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Welcome to Elms College:
Welcome to Elms College! We are excited that you have chosen to be a part of the Elms College community.
We are fully committed to supporting all of its students in their academic careers. Part of that commitment includes the provision of academic accommodations for students who have a documented diagnosis of a disability: learning, attention, health/systemic, sensory, physical, psychiatric, and neurologic.
We’re glad you chose Elms College and we look forward to working with you!

Program Introduction:
The Student Accommodations and Support Services Office (SASS) is a department in the division of Student Affairs. The purpose of this office is to coordinate the needs of students with documented disabilities with faculty, staff and administration to ensure equal access. This manual serves as a guide and is subject to periodic revisions.

Elms College Mission and Core Values:

Our Mission
The College of Our Lady of the Elms, a Catholic college, educates a diverse group of women and men in a supportive, vibrant learning community. Combining a liberal arts education with professional studies, Elms College empowers students to effect positive changes in the community and in the world.

Affirming the founding tradition of the Sisters of St. Joseph, Elms College challenges students to embrace change without compromising principle, to respond creatively to the demands of their chosen careers, and to advocate for people in need. Elms College is a community rooted in faith, educated in mind, compassionate in heart, and responsive to civic and social obligations.
Elms College Core Values:

- **Faith**: Elms College, empowered by love and faith, welcomes all, while seeking to promote the traditions of our founders, the Sisters of St. Joseph, through programs that challenge all members of the college community, spiritually, ethically and intellectually.

- **Community**: Elms College commits to compassion and relationship building, in an atmosphere of mutual respect and trust, creating a sense of belonging for the entire campus community. This encourages us to respond to the needs of others, in a spirit of hospitality, within and beyond the college.

- **Justice**: Elms College aspires to the highest standards of social responsibility as an institution and is committed to instilling values of equal opportunity and justice in our college community. Individually and collectively, we are dedicated to pursuing the common good and to improving the lives of all people.
Excellence: Elms College fosters excellence in our students and in our community by educating the whole individual, intellectually, spiritually, emotionally and physically. We challenge each other to realize our full potential to impact the world through our knowledge and enhanced skills.

Student Accommodations and Support Services

Program Contact Information and Hours of Operation:

Mailing Address:
Elms College
291 Springfield Street
Alumnae Library
Chicopee, MA 01013
Telephone: (413) 265-2333
Fax: (413) 594-3951
Email: sass@elms.edu
hendersont@elms.edu

The SASS fax line is not private, nor confidential, information shared via fax may be seen by others. The SASS telephone lines are switched to an answering service at closing. When leaving a message, please state your name, telephone number and a brief message. Staff can also be reached via email at one of the addresses listed above.

Student Accommodations & Support Services Hours of Operation
Fall & Spring Semester
Monday - Friday | 8:30am - 4:00 pm

Important Notices about exams and hours of operation:

- Exams/quizzes taken at the SASS testing center must be completed during the hours listed above and must be completed by the time the office closes.
- Hours of operation are subject to change at discretion of college or department officials.
- The office is closed on all college holidays.
- Special testing arrangements can be made in advance.
Student Accommodations and Support Services Program Purpose:

The purpose of the Student Accommodations and Support Services Office is to provide services that ensure equal access to education for qualified students. Student Accommodations and Support Services Office (SASS) also provides guidance for campus faculty and staff to ensure federal obligations are followed.

* The Purpose of SASS is to provide each student with a disability an equal opportunity to participate in the college's programs and activities.
* This purpose is accomplished by:
  1. Creating a physically accessible, programmatically accessible and attitudinally accessible community where people are judged on their abilities, not their disabilities.
  2. Promoting the development of a climate for everyone at the college that is conducive to learning, personal growth, acceptance, and appreciation of everyone without regard to disability.

* In addition to accommodations the Office of Student Accommodations and Support Services offers the following support services to students registered with SASS:
  1. Interactive campus tours designed to support students as they learn to navigate the campus
  2. Exam Proctoring
  3. Special Testing Procedures
  4. Coordinating ASL Interpreter services for most Elms College Departments/Offices
  5. Advocating for students rights
  6. Academic Guidance
  7. One-to-One Study Skills Instruction
  8. One-to-One Academic Support
  9. Coordinating event transportation for registered students
  10. Coordinating or attending meetings to support the student academic or campus success
  11. Trainings on Disability Related Topics for Faculty and Staff
  12. Consultation with Faculty or Staff on Working with Individuals with Disabilities
  13. Interpreting and Captioning Services for Campus Events
  14. Providing Information Regarding Community and Campus Resources
15. Additional supports may be available based on the individual needs of the student.

**Student Accommodations & Support Services Mission:**

Our **mission** is to provide services that ensure equal access to education for qualified students in accordance with state and federal laws. The Office of Student Accommodations & Support Services (SASS) will, in partnership with students, families, faculty, staff, and administration, provide reasonable accommodations designed to ensure no qualified student with a disability is denied equal access to, participation in, or benefit of the programs and activities of Elms College. It is also our goal to maximize student success, self-advocacy, and independence in an accessible academic environment.

**Student Accommodations & Support Services Values:**

- Empower students to self-advocate
- Focus on students’ personal strengths
- Advocate for universal design
- Educate the Elms College community about disability compliance, issues, and responsibilities
- As a part of a team prepare college students with disabilities for careers

**SASS Governing Laws:**

Elms College is committed to providing equal education opportunities for persons with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Americans with Disabilities Amendment Act (ADAA) of 2008. The aforementioned laws protect individuals with disabilities from discrimination, allow access to all programs and services and ensure equal access to education.

A disability is defined as a mental or physical impairment which substantially limits one or more major life activities. Substantially limiting is defined as being unable to perform a major life activity, or significantly restricted as to the condition, manner, or duration under which a major life activity can be performed, in comparison to the average person or to most people. A major life activity is defined as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. (American with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973)

**Transition from High School to College:**

While governing laws apply to both high school and colleges/postsecondary school, responsibility of the postsecondary institution significantly changes as compared to high
In high school, school personnel were responsible for identifying and implementing accommodations for students with disabilities. In postsecondary education, the student with the disability must self-identify with the disability service provider.

It is the responsibility of the student to know and follow the postsecondary school's procedures for requesting accommodations.

The areas of disability law guiding high schools require that students with disabilities receive IEP/504 plans designed by parents, teachers, specialists and other administrators to assure student success. Postsecondary education is guided by different areas of disability law and these laws empower students to choose whether or not to seek assistance for their disabilities. This means that students are now responsible for deciding when to initiate the accommodations process and communicating their specific needs for each class to the appropriate college personnel.

Program Registration Process:
The student must first self-identify by completing the initial registration form. Once completed and the appropriate supporting documentation has been provided initial interview with the program director is required. At this appointment, the student should bring any additional documentation and be prepared to speak candidly about their diagnosis and supports they may need. If documentation is sufficient, the necessary paperwork will be completed and accommodations identified. Within a reasonable amount of time accommodation letters will then be provided to the student to give to their instructors. Students will have instructors sign the form and return this form to SASS for completion of the registration process. Accommodations will not be provided until the Instructor Signature Form is received, reviewed, and signed by the SASS Director.

Off-Campus and Online Programs:
Off-Campus Program and Online follow the same registration process as campus residents or commuter students. Necessary forms can be emailed to students for completion. Completed forms can be faxed to SASS to begin the registration process but original forms must still be mailed. Once completed forms are received, SASS will provide the student with accommodation letters for their instructors. For the student’s convenience, the accommodation letter and Instructor Signature Form can be scanned and emailed to the student. Students can email the accommodation letter and Instructor Signature Form to their instructor. The Instructor Signature Form can be faxed, emailed or mailed to SASS to complete the registration process.
Elms Email:
All official correspondence requires use of the Elms supported and official email account.

Program Eligibility:
At the college level, it is the individual student’s responsibility to initiate the registration process with SASS. In order to determine your eligibility and provide accommodations, SASS will need documentation. The type of documentation required may depend upon the type of disability and the specific accommodations a student would like to request.

To be eligible for SASS, a student must:
✓ Complete the SASS registration form
✓ Submit all required disability documentation (as described below)
✓ Receive notification from an SASS Director that you are eligible
✓ Schedule and attend an intake appointment with the Director of SASS

The SASS Director will review documentation and determine eligibility according to the framework of the American’s with Disabilities Act Amendment and in accordance with the professional standards of the Association of Higher Education and Disability. There is no “exact formula” of how to document or determine a disability; however here are the things we look for in documentation:

✓ there is a chronic physical or mental condition that has been diagnosed
✓ Evidence that the condition significantly impacts one or more Major Life Activity (such as vision, learning, standing, etc.)
✓ provided by a medical, mental health, or educational professional qualified to diagnose, evaluate, and treat the condition
✓ demonstrates a history of accommodation OR impact on current functioning
✓ supports the accommodations being requested

Documentation Guiding Principles:
Documentation should be on letterhead, typed, dated and signed by a licensed professional.
Federal guidelines identify seven elements of documentation:

1. Credentials of the evaluator(s).
2. Diagnostic statement identifying the disability.
3. Description of the diagnostic methodology/tool.
4. Description of current functional limitations.
5. Description of expected progression or stability.
6. Description of current and past accommodations, services and/or medications.
7. Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services.
While Section 504 plans or IEPs are useful in identifying a student’s needs, generally they do not provide enough detail and may not be considered sufficient documentation for accommodations in postsecondary education.

Standard timeline for documentation is within three years; however, there are exceptions. If an individual has a permanent diagnosis, meaning the condition will never cease, the documentation can be more than three years old. (Examples include medical conditions such as Cystic Fibrosis, Spinal Bifida, Traumatic Brain Injury (TBI), and vision/hearing impairments.) For acute diagnosis, the documentation may have to be within the past year. (Examples include emotional and psychological disorders.)

Each student seeking accommodations based on a disability must submit current documentation prepared by a qualified professional verifying the student’s disability and any limitations. Students submitting incomplete information may be asked to provide additional verifying documentation. Students may be required to participate in additional evaluations needed to determine eligibility for an accommodation or what constitutes an appropriate accommodation. In the event of a dispute about whether a student is eligible for an academic accommodation or about the provision of an accommodation by the college, the student should follow the Student Grievance Procedure.

Confidentiality:
SASS is committed to ensuring that all information and communication pertaining to a student’s disability remains confidential as required by law. The program uses the following guidelines to maintain confidentiality:

1. No one will have immediate access to student files in SASS except office personnel. Any information regarding a disability is considered confidential and will be shared only with others within the college who have a legitimate educational interest. This information is protected by the Family Educational Rights and Privacy Act (FERPA).
2. Sensitive information in student files will not be released except in accordance with federal and state laws.
3. A student’s file may be released pursuant to a court order or subpoena.
4. There may be occasions when the Director will share information regarding a student’s disability as deemed necessary and appropriate. Information will only be shared if it has been determined that there is an appropriate legitimate educational interest involved.
5. If a student requests a copy of an evaluation in their records, the student will have to contact the original evaluator for documentation.
6. A student has the right to review his/her own file with reasonable notification.
7. Parents, Guardians etc. do not have access to student level information or files without written prior consent from the student.
Program Roles and Responsibilities:
SASS staff, campus faculty/staff and the student with a disability each have roles and responsibilities that are pertinent to ensuring equal access to education.

SASS Program Responsibilities:
SASS is devoted to providing academic support, accommodations, advocacy and referrals for students with disabilities. Responsibilities include:

- Reviewing student’s documentation, evaluating eligibility, and identifying reasonable accommodations.
- Requesting additional documentation, if needed.
- Providing accommodation letters to students.
- Consulting with instructors as needed to ensure understanding and implementation of accommodations.
- Assisting in resolving student conflicts and coaching students on self-advocacy.
- Advocating for equal access.
- Educating the college community on disability awareness.
- Referring students to on and off campus resources.
- Obtaining and maintaining assistive technology.
- Reviewing and updating department website, procedures, and policy as needed.

Faculty/Staff Responsibilities:
Responsibilities include:

- Maintain confidentiality of the student registered with SASS and discuss disability related issues privately.
- Respect the privacy of the student’s diagnosis. They are not required under law to disclose their actual diagnosis.
- Discuss the implementation of accommodations with the student.
- Hold students with disabilities to the same academic and behavioral standards as all students.
- Ensure that the proposed accommodations do not substantially alter curricula standards.
- Ensure accommodations listed on the accommodation letter are implemented.
- Consult with SASS with any questions about the appropriateness of required accommodations.
- Do not provide accommodations for students not registered with a disability service provider (SASS)
- Refer students who may possibly have a disability to SASS for assistance.
- Include a disability statement on syllabi informing students of SASS
SASS and Faculty Communication:
SASS, students with disabilities, and instructors must work together to provide reasonable accommodations based on disability documentation, functional limitations, and collaborative needs assessment. Each member of this team shoulders different responsibilities. The staff of SASS is expected to authorize students’ accommodations, to empower and train students to advocate for themselves and their personal preferences when requesting authorized academic accommodations, to help students request and access accommodations in a timely manner, to provide specific appropriate accommodations to students as necessary, to honor student preferences for those accommodations whenever possible, and to address instructors’ questions and concerns. Instructors are expected to provide appropriate accommodations to their students in collaboration with SASS, consulting with SASS staff as needed. Instructors also assist students in arranging for note takers, assisting with the SASS exam accommodation process, and collaborating with students and SASS staff to make sure course materials are accessible. By embracing faculty responsibilities to foster access together, students, instructors and SASS staff can best support the accommodations required by federal law. SASS is the campus office designated to provide appropriate accommodations, services, and auxiliary aids for students with disabilities. In order to implement most accommodations, students, instructors, and SASS staff must collaborate, communicate, and follow through on commitments in a timely fashion. There are some instances where a faculty member may not agree with a decision made by the SASS team, in this event the SASS Director will make every effort to meet with the faculty member to find an appropriate resolution (in some cases best practice and law determine the appropriate outcome); in the event communication is challenging SASS staff will send a notice to the faculty member and continue communication with the Department Chair and a member of the SASS Advisory Board.

Student Responsibilities:
Qualified students with disabilities have the right to an equal access to education. Responsibilities include:

- Self-identify and register with SASS
- Provide ample time between initial request and implementation of accommodations.
- Provide SASS with medical documentation that meets federal guidelines.
- For the initial semester, meet with the Director to review documentation, identify accommodations and begin the registration process.
- Complete the registration process each semester requesting accommodations.
- Discuss with instructors the implementation of accommodations.
- Return the Instructor Signature Form before accommodations are implemented.
- Follow procedures according to SASS Student Contract.
- Have the same obligation as any student to meet and maintain the institution’s academic standards.
- Schedule a meeting with the SASS Director to review or change accommodations as needed.
Temporary Disabilities:
SASS has the responsibility of providing services and accommodations for persons with disabilities. In some cases, services may also be coordinated for students with temporary conditions impacting their academic career. Services may be limited to general accommodations available. An appointment should be made with an SASS Director to discuss appropriate recommendations.

Provisional Accommodations:
Provisional accommodations can be authorized when a student has a prior record of a disability but needs additional time to provide our office with updated disability documentation. Any such accommodations are courtesy arrangements, evaluated on a case-by-case basis for no more than one semester. The college is under no obligation to continue these accommodations if documentation standards are not met. Furthermore, the college is not obligated to continue any informal accommodations arranged/permitted by faculty without the approval of our office.

General Description of Accommodations:
Reasonable accommodations are adjustments to a course, program, service, internship, or activity that do not fundamentally alter the course or program. Appropriate accommodations are determined through the individual intake appointment, by reviewing documentation, discussion with the student, and evaluating the essential requirements of a course or program. After the intake appointment, a student will have approved accommodations available for use at their discretion. Reasonable accommodations are adjustments to policy, practice, and programs that “level the playing field” for students with disabilities and provide equal access to Elms Colleges’ programs and activities. This adjustment must be made without altering fundamental goals of a course or lowering the standards in a class. Reasonable accommodations may not be available in cases where undue hardship is a factor. Undue hardship is defined as any excessively costly, extensive, substantial or disruptive modification, or one that would fundamentally alter the nature or operation of the institution or any of its programs or services, or threaten the health or safety of the Elms College community.

Please Note: SASS does not provide services of a personal nature such as attendant care, homework assistance, or typing services.

While accommodations are determined on an individual basis, below are some examples of commonly requested and approved accommodations:
**Assistance with Note Taking:** for a student whose disability impacts his/her ability to attend to a lecture and take notes simultaneously, assistance with note taking can be accommodated in a variety of ways. This may apply to students with visual or hearing impairments, learning disabilities that affect auditory processing or writing, or attention deficit disorder. Depending upon the impact of the disability and the preference of the student, assistance may be provided by obtaining a copy of instructor notes, copies of the Power Points (if not already provided), using a personal laptop to type notes, requesting a peer note taker through SASS, or recording lectures.

**Typical accommodations:**

**Extended Time for Test Taking:** students with visual impairments, deficits in information processing, distractibility, anxiety, or inattention may experience problems demonstrating their understanding of exam material when a time limit exists. Therefore, it may be appropriate for a student to request a time extension beyond the regularly scheduled time limit for an exam. Depending on the impact of the disability, a reasonable time extension may be time and one half or double time. In rare instances, triple time has been recommended. This has typically been recommended for students with severe visual impairments that affect eye tracking, reading speed and accuracy, and/or field of vision (i.e., reduced peripheral vision). Extended time for assignment submission may be available, please note the SASS Director acts as a liaison between the student and the instructor when this type of accommodation is approved.

**Flexibility with Spelling or Grammar Errors:** on in-class assignments, a student that has a learning disability for which written expression is impacted may make spelling or grammatical errors. If spelling or grammar is counted toward the grade for the assignment, when possible, leniency is requested for the student’s errors. If the course learning objective is such that spelling or grammar is a component, as might be the case with a pharmacology class that includes medical terminology and pharmaceutical terms or a journalism class covering aspects of grammar, then an instructor might sit down individually with the student to check if they can spell the terms or use the correct grammar orally. If the student is still not able to do so, then the accommodation may not be appropriate for the course. Flexibility with spelling or grammatical errors is limited to in-class assignments. Items considered take-home assignments or homework assignments, such as essays, projects, papers will not be expected to contain spelling or grammatical errors, since the student has time and resources (i.e. spell-check or grammar-check) with which to proof final products.
Effective July 1, 2016 accommodation requests for flexibility with spelling or grammar errors for exams, quizzes, and tests will only be approved on an individual case-by-case basis with supporting documentation and may require Department Chair approval for each course in advance.

Materials/Books in Alternate Format: Books may be provided in a variety of formats including audio, electronic (for use with text-to-speech software), or Braille for students who have a physical disability that may create difficulty in sustained reading activity or for students who have a learning related or psychological condition impacting the accuracy of processing visual information. The student is responsible for requesting items in an alternate format; this process may be time consuming and may take up to six weeks. Early notification is best.

Distraction Reduced Testing: students that experience anxiety, distractibility, or use assistive technology for exams may need a separate space from the classroom to be able to focus on completing an exam. Another room in the department, the instructor’s office, or SASS may serve as separate locations.

Text-to-Speech Options /Reader for Exams: students with visual impairment, mobility impairments, or learning disabilities in the area of reading or written expression may require the use of technology to complete exams. With the support of software exam readers are available.

Use of a Non-Graphing Calculator: students with learning disabilities in the area of mathematical calculations may, when appropriate, request the use of a basic four-function calculator to compensate for the impact of a disability in the area of calculations. This accommodation is not appropriate when a course objective exists for which a student must be able to perform calculations manually (e.g., developmental mathematics course).

Use of a Word Processor for Essay Exams: students with visual or mobility impairments or learning disabilities in the area of written expression may require the use of a word processor to complete essay exams. Handwriting may be difficult or impossible, or
handwriting/spelling may be poor enough to impede the instructor’s ability to read/understand the student’s ideas.

Additional Supports:

SASS may also provide support with registration, parking, housing and library services on a case-by-case basis and dependent upon the nature of the disability. Students who feel they may benefit from supports in the areas listed must follow the same registration and documentation guidelines.

*Please note students seeking housing accommodations and/or emotional support animal approval a small committee is engaged to support the SASS decision making process. The committee will consist of the Health Center Director, the Counseling Center Director, and the Residence Life Director or SASS Advisory Board Member designees.

General Description of Assistive Technology (AT):

Students who may benefit from the use of Assistive Technology (AT) are encouraged to speak with the SASS Director about options that may be best for them. In many instances, different programs may offer similar assistance; however each student will have different preferences. We encourage students to preview different technologies in advance to determine which one may be best.

Students may elect to purchase Assistive Technology at their own cost, or may use the options available through SASS and Elms College at no additional cost. If required for the purposes of test taking, SASS will provide the required AT for proctored exams. The following describes different AT solutions offered at Elms College. Unless specifically noted to be available for Mac, all programs are Windows based.

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Technology currently available, additional resources may be available with advance notice:
**Kurzweil 3000:** A comprehensive reading, writing, and learning software primarily used by individuals with reading or writing related learning disabilities. Kurzweil is available for use on the public computers in the SASS Testing Center located in the Alumnae Library; however users must be approved for use through SASS in order to login to the software. Students approved for use through, may access the SASS area computers.

**Dragon Naturally Speaking:** Dictation software for individuals with mobility limitations or specific learning disabilities and psychological conditions that may impact written expression or typing. Dragon is available on designated computers in the SASS Computer Learning Lab (Alumnae Library, Room 303).

**Bookshare:** Is available for students unable to read traditional print books because of a visual impairment, physical disability or severe learning disability. Bookshare offers a variety of reading options, Listen to books with high quality text-to-speech voices, Hear and see highlighted words on screen, Read with digital braille or enlarged fonts, Create physical braille or large print, Read directly from your Internet browser. Students must have internet access for this program. Students must provide proof of purchase.

**General Program Policies:**
*Accommodations for students are identified on a case-by-case basis and shall neither affect the academic curricula, nor compromise educational standards. The policies listed below support the decision making process and may be modified to meet the needs of each individual student.*

**Absences**
Due to some chronic medical conditions, a student may qualify for the accommodation, “consideration if absent or hospitalized due to medical condition.” Faculty identifies their attendance policy in their syllabi; this accommodation requests flexibility. The course requirements and the nature of the course must be taken into consideration. This accommodation does not allow the student to miss an unlimited number of classes.

**Personal Care Attendants (PCA)**
“The main role of a personal care attendant is to ensure that the student’s needs are being met.” Such duties include personal care/hygiene, assistance to/from destinations and any task that allows the individual to participate in daily activities/education. SASS does not provide PCA attendants. If a student with a disability is in need of a PCA, the
attendant must be from an authorized agency. Attendants do not participate in class or complete the student’s work.

**Service Animals**
The Americans with Disabilities Act recognizes the use of "service dogs" which are specially trained to assist persons with visual disabilities, hearing impairments, or mobility impairments by performing specific tasks. Elms College follows the provisions of the ADA with regard to service dogs as an accommodation.

Students with service animals as defined by the ADA may* request to have a service animal in college housing by registering with the office of Student Accommodations and Support Services. It will be necessary to provide information that supports the presence of a disability and that the animal is a service animal. * Registration is not required, but strongly encouraged to support possible ongoing needs.

The owner/partner/handler of a service animal is responsible for the safety and care of the animal. A service animal may be excluded from the campus when that animal's behavior poses a direct threat to the health and safety of others. The owner/partner/handler of a service animal must maintain the animal on a leash at all times and must be in full control of the animal at all times. The animal should wear an identification symbol which is commonly recognized as indicating a service animal.

Issues related to use of service animal may be subject to conduct process.

**Assistance, Therapy and Emotional Support Animals (the terms assistance, therapy, and support are used interchangeably in this portion of the document):**

In compliance with the FHA Act, Section 504 and the ADA as they apply simultaneously for housing associated with Elms College Under this law, Elms College is committed to providing appropriate access to all on-campus residents with a documented disability. Animals that provide Assistance/Emotional/Therapy Support which are recommended by a medical professional for a person with a disability can qualify as an accommodation. Support Animals qualify as an accommodation for emotional/therapy support for some disabilities as the animal has a calming influence and provides affection and stability for the well-being, comfort, or companionship. Support Animals are not considered the same as a Service Animal because it does not perform tasks to assist with an individual’s daily living.

Elms College is committed to assuring equal access for disabled students, staff, and faculty, as well as guests and visitors to the campus. It is the College’s policy to permit service animals as defined by the Americans with Disabilities Act, and may permit
Support Animals, as determined on a case by case basis, to reside in the residence hall with a student with a documented disability as a reasonable accommodation. This policy and the following requirements are designed to facilitate a process for assuring equal access while addressing health and safety concerns, particularly in residence halls. This policy supports Elms College’s commitment to comply with state and federal laws, rules and regulations pertaining to the Americans with Disabilities Act of 1990, as amended and related laws, rules and regulations, including without limitation Section 504 of the Rehabilitation Act of 1973), as amended, and MA General Laws chapter 129, section 39F. Adherence to these policies and requirements is essential to support a foundation of understanding, comfort, and security that make Elms a welcoming and accessible place for all.

Students requesting to have a support animal residing in college housing must register with the Student Accommodations and Support Services and provide medical documentation of a disability which also describes the support the animal provides and the need for this type of accommodation. Documentation guidelines and all necessary forms can be found on the Student Accommodations and Support Services website.

Individuals seeking to live with an assistance animal in Elms College campus residence must:

Register with SASS using the SASS Intake Form.

Individuals and their assistance animals must participate in a collaborative process to explore the needs of the individual and the animal in a residential setting.

Individuals may be asked to provide documentation of the disability that substantially limits one or more major life activity. Documentation must be from a qualified individual and describe how the assistance animal serves a function directly related to the individual’s disability.

The owner/partner/handler of an assistance animal is responsible for the safety and care of the animal. An assistance animal may be excluded from the campus when that animal's behavior poses a direct threat to the health and safety of others. The owner/partner/handler of an assistance animal must maintain the animal on a leash while in shared or open spaces and must be in full control of the animal at all times.

Individuals with assistance animals must comply with the following:

- The individual must comply with all state or county regulations pertaining to the licensing, vaccination, and registration of their animal. Proof of this information may be required.
o The owner/handler assumes all responsibility for the actions, damages, or injuries, either caused or incurred by the assistance animal.

o Elms College reserves the right to designate the location and building most suitable for individuals with service or assistance animals. Every effort will be made to consider the request of the individual.

o A request to have an assistance animal or any other housing accommodation will take priority over roommate requests.

o Animals must remain on a leash in all open areas.

o Animals may not be tethered or left unattended.

o Assistance animals are not allowed in classrooms or other College areas with animal restrictions.

o Individuals with assistance or service animals are responsible for the cost, care, and supervision of their animal at all times.

o Animals may not be left unattended for extensive periods of time in the residential college rooms or apartments. It is the owner’s sole responsibility to arrange for care during class days.

o Animals may not be left unattended or with other tenants on weekends or evenings.

o The care of the animal cannot be transferred to other individuals in the absence of the owner.

o Animals observed to exhibit dangerous, disruptive, or unsafe behavior may be excluded from residential areas. A determination will be made on a case-by-case basis.

o Please see ESA forms for additional information.

Issues related to Service Animals and ESA animals may be subject to the code of conduct process.

Course Substitutions and waiver guidelines: (The guidelines generally apply to foreign language and math courses. Additional courses may be reviewed upon written request.):

In accordance with the Americans with Disabilities Act of 1990, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended, the college must provide eligible students with reasonable accommodations for disabilities. However, Elms College is not required to provide accommodations that would fundamentally alter the degree requirements of a particular program.

Course substitutions and waiver request for students are reviewed on a case-by-case basis and shall not affect the academic curricula, compromise educational standards, or fundamentally alter the degree requirements of a particular program. Individuals are
expected to complete all academic/degree requirements necessary for graduation at Elms College.

The guidelines listed below support the decision making process for SASS staff and serve as a reference resource for students and faculty. All requests are reviewed individually and, when appropriate, the vice president of academic affairs, academic dean, chair or program director, is consulted.

Core courses and those that are deemed essential for a degree requirement cannot be substituted; however, if the diagnosis interferes with one’s ability to participate in a course that does not alter the core curriculum, a substitution may be granted. The student may be required to meet with, and receive approval from, the vice president of academic affairs for liberal arts core courses, or the academic dean or chair for the area of study for which the waiver is requested.

Procedure

Students must register for services and submit a written request for a course substitution or waiver to the SASS office. The request must explain the reasons for the request and include current documentation of a disability. The documentation must meet the guidelines for documentation standards established by the Elms College SASS Office.

Upon receipt of a request for a course substitution/waiver, SASS will make preliminary eligibility determination based on supporting documentation of a substantially limiting disability. If a student is determined to be eligible for reasonable accommodations, an advisory committee will be established and will consist of the director of SASS, the academic dean, chair or program director of the course/degree requirement, or the vice president of academic affairs, dean of student success for liberal arts core courses, a full-time faculty member from the appropriate discipline, and any other professional deemed appropriate by the advisory committee.

Grade Appeals

When appealing a grade, students must follow the rules and procedures outlined in the Elms College Student Handbook. If a student requests a letter from SASS for the appeals board, they must provide a reasonable amount of time for a response. The letter will state the student’s initial registration and participation in the SASS Program. SASS will not provide statements of character for the student in the appeals letter.
Seizures and Other Medical Emergencies
If a student has a diagnosis that may require medical attention, the student is strongly encouraged to discuss their diagnosis with instructors, Housing, Residential Director/Assistants (RA), etc. to ensure proper response if the situation should arise. Students should also identify themselves with Elms College Health Services so they are aware of the student’s condition.

Students registered with SASS who have a condition that may require immediate attention may have a set protocol on the reverse side of their Letters of Accommodation for instructors.

Emergency Procedures
All students should familiarize themselves with the emergency procedures and exits posted in each classroom. If students with disabilities have concerns or questions about emergency procedures, they can contact the Elms College Public Safety Department and/or SASS personnel. Wheelchair users should avoid the elevator during emergencies, remain on the stairway balcony and ask someone to notify emergency personnel. The stairway balconies are protected with fire safe doors. Emergency personnel are trained to check these areas.

Medical Withdrawals and Leave of Absence
In cases where absences will affect the ability of the student to demonstrate skills required to successfully pass a course, the Director of SASS and/or the student will consult with the instructor, the students advisor, the registrar, and all necessary campus officials in regard to the advisability of a medical withdrawal or leave of absence (the Elms College Handbook, outlines the medical withdrawal and leave of absence process). When appropriate the Director may coordinate and support the medical withdrawal and/or leave of absence process in collaboration with the student as an approved accommodation for students registered with SASS

Physical Accessibility
SASS seeks to ensure that students with disabilities are provided equal access and reasonable accommodations appropriate to their disability in all programs offered through Elms College. If a student is confronted with any barriers, please contact SASS. Students who are utilizing mobility aids such as electric scooters, wheelchairs, canes, crutches etc. are advised to research the most accessible route for their needs to get to and from class. Support and assistance is available if preferred or necessary.

Accessible Parking
Please contact the SASS office directly for additional information.
SASS Appeal Process and Grievance Policy

What's the difference between an appeal and a grievance? An appeal is a formal way of asking the SASS Director to review information and change a decision related to an accommodation decision. You can ask for an appeal if you want us to change an accommodation decision we have already made. A grievance is any complaint other than one that involves an accommodation decision and may include concerns related to accommodation implementation with a particular staff or faculty member.

The policy outlined below applies to students; faculty members who have concerns or questions about approved accommodations per the Letter of Accommodation issued by Student Accommodations and Support Services should contact the Director of SASS. Faculty and staff should not discuss their concerns with students.

Student Accommodations and Support Services (SASS) is committed to providing academic accommodations to students with disabilities to ensure equal access at Elms College. Determining equal access requires the review of disability limitations along with consideration of technical standards of academic programs and courses. It is the responsibility of SASS to analyze all information when making equal access decisions. The decision process may require the collaboration of faculty and staff.

The SASS Appeal Policy does not supersede or replace other Elms College policies and procedures (grade appeal, Student Conduct policy, etc.). Elms College policy prohibits retaliatory action towards anyone as a result of filing an appeal or appeal/grievance.

SASS Appeal Process and Appeal/Grievance Policy Definition:

- **Appeal** is a formal way of asking the SASS Director to review information and change a decision related to an accommodation decision. A **grievance** is any complaint other than one that involves an accommodation decision and may include concerns related to accommodation implementation with a particular staff or faculty member.

- If a student is not satisfied with the approved accommodations or denial of accommodations the student should first meet with the Director of SASS for a discussion. If the student is still not satisfied, then the student may request an appeal of accommodation decisions made through Student Accommodations and Support Services (SASS) using the process outlined below. To use this process, a student must have completed the accommodation request process and received a decision denying an accommodation in writing.

Important process information:
• The Director of SASS will only review official appeals or verbal or written grievances within sixty (60) days of the notice of the accommodation decision or issue related to an area of concern with accommodation implementation, unless there are extenuating mitigating factors i.e. substantial personal illness requiring medical intervention, loss of access to Elms College email system verified by the Elms College IT department, etc.

• Delaying the appeal process may limit the investigation into the matter and the remedies that may be available.

• Although SASS staff will do its utmost to facilitate an individual in filing an appeal or a grievance, a student may obtain assistance from a personal advocate unrelated to SASS to help them in the SASS appeal or grievance process.

• Due to the sensitive nature of the documentation reviewed during an appeal/grievance Student SASS Advisory Board Members may not serve on the appeal/grievance board. However, they may support students by serving as a student support person/advocate to assist with writing the appeal or, personal statement or, providing general advocacy support during the process.

• Accommodations are not retroactive, unless there are extenuating mitigating factors i.e. substantial personal illness requiring medical intervention, loss of access to Elms College email system verified by the Elms College IT department, etc.

• It is important for the student to continue following all academic, attendance, and syllabi requirements during a SASS appeal/grievance. As a result of an accommodation appeal, official course grades may not be changed.

• In the unlikely event a grade change/review is required as a result of a SASS appeal/grievance the SASS Director will work directly with the Instructor, Department Chair, and Vice President of Academic Affairs to find an amicable solution.

• This process applies to all student SASS related accommodation decisions including but not limited to academics, housing, and additional supports.

**Informal Process:**

Appeal (see definitions above): A student may request that their approved accommodations be reviewed and reconsidered by the Director of SASS. A student whose request for accommodation has been denied may also request a review and reconsideration by the Director of SASS.

Grievance (see definitions above): A student who believes that their approved accommodations have not been appropriately implemented may also review the area of concerns with the Director of SASS.
When possible a student should try resolve the problem informally with the Director of Student Accommodations and Support Services. Students are not required to complete the informal process of appeal before appealing accommodation decision using the formal appeal procedures listed below.

**Formal Appeal Procedures:**

A. **Step One**

1. To appeal the SASS decision related to accommodations, students must do so in writing within sixty (60) days of the notice of the accommodation decision. The SASS Director has the discretion to waive the 60-day deadline for reasonable cause, but the student should recognize that the longer they wait, the more difficult it may become to re-establish the facts of a case.

2. The appeal must be submitted with the SASS Step One Appeal Form and must include a personal statement. It may also include additional supporting documentation of disability.

3. The appeal is to be sent directly to SASS, who will convene an Appeal Review Committee (The SASS Director will convene, based on availability, no less than three members of the SASS Advisory Board). The Appeal Review Committee will render a written decision, generally within 30 days of receipt of the appeal notice.

   Student Accommodations and Support Services  
   Alumnae Library, 2nd Floor  
   291 Springfield Street  
   Chicopee, MA 01013  
   Sass@elms.edu  
   Fax: 413-265-2333

4. The SASS Appeal Review Committee will provide students and the Director of Student Accommodations and Support Services an opportunity to present information useful to understanding the appeal, in person or by email.

5. The Appeal Review Committee may decide to uphold the previous accommodation decision: support the appeal request: decide on an alternative, reasonable accommodation: or decide that new information has been submitted which necessitates further review by the Director of Student Accommodations and Support Services.
B. Step Two

1. If the student is dissatisfied with determination of the Step One appeal process, the student may appeal directly to the Dean of Students or designee (Assistant Dean of Students) and an Appeal Review Committee (The SASS Director will convene, based on availability, no less than two members of the SASS Advisory Board) within forty-five (45) days of receiving the Step One determination.

2. The appeal must be in writing and specify the reasons for disagreement with the Step One determination.

3. A Step Two appeal may be filed in writing and delivered to by email, postal mail, fax, or in hand to the Dean of Students or Dean of Students designee (Assistant Dean of Students). The Step Two appeal must be submitted along with the SASS Step Two Appeal Form and must include a personal statement, and may also include additional supporting documentation of disability.

4. Once an appeal is filed, the appeals process should last no longer than 30 days.

5. At the end of the investigation, the Dean of Students or designee (Assistant Dean of Students), shall provide the grievant with a final determination letter, via email or postal mail.

6. The Dean of Students or designee (Assistant Dean of Students) and appeal committee may decide to uphold the previous accommodation decision; support the appeal request; decide on an alternative reasonable accommodation; or decide that new information has been submitted which necessitates further review by the Director of Student Accommodations and Support Services.

7. The Step Two appeal decision is final.

SASS Advisory Board Committee

Purpose:

A campus-wide advisory committee established to represent the voice of students with disabilities at Elms College and designed to ensure the integrity of the Student Accommodations & Support Services at Elms College.

The advisory committee will serve to create community around common areas of interests and concern among faculty, staff, and students; to promote awareness of disabilities impacting learning and create an inclusive environment; to provide resources
that would be most helpful to our colleagues. This group also works to promote
disability awareness as well.

(a) Provide recommendations to the administration of current SASS policies and
procedures

(b) Facilitate campus-wide input in the area of disability services and supports
within our campus community;

(c) Raise campus awareness of disabilities;

(d) Coordinate and promote student, faculty, and staff awareness of disability
issues and responsibilities on campus;

(e) Provide leadership and guidance with student grievances in terms of SASS
services;

(f) Provide leadership in helping to build an inclusive Elms College community.

Membership:

➢ The Student Accommodations & Support Services Engagement Committee will
include members of the SASS staff, student body, faculty, administration and
volunteers from the local community when feasible and appropriate.

➢ Membership terms, initial appointments are two-year terms with staggered
cycles for departures and new appointments.

Meetings:

➢ Meet quarterly and/or as needed from that point

2019-2020 Advisory Group Members:

• TBD
Procedures for using academic accommodations:
After meeting with the Director of SASS a student must request to use the specific accommodations each semester. Since it may take time to coordinate the request, requests must be made with advance notice. The following is the procedure for requesting accommodations from faculty:

Once a student has registered and been approved for accommodations. As stated above the student MUST request accommodations each semester.

Within the first two weeks of the semester or after registration, complete the Request for Accommodations Letter and return the completed form to the SASS Director.

Within 2 weeks of notification you will receive either an email with the Accommodation Letters attached or an email stating the Letters of Accommodation are available for pick up in the SASS office.

Arrange to meet with your instructors during office hours to deliver the faculty notification letter and discuss specific arrangements for accommodations.

Speak with your SASS Director or refer your instructor to speak to your SASS Director with any questions or concerns regarding the accommodations.

Procedures for requesting assistance with note taking:
To request a peer note taker, a student must inform the Professor and the SASS Director via email of the request.

The Professor and SASS Director will work with the students to identify a volunteer peer note taker.

Once a peer has been identified, the SASS Director will work with the Professor to facilitate the note-taking process.

If the instructor has a thorough set of notes that a student could use to compare to their own notes, then the student may request copies of instructor’s notes.

Procedures for obtaining print materials in alternate format:
Print materials such as textbooks and handouts from instructors are provided in a variety of alternate formats depending upon the needs and preferences of the student and available technology.

Students are responsible for purchasing or obtaining their own course materials and supplying SASS with the materials. Materials should be turned in to SASS during normal
business hours along with a completed Request for Alternate Format form indicating your contact information, pages most urgently needed, and the preferred format, is required.

Requests for material in an alternate format will be filled as soon as possible based upon the current demand for alternate formats. Requests will be prioritized according to the following factors:

Requests made first will be addressed first.

During times of high demand, SASS will produce the portion of the material needed first and complete the remainder of the material as the number of requests decrease.

Materials may be provided in a number of formats and will be provided in the preferred format selected by the student for use with technology purchased by the student or provided by SASS. Available formats may include:

- PDF’s
- Word Documents
- Kurzweil
- Audiobooks
- Braille

The conversion process may take up to six weeks; students are required to provide early notification and proof of purchase.

Policy for Requesting Interpreters/Captioners

A student requiring the services of an interpreter and/or captioner must request from their SASS Director as soon as class schedule is available. The SASS Director will make arrangements for these services to be available to the student during the upcoming semester.

The following are expectations for use of Interpreters/Captioners: arrive for class on time. Email or phone the interpreter/captioner and SASS as soon as possible when the student is unable to attend class due to illness or an emergency or if you receive notice that class has been cancelled. Notify SASS and the interpreter/captioner as soon as possible if you decide to drop a course or no longer require the service of an interpreter/captioner for a class requests for extracurricular activities (group project meetings, mandatory events, programs, etc.) should be made to your SASS Director at least fourteen (14) days in advance to guarantee services will be available; also notify the interpreter/captioner as soon as possible failure to contact the interpreter/captioned and/or SASS prior to being absent from a class more than twice
may result in loss of services for the remainder of the semester for that class promptly notify your SASS Director of any concerns regarding interpreting/captioning services so that SASS may remedy the concerns.

**Policy for Audio Recording Lectures**

SASS may recommend audio recording lectures as an academic accommodation for a student. This accommodation is subject to the following requirements:

Students must discuss recording with the instructor so that the instructor may disclose to the class that it is being recording.

Audio recordings of class lectures are to be used solely by the student provided with this accommodation for use in study for the class.

The source materials are the property of Elms College and recordings may not be shared or published in entirety or in part. Students that violate the source material notice may be subject to the Elms College Code of Conduct rule violations.

Upon the request of the instructor, the student will sign an agreement form for use and disposal of recordings.

**EXAM PROCTORING POLICY**

**STUDENTS:**

Your first step is to complete a “Test Request” form which can be found in our office (orange form). This will allow you to take a test or exam in the Testing Center.

This form is considered a contract between you, your professor, and the SASS office. It sets agreed upon dates and times in which you can receive testing accommodations through the SASS office.

You must turn in one form per test each time you wish to use the SASS Testing Center.

Forms must be completed you in order to be considered completed forms. You must get the form to the SASS office at least five days before the test or exam. The SASS office must receive the completed Test Request forms at least **5 days** in advance of an exam or assessment.
Before you begin the test or exam, we will review with you any faculty instructions that accompany the test or exam, the amount of time you will have to complete the test or exam, and our office’s exam guidelines.

EXAM GUIDELINES:

You will be expected to take your exams the same day and time as the class in which you are enrolled. Exceptions to this scheduling policy are only given on a case-by-case basis and may include conflicts with other classes, personal emergencies or illness. All rescheduled exams will be handled with your professor’s approval.

When taking a test or exam in the Testing Center, we ask that you report at least 5 minutes prior to the start time you wrote on the Test Request form.

Tests and exams will be given at the appointed time and students who are late may forfeit the time they miss and only be offered the scheduled time remaining unless lateness is due to extenuating circumstances. If a student is more than 20 minutes late, the test or exam is considered a “no show” and the instructor will be notified. It is then up to the student to contact the professor regarding make up options. Exceptions to this late exam policy are only given on a case-by-case basis.

The time block you have scheduled is a fixed total and cannot be further extended unless there is some type of problem with equipment or the actual exam.

Unless part of your accommodation plan, you will take your test or exam in one sitting and not be permitted to leave the Testing Center. If an urgent matter comes up, please see the proctor who will be able to help you.

If you are unclear about a test or exam question, seek assistance from the test proctor. We will attempt to assist you and/or try contact your professor. If we are unable to contact the professor, you will be asked to explain in writing what your question is and that will be returned to the professor along with the test or exam.

Staff members or test proctors will be responsible to monitor students during testing times but will do their best not to distract the student.

Very few personal items will be allowed in the Testing Center. Items such as water bottles, bookbags, purses, coats, hats/caps, communication devices, textbooks, notes, etc. will NOT be permitted unless approved as an accommodation prior to the start of an exam.

During final exams, students are not permitted to choose their exam rooms or seating area, but will be given assigned seating based on their specific needs. We cannot
guarantee a distraction-free environment in which to take your tests, but we will make every effort to reduce distractions and provide you with an appropriate testing environment.

**SASS TESTING CENTER and ACADEMIC MISCONDUCT:**

All students receiving testing services in the Office of Student Accommodations and Support Services are under the College’s Student Code of Conduct. Any actual or suspected incident of improper test-taking, dissemination of exam materials, or violation will be documented by the Office of Student Accommodations and Support Services. Failure to comply with the policies and procedures will result in an Academic Honesty Policy violation which will be reported to your professor.

**Important information for Elms College nursing students registered with SASS**

1. Before *each* semester in which you would like to use the approved accommodations, you must complete the SASS accommodation Letter Request Form and return the completed form directly to SASS. Once the request is received, the SASS Director will send the completed Accommodation Letters to you via your Elms College email account as a PDF attachment.

2. When you receive the PDF versions of the letters, discuss with each faculty/instructor the letter and the approved recommended accommodations for each course. It is recommended that you do so in advance of the start of the semester.
   - *For note taking and alternate format media accommodations, follow procedures outlined by SASS in advance of each semester. Remember that this process often takes 4-6 weeks.*

3. In general, the clinical accommodations follow the in-class accommodations listed on the Accommodation Letter. In the event additional accommodations are required for the student in the clinical setting (other than the accommodations listed in the in-class section of the accommodation letter) the additional clinical setting accommodations will be determined separately and in consultation with and approval by the School of Nursing Dean, Faculty, or Designee and upon direct request from the student.
If you believe you may need additional accommodations in the clinical setting, discuss your concerns with the SASS Director immediately and request additional clinical accommodations as early as possible.

4. Many courses will include ATI (Assessment Technologies Institute) exams; faculty will take responsibility of ensuring extended time is granted before the start of the exam.

   - It is recommended that each student registered with SASS speak with each professor in advance of the ATI exam minimally, two weeks in advance of an exam, to ensure the appropriate testing accommodations are in place.
   - Should you opt to complete the ATI exam in the SASS testing center you must adhere to the SASS test request policies.

5. Graduating School of Nursing Seniors please speak with the SASS Director directly to determine required forms for the NCLEX (National Council Licensure Examination) exam, if you plan to request accommodations for the exam.

   Early communication and adherence to the School of Nursing guidelines are key components to successfully implementing your approved accommodations.

Student Data Tracking and Collection

The Student Accommodations and Support Services (SASS) office is committed to documenting and assessing the quality and cost effectiveness of its services. SASS will maintain data on categories of disabilities represented by students, track some specific support services (such as testing space use) and types of accommodations offered on campus, and track student outcomes through annual follow-up surveys and exit questionnaires. As such, access to this data will be restricted for such purpose. Aggregate data is shared; student specific data is not shared unless there is a specific need to know as outlined within the FERPA guidelines.

Confidentiality

The Family Educational Rights Privacy Act (FERPA) regulates disclosure of disability documentation and records maintained by the Student Accommodations and Support Services (SASS). Under this Federal act, prior written consent by the student is required before SASS may release disability documentation or records. SASS staff and personnel
are committed to maintaining the confidentiality of disability documentation. Students registered with SASS are not required to utilize the Student Success Center “check-in” feature to receive services.

FERPA allows the release of records without consent to specific parties and under certain conditions, including compliance with a judicial order or in cases of health and safety emergencies. In addition to the potential release of records under certain conditions as outlined in FERPA, the SASS office, with written student consent, may communicate with others at Elms College offices, staff, faculty, and administrators in order to secure delivery of disability services and accommodations. These instances could include such things as:

- seeking clarification and additional information from a third party (e.g. treating clinician)
- communicating with professors to establish accommodations
- The amount of information that may be released is determined case by case, in the context of the service being coordinated.
Name

Date

Major

Expected Date of Graduation

Phone

E-mail

Approved Accommodations

Appel Information (Please answer all questions and include additional sheets of paper as needed. There is a preference for typed responses, but not required.):

1. Did you utilize the informal appeal process available to all students registered with SASS? Please provide additional details as to your decision not to use the informal appeal process and/or the outcome of the informal appeal process?

2. The type of accommodations requested and the approximate date of the request;

3. The response of SASS and the date;

4. Disability diagnosis and the nature of the impact of the disability in the academic or housing setting; and

5. The legal obligation, if any, the individual believes SASS has violated;

6. If there are deadlines related to the case (such as an appeal time or statute of limitations, if known) that information should be included in the appeal or grievance;

7. Copies of any documentation relating to the grievance, which the grievant believes is not already available to SASS, should be included with the appeal or grievance;

8. Include a Personal Statement.
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**Step Two Appeal Information** (Please answer all questions and include additional sheets of paper as needed. There is a preference for typed responses, but not required.):

1. The type of accommodations requested and the approximate date of the request;
2. The response of SASS and the date;
3. Disability diagnosis and the nature of the impact of the disability in the academic or housing setting; and
4. The legal obligation, if any, the individual believes SASS has violated;
5. If there are deadlines related to the case (such as an appeal time or statute of limitations, if known) that information should be included in the appeal or grievance;
6. Decision of the Step One Appeal Process;
7. Copies of any documentation relating to the grievance, which the grievant believes is not already available to SASS, should be included with the appeal or grievance;
8. Did you utilize the informal appeal process available to all students registered with SASS? Please provide additional details as to your decision not to use the informal appeal process and/or the outcome of the informal appeal process?
9. Include a Personal Statement.