will formally assign DRC staff members to specific outreach events, ensuring equitable distribution and leveraging individual strengths.
- b. Mandatory Briefing: All participating staff must attend a mandatory pre-event briefing to review:
 - i. DRC Messaging and Key Talking Points.
 - ii. FAQs Regarding the DRC Enrollment Process (including Documentation & Accommodations)
 - iii. Logistics, Materials, and Adaptive/Assistive Technology Demonstrations.
 - iv. Data Collection Methods for Event Engagement.
- c. Materials & Equipment: Ensure all necessary promotional materials (brochures, flyers, contact cards), accessible formats (large print, digital versions), and relevant assistive technology (e.g., screen reader demo laptop) are prepared and transported.

3. Event Execution & Follow-up (Professional & Accountable):

- a. Professional Representation: Staff will maintain a professional demeanor, actively engage with attendees, and represent the DRC and CSN with the highest standards of courtesy and expertise.
- b. Information Collection: Collect contact information from interested prospective students (with consent) for follow-up purposes.
- c. Post-Event Debrief: Participating staff will submit a brief post-event report to the DRC Director/Unit Manager within 48 hours, summarizing engagement, key inquiries, and recommendations for future events.
- d. Targeted Follow-up: The Administrative Assistant will initiate targeted follow-up communications with prospective students identified at events within one week, providing personalized information and encouraging DRC contact.

iii. Information Dissemination: Sharing Information & Resources with Community Partners

Objective: To ensure consistent, accessible, and up-to-date dissemination of DRC information and resources to all community partners, facilitating accurate referrals and promoting a clear understanding of our services.

Methods:

1. ***Comprehensive, Standardized Digital Information Packet***—Develop and annually update a standardized digital information packet (PDF format) that includes:
 - i. DRC Mission and Services Overview.
 - ii. Documentation Currency & Guidelines.
 - iii. Step-by-Step Information Regarding DRC Enrollment Process.
 - iv. Contact Information for Key DRC Staff and General Inquiries.
 - v. Links to the DRC Website and Relevant CSN Admissions Pages.
 - vi. FAQs for Partners Regarding Referrals.

Ensure the digital packet is fully ADA compliant and accessible via screen readers and other assistive technologies.

2. *Dedicated Partner Communication Channels (Ongoing):*

- a. Partner Email List: Maintain a dedicated email list for all established community partners to facilitate rapid dissemination of updates, new services, or policy changes.
- b. Direct Contact: Encourage direct communication between DRC liaisons and their assigned partners for specific inquiries or urgent matters.
- c. Web-Based Resources (Always Current)
- d. Dedicated Partner Section: Ensure the DRC website includes a clearly identifiable section specifically for community partners, hosting the digital information packet, referral forms, and contact details.
- b. FAQs for Partners: Develop a comprehensive FAQ section on the website addressing common questions from community partners.
- c. Regular Updates: The AT Technologist/Specialist will ensure that all online DRC information, particularly relevant to partners, is reviewed and updated quarterly.

3. *Training & Workshops for Partners (As Needed):*

- a. Customized Presentations: Offer to provide customized presentations or workshops to partner organizations on topics such as "Referring Students to the DRC," "Understanding Disability Accommodations in Higher Ed," or "Navigating the CSN Enrollment Process for Students with Disabilities."
- b. Collaborative Events: Co-host informational events with partners to reach a wider audience and foster shared understanding of support services.