



## Documentation Guidelines

### Low Vision/Blind

Vernon College follows the Americans with Disabilities Act of 1990, the ADA Amendments Act of 2008 (ADAAA), and Section 504 of the Rehabilitation Act of 1973 in developing accommodations with students. Academic accommodations by the Office for Students with Disabilities are there to ensure equal access to educational activities and programs at Vernon College. All documentation is reviewed on a case-by-case basis and is kept confidential. Providing documentation does not automatically qualify an individual for academic accommodations.

Third party documentation can be considered as part of an interactive and individualized process that allows the Office for Students with Disabilities to determine eligibility and understand how a student's disability substantially limits one or more major life activity. Reasonable accommodations are recommended based on an understanding of the student's needs, functional limitations, and proposed academic adjustments.

An ophthalmologist, optometrist, or other qualified professional should make the diagnosis and complete the appropriate documentation. The diagnostician should not be a family member of the student. Documentation should include:

1. **Diagnosis:** statement of vision-related disability with supporting numerical description (e.g., 20/200, visual field less than 20 degrees) including visual acuity with and without correction.
  - a. Onset of diagnosis.
  - b. Date of last clinical contact.
2. **Evaluation:** the age of acceptable documentation is dependent upon the nature of the condition and the student's request for accommodations; however, documentation that reflects the current impact on the student's functioning should be submitted. Visual disabilities of a changing nature may need to be documented more frequently.
  - a. Assessment procedures and evaluation instruments or tools used to determine diagnosis.
  - b. Narrative summary of assessment results.
  - c. Present symptoms that meet criteria for diagnosis.
  - d. Current treatment being received.
  - e. Severity of symptoms.
  - f. Prognosis of disorder: Is the disability temporary or permanent? Is the disability stable, chronic, progressive, fluctuating?
3. **Functional Limitations:**
  - a. Impact on major life activities.
  - b. Behavioral manifestation of the disability, in particular regarding the way it impacts the student in the learning context for which the accommodations are being requested.
  - c. Any additional limitations that fall in the substantial range.
  - d. Special considerations (medications side effects, etc.).



#### 4. Accommodations:

- a. History of accommodations.
- b. Recommendations for academic accommodations based on specific conditions/symptoms of the disability (adaptive technology/equipment, Braille, enlarged font, specific lighting, etc.).
- c. (Optional) Additional information that may be helpful in determining accommodations.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated.

All documentation must be submitted on the official letterhead of the professional describing the disability. **The report should be dated and signed and include the name, title, and professional credentials of the evaluator, including information about license/certification.** The Office for Students with Disabilities will make the determination regarding whether accommodations are reasonable in the college environment. A verification form is available to assist in the documentation process.