**Student Access Services Guidelines for Documentation Letters**

If a student would like to request accommodations, due to a disability, WVC Student Access Services requests appropriate documentation to support the request.

The process of determining student eligibility and appropriate accommodations is *individualized* and *interactive*. In other words, we carefully review materials along with a student's application and the information a student shares during their appointment(s) with SAS staff.

## **Why Do We Ask For Documentation?**

Documentation serves three purposes:

1. To establish that the student can be considered a person with a disability, and is therefore eligible for protection against discrimination on the basis of disability.
2. To *supplement* information from the student regarding the impact of their disability.
3. To inform the development of reasonable accommodations (auxiliary aids and services) designed to facilitate equal access to Wenatchee Valley College’s services and environments on an individualized basis.

## **Guidelines for requesting a letter from a Qualified Individual**

Documentation may come in multiple forms. One possible form of documentation may be a letter from an individual qualified to diagnose and otherwise support said disability.

We look for several pieces of information in our Documentation Requirements. As such, the following guidelines may serve as a tool for professionals to support a thorough and descriptive letter.

**Letters stating a diagnosis or providing generalized information**, while protective of the student’s confidentiality, **are *often* not sufficient** to support the student’s request for accommodations.

Instead, if you are requesting a letter, please request that the following information is included:

* Statement regarding the qualified professional’s relationship with the student/patient, including how long the student has been in their care.
* Specific diagnostic information: what diagnostic tools or criteria were used? What is the coding for the diagnosis? If not diagnosed by the person writing the letter, how do they know of the diagnosis (e.g., student’s self-report, transferred records, etc.)
* The current prognosis and treatment plan.
* The student/patient’s specific symptoms, as opposed to general symptoms present with this condition. How do these symptoms impact the student/patient’s life and/or academics?
* Recommended accommodations are not required, but welcomed. Please note, recommendations are not guaranteed to be provided, as Student Access services is the final determining authority of reasonable and appropriate accommodations.

**The following example is provided for additional support.** This is merely a suggested template. Qualified individuals may wish to provide additional or alternative information.

[Date]

Patient Name:

DOB:

It is my professional opinion that [patient] may benefit from academic accommodations, based on the diagnosis(es) of [diagnoses and corresponding codes, if relevant]. [Patient] has been in my care since [date] and was diagnosed by [diagnosing professional/self-report] on [date] using [criteria]. The prognosis of [disability/diagnosis] is [episodic/continuous, permanent/temporary (if temp: please provide timeline for re-evaluation)] and their symptoms include [list symptoms]. These symptoms impact [Patient] in the following ways: [provide examples of impact]. The current plan of care includes [medication, therapy, or any other plan of care].

[If comfortable doing so, you may provide recommendations for accommodations in higher education setting].

Sincerely,

[Full Name, Credentials, & License #]

[Contact Information]

[Name/Location of practice]

This letter may be returned to the student/patient directly or may be sent to Student Access Services at Wenatchee Valley College.

**Email:**  sas@wvc.edu

**Mailing:** Attn: Student Access Services
 Wenatchee Valley College
 1300 5th Street
 Wenatchee, WA 98801