

Documentation Guidelines

Accommodation & Disability Services (ADS) at ABAC is committed to providing accommodations and services to students with disabilities to ensure a comprehensively accessible college experience where individuals with disabilities have equal access to programs, opportunities and activities as all others. We engage in an interactive process with each ADS registered and requesting student and review requests for accommodations on an individualized basis. In determining reasonable accommodations, we consider each student's condition(s), history, experience, request, and the specific characteristics of each ABAC course and program.

While a student's self-report is a vital source of information, in order to determine reasonable and appropriate accommodations, we may require additional information from other sources in order to establish a disability and the impact it has on a student's living and/or learning in a postsecondary environment. Documentation can assist ADS in understanding how a disability may impact a student in the academic and residential environment as well as assist in making informed decisions about reasonable accommodations. Even in cases where a disability is obvious and no documentation for a diagnosis is sought by ADS, a medical provider's analysis of the individual's functional limitations and the individual needs of the student may still be requested to help ADS assess the reasonableness of the requested accommodation.

Examples of Different types of Disability-related Documentation:

- Educational records, such as a high school accommodation plan (IEP, 504 plan, etc.)
- Medical Records
- Letter from a qualified healthcare professional, on letterhead which confirms a diagnosis/impact of the disability
- Neuropsychological or educational evaluation
- Audiology report
- Vision assessment
- Proof of accommodations used on standardized exams (SAT, ACT, etc.)

Documentation should include the following when applicable:

- Name and Title
- Professional credentials
- License Number
- Date of Report
- Letterhead
- Impact of the condition
- Signature

You can find specific documentation requirements on the [University System of Georgia's website](#).

This is not an exhaustive list and ADS may request additional documentation or other information in order to address a connection between the impact of the disability, the described

barrier, and the requested accommodation. The date of the documentation should be within the last 3-5 years for disabilities that may be transitory in nature, such as learning disabilities, ADHD and mental health disorders. During the interactive process, DS will evaluate the specific attributes and requirements of the course, program, or activity.

FERPA & confidentiality of records

Student disability-related information is treated as private information, meaning that information will be shared only with a limited number of individuals who “need to know” in order to assist in the review of the accommodation request, the determination, and the implementation of accommodation(s) where applicable.

Provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA) govern access to a student’s educational records. Disability Services student information and records are available to university officials or offices with a “legitimate educational interest” under FERPA. For example, certain persons may need to be aware of requested accommodations, an individual’s limitations leading to the need for an accommodation, and/or the outcome of accommodation decisions. These persons can include, but are not limited to faculty members, first aid and safety personnel, residential staff and those assisting with implementing accommodations.

General disability-related information is distinguished from confidential medical information obtained from individuals and/or their medical providers regarding specific diagnoses or conditions. Disability Services staff who are involved in gathering and maintaining confidential medical information for purposes of evaluating and determining accommodations receive specific training and guidance about safeguarding this confidential medical information in accordance with applicable laws. Confidential medical information is not shared by Disability Services personnel with faculty, parents, residential staff, academic advisors or other campus personnel without express permission of the individual or as otherwise permitted or required by law.