

Action Guide for Students in Public Post-Secondary Schools

A Self-Advocacy Guide

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Federal and state law can change at any time. If there is any question about the continued validity of any information in the handbook, contact the Arizona Center for Disability Law or an attorney in your community.

The purpose of this guide is to provide general information to individuals regarding their rights and protections under the law. It is not intended as a substitute for legal advice. You may wish to contact the Arizona Center for Disability Law or consult with a lawyer in your community if you require further information.

- This guide is available in alternative formats upon request.

Action Guide for Students in *Public* Post-Secondary Schools

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USING THIS INSTRUCTIONAL GUIDE

1. This guide was developed to assist individuals with disabilities in taking steps to obtain necessary accommodations and academic adjustments, as well as outline steps to take if disability discrimination occurs in publicly-funded postsecondary educational programs. Publicly-funded postsecondary educational facilities include community colleges and universities, as well as vocational, trade and technical schools receiving federal financial assistance.
2. This guide is divided into three sections:
 - Introduction
 - Action steps
 - Appendix with form and sample letters and resources.
3. Throughout the guide, there are citations to the location of laws. Generally, it is not necessary for students to be familiar with these specific citations or to obtain copies of the law. These citations are included if the student needs to provide the postsecondary institution with the legal authority for the request. These citations would also be helpful to a private attorney who represents a person with a disability. The following is a list of abbreviations used in the citations:

CFR	=	Code of Federal Regulations
USC	=	United States Code
DOE	=	Department of Education
OCR	=	Office of Civil Rights
ADA	=	Americans with Disabilities Act

Action Guide for Publicly-Funded Schools

1. Introduction

This guide is the companion guide to the Center's guide, *Legal Rights of Students with Disabilities in Postsecondary Schools*. *Legal Rights of Students with Disabilities in Postsecondary Schools* offers information about the rights of students attending postsecondary programs that are either publicly or privately funded. The information is provided in a question-and-answer format for the most common questions asked by students.

The *Action Guide for Students in Public Post-Secondary Schools* outlines steps a student may take to resolve discrimination on the basis of disability in public postsecondary schools. The steps include using the school's grievance procedures and outside complaint procedures. The guide also includes information about the right to file a private lawsuit and the deadlines for filing lawsuits under these laws. Also found in the guide are sample forms, letters, and resources for students.

If you are planning to or are attending a private school, there is a separate guide for those schools and programs: *Action Guide for Students in Private Post-Secondary Schools*.

This guide is not intended as a substitute for legal advice.

Public schools run by state or local governmental entities are covered by Title II of the ADA. Schools receiving federal financial assistance are covered by Section 504 of the Rehabilitation Act. Schools with 50 or more employees must develop grievance procedures and appoint a coordinator to handle grievances related to alleged discrimination on the basis of disability.

If there are fair grievance procedures available at the school, you may wish to use these procedures. There are good reasons to go through the school's own grievance procedures. They

are free and may be speedier than seeking help through an outside agency or a lawsuit. The procedures also give the school a chance to correct the situation. However, if the procedures take too long or are unfair, you should take other steps.

This Action Guide is divided into 4 sections based on common problems faced by students. Each section outlines steps a student may take to try and work out problems.

- See *Section A* if you are having a problem *with admission*.
- See *Section B* if you are experiencing difficulty obtaining *an accommodation or academic adjustment*.
- See *Section C* if you have been placed on *academic probation* or are otherwise in jeopardy of failing your classes and believe it is related to discrimination or lack of accommodations.
- See *Section D* if you *need a class or requirement waived* because of your disability.
- See *Section E* if you have been *denied an equal opportunity to enjoy programs or services*.

2. Action Steps

A. If You Have Been Denied Admission Into the Program Because of a Disability

Examples of Discrimination in Admission:

- Asking disability-related questions on applications or in other application procedures
- Requiring a medical examination prior to admission
- Asking disability-related questions in admission interviews
- Denying an otherwise eligible student admission to a program because of his/her disability
- Refusing to offer accommodations in the admission process (e.g., no sign language interpreter for an interview or interview in an inaccessible location).

STEP 1(a): First, examine the application package before you complete it. If there are

disability-related questions on the admission application, you do not need to answer them. Go to Step 4 on page 8 to file a complaint or call our office for assistance.

STEP 1(b): Keep in mind that unless you have an obvious disability discovered in an interview or you voluntarily disclosed your disability, the school should not have information about your disability while making a decision about admission.

If the school knew about your disability because you have an *obvious* disability or you voluntarily told them about your disability and you suspect discrimination, go to Step 2.

STEP 2: Contact the ADA or 504 Coordinator. Ask for a copy of the school's grievance procedures and follow these steps. Be careful to follow the order and the deadlines in those procedures. Schools that receive federal financial assistance are required to appoint a Coordinator and develop grievance procedures. Likewise, publicly-funded schools are required to appoint an ADA Coordinator and also adopt grievance procedures. The procedures may be the same. If a publicly-funded school does not have a coordinator or procedures, go to Step 4 on page 8 to file a complaint or call the Center for further assistance.

STEP 3: The problem may be corrected by the grievance procedures. If the problem is not corrected, you disagree with the decision, or if you prefer not to go through the grievance procedures, go to STEP 4 on page 8.

B. If You Have Been Denied Accommodations or Academic Adjustments

Examples of Problems with Accommodations that Should be Addressed Through Grievance or Other Procedures

- Refusal to provide a necessary accommodation or academic adjustment
- Significant delay in providing accommodations
- Providing an *ineffective* accommodation or academic adjustment
- Lack of necessary accommodations in other facilities of schools (e.g., no listening devices in auditorium)
- Failure to waive a non-essential program requirement.

STEP 1: If you are a student with a disability who needs an accommodation from the

school, you should first determine the school's own procedures for handling accommodation requests.¹ Places to check for information about the procedures for requesting accommodation(s): (1) Disability Resource Center (if the school has one); (2) the ADA or 504 Coordinator; and (3) an instructor, academic counselor, or school administrator. (4) The school's website, if any. See the **APPENDIX** for contact information to these resources at the universities and community colleges located in Arizona.

STEP 2: Follow the steps outlined by the school to request the accommodation or, if there are no procedures developed by the school, make a written request for the accommodation. In general, follow these steps when you request an accommodation from a school that does not have a specific procedure for making requests for accommodations:

- *provide the request for an accommodation and medical documentation² explaining your disability and supporting the need for the requested accommodation to the instructor;*
- *send a copy to the dean of the program and the ADA Coordinator;*
- *date and make a copy of all written requests for accommodations for your own records;*
- *In your letter, request that the school provide you with a written response and give a deadline in which you expect this response;*
- *put the date on your own calendar to follow-up if there is no response;*
- *if you give an extension of time to the school, put that date on your calendar and be sure to follow up with the school;*
- *confirm any follow-up discussions in writing; and*
- *if there is no timely response, request the school's grievance procedures and begin those or go to outside procedures set out in Step 4 on page 8.*

If the school does not have any forms to make this request, use the forms in the **APPENDIX** to write your own request.

¹Schools handle accommodation requests differently. Some schools have the student work directly with the instructors. Others have the Disabled Student Resource office handle and coordinate all requests. Others have the requests handled through the Dean's Office for each college or program. A school has discretion about how to set up these procedures, but there must be some method for requesting and obtaining accommodations.

²In some situations where the disability is evident and long term, it may be acceptable to have medical documentation dating back a few years. With other disabilities that continually change or have changed over the past few years, more recent medical documentation will likely be necessary.

STEP 3: If the accommodation is not provided upon a written request, a student may file a grievance with the school's Affirmative Action Office or the ADA/504 office. Call these offices and request their grievance procedures and a copy of all necessary forms. Once the grievance/complaint has been filed, those offices will conduct an investigation to determine if discrimination has occurred. If their office believes discrimination occurred, then that office must work toward corrective action. If the student disagrees with the decision of the ADA or Affirmative Action Office, the grievance procedures may allow for appeals beyond that office. Check the school's policies for the steps to the grievance process and timelines for taking these steps.

If the problem is not corrected, or if you do not wish to follow the grievance procedures, go to STEP 4 on page 8 to resolve the problem.

C. If You Have Been Placed On Academic Probation

Examples of Problems with Academic Probation that Should be Addressed Through Grievance and Other Procedures:

- Failure in courses due to school's refusal to provide necessary accommodation for tests
- Failure in courses due to school's refusal to provide accommodations in a timely manner (e.g., taped texts for LD student provided 2 months after the semester begins)
- Failure to waive a non-essential course requirement that student cannot perform even with academic adjustments
- Failure to provide accommodations for participation in classes (e.g. sign language interpreter for schools)
- Refusal to allow a student with a disability to drop classes because of need for treatment or hospitalization, ie: "Medical Withdrawal," or "Reduced Class Load."

STEP 1: First, before academic probation ever becomes an issue, it is important to remember that you are responsible for requesting necessary accommodations and to notify an instructor, advisor, and coordinator as soon as you know that you are not succeeding in your classes without accommodations or necessary adjustments.

STEP 2: If you have not already requested an accommodation, follow the steps in Part B.

STEP 3: If you are put on academic probation or terminated from a program and believe that it was the lack of accommodation that caused the failure in the class, ask for a copy of the school's grievance procedures and follow them, noting deadlines and order of the steps. If you are unable to obtain necessary accommodations as required by the laws, then refer to STEP 4 on page 8.

D. If You Need to Obtain a Waiver of a Degree/Class Requirement

STEP 1: Before choosing a career or program, it may be advisable to contact a vocational or career specialist to determine essential requirements of the program. Sources of information regarding essential requirements of the program include vocational rehabilitation counselors, high school career counselors, and academic advisors at schools, colleges, and universities. After admission, contact your academic advisor and discuss the course requirements for your chosen career field. If, at that time, you believe that it will be necessary to have a course waived from the program requirements, follow the school's internal procedures for requesting the waiver. Do not wait until you have fulfilled the other requirements. Grievance procedures can take time so have the issue addressed early in your program.

STEP 2: Follow the steps outlined by the schools to request the waiver or, if there are no procedures developed by the school, make a written request for the waiver. In general, follow these steps when requesting a waiver:

- *provide the request for a waiver and medical documentation³ explaining your disability and supporting the need for the requested waiver to the instructor;*
- *send a copy to the dean of the program and the ADA Coordinator;*
- *date and make a copy of all written requests for the waiver for your own records;*
- *In your letter, request that the school provide you with a written response and give a deadline in which you expect this response;*
- *put the date on your own calendar to follow-up if there is no response;*
- *if you give an extension of time to the school, put that date on your calendar*

³Where the disability is evident and long term, it may be acceptable to have medical documentation dating back a few years. With other disabilities that continually change over the past few years, more recent documentation will be necessary.

and be sure to follow up with the school;

- *confirm any follow-up discussions in writing;*
- *if there is no timely response, go to the next grievance step or to outside procedures set out in Step 4 on page 8; and*
- *be prepared to justify why the course requirement or class is not essential to the program.*

If the school does not have any forms to make this request, modify the form for requesting accommodations found in the **APPENDIX** to write your own request.

STEP 3: If you are unable to attain a waiver or other effective alternative accommodation from the school or if you disagree with the school's decision, you may follow the other steps in the school's grievance procedures. If the school does not waive the course requirement, provide another effective accommodation during the grievance process, or you do not wish to wait for the grievance procedure, go to STEP 4 on page 8.

STEP 4: Procedures for Filing Administrative Complaints Against the Institution for Discrimination Against an Individual with a Disability

Examples of reasons for filing an administrative complaint include:

- the school's application has disability-related questions;
- the school denied you an accommodation for which you provided comprehensive, recent medical documentation about your need for the accommodation;
- the school denied you admission because of your disability although you meet the eligibility requirements;
- you were placed on academic probation for failing grades which you believe occurred because of failure to provide accommodations you requested;
- the school agreed to provide an accommodation but it was ineffective or unequal to the benefit offered other students;
- the school denied you participation in non-academic programs because of your disability; or
- the career counselors are guiding you away from careers because of your disability.

This list provides examples, but there may be other grounds for filing a complaint.

Schools Receiving Federal Financial Assistance

4a. Where to File

The U.S. Department of Education Office for Civil Rights (OCR) is responsible for enforcing and investigating student's complaints of discrimination under Section 504. If your school receives federal financial assistance (such as federal student aid), you may file a complaint at the OCR regional office. For information on filing this complaint, visit to U.S. Department of Education, Office of Civil Rights website, at: www.ed.gov/about/offices/list/ocr/docs/howto.html

4b. Timelines for Filing

A written complaint must be filed within 180 days of the alleged discrimination, unless the time for filing is extended by the responsible Department official or his designee. See 34 C.F.R. § 100.7. The time for filing may be extended for "good cause." If a student exhausts the school's grievance procedures first and fails to file within 180 days, the department may consider this good cause and extend the time for filing. See Appendix A: C.F.R. § 35.170. However, to be on the safe side, you should file within the 180-day deadline even if the grievance procedures have not been completed. A copy of the OCR complaint form is attached in the appendix of this guide.

4c. Documentation to Submit with Complaint.

When you submit your complaint, you should provide the agency with information that supports your complaint.

This is documentation that should be provided when you file your complaint:

- a copy of the medical or other documentation that supports that you have a disability and need an accommodation;
- a list of witnesses, their addresses and telephone numbers, and a brief description of the information each witness may have to support your claim;
- a chronology (list of dates and events) that are critical in your case; see sample chronology in the **APPENDIX** of this guide; and
- other documents related to your case, such as written rejection of your request for a waiver or an accommodation, or placement on academic probation and all letters between the school and you about the issue.

4d. Investigation.

Once a complaint has been filed with OCR, the first step in the discrimination investigation is that OCR will send the institution a "Letter of Inquiry". The school must respond within 15 calendar days from the date marked on the letter.

Once the OCR has received the response, they may send an investigator to conduct an on-site visit to the school or simply investigate by requesting paperwork. After the investigation is complete, the OCR will notify both the school and the complainant of the findings in a "Letter of Finding".

4e. Resolution of Complaint.

If the OCR has found that the school has discriminated against the individual, they will attempt to resolve the problem prior to sending the Letter of Finding. If the violation has been corrected, or a correction has been agreed upon, the letter will indicate that there was a violation, that the school is now complying with the law, and that the matter is closed. If the parties cannot agree on an appropriate remedy, OCR is required to decide whether it will file a lawsuit against the school within 30 days.

The above procedures are called administrative procedures. If the school or you disagree with the decision of the OCR, decisions may be appealed to the Civil Rights Reviewing Authority within the Department of Education, and then to the Secretary of Education. The deadlines for filing these appeals should be listed in the letter from OCR. If you are still not satisfied with the decision or decide that you do not want to go through the school's grievance procedures, **you** may file a lawsuit under Section 504 of the Rehabilitation Act. See Step 5 on page 11.

Other Publicly-Funded Schools

4a. Where to File

Most publicly-funded schools are covered by Section 504 because they generally also receive federal financial assistance. However, complaints may also be filed under Title II of the ADA with the Department of Justice.

Complaints about violations of the Title II of the ADA should be filed with --

U.S. Department of Justice
Civil Rights Division
950 Pennsylvania Avenue NW
Disability Rights - NYAVE
Washington, DC. 20530

4b. Timelines for Filing

Administrative complaints to the Department of Justice must be filed **not later than 180 days from the date of the alleged discrimination**, unless the time for filing is extended for good cause by the designated agency.

4c. Documentation to Submit With Your Complaint

When you submit your complaint, you should provide the agency with information that supports your complaint. (*See* step 4c on page 9).

STEP 5: Private Lawsuit

You are not required to go through these internal grievance procedures or file a complaint with the administrative agencies before filing a private lawsuit based on Section 504 or Title II of the ADA. If you believe you have been discriminated against, you may choose to file a civil lawsuit first instead of trying to resolve the matter through the school or the OCR.

In either situation, there is a statute of limitations. A statute of limitation is a period of time to bring a lawsuit. After this period of time, one generally loses the right to bring the lawsuit on that claim. It is the opinion of the staff at the Center that the time limit for filing an action could be as short as one year from the date of the discrimination. If you wish to file a lawsuit and the grievance or OCR procedures are not complete, you should still file your lawsuit before the statute of limitation period. It is an unsettled area of the law whether using these grievance procedures will "toll" or stop the deadline.

This guide is not intended to provide directions regarding the filing of a civil suit and it is strongly recommended that you consult an attorney for further advice if you wish to pursue a private lawsuit.

Remedies: Below is a summary of some possible remedies and/or damages that may be awarded by a court in a private lawsuit based on Title II of the ADA or Section 504. Upon filing a civil lawsuit against the institution, the following remedies are available if the court finds that the school has discriminated against an individual with a disability and that the damages are necessary to correct the harm caused by the discrimination.

A. Injunctions: An injunction is a judicial act ordering a school to refrain from doing, or continuing to do, a particular act or activity. An injunction is a preventative measure which guards against future discrimination rather than correcting past discrimination.

An institution failed to provide necessary accommodations to a qualified student with a disability. The student received failing grades in most of his required classes. The school notified him that with his current grade point average he would lose his scholarship. He had exhausted all school grievance procedures and proceeded to file a complaint with the U.S. Department of Education. Upon the filing of a complaint in federal court, a judge could issue a temporary injunction to stop the school from cancelling his scholarship. The court may also, upon a hearing, require the school to provide the necessary accommodation to that student.

Remedies are tailored to address the harm caused by the specific violation. These are not available in all cases. It would be advisable to consult an attorney if the dispute cannot be resolved through the school's grievance procedures or OCR. A court, where appropriate, could issue an injunction to require a school to:

- provide an auxiliary aid or service;
- modify a policy, practice, or procedure, or alternative method; and
- make facilities readily accessible to, and usable by, individuals with disabilities.

B. Monetary Relief: The court *may* also award other relief as it considers appropriate, including reimbursement for expenses the student incurred because of the discrimination. If a student can show intentional discrimination, then, under Section 504 and Title II of the ADA, the institution may be liable for money damages.

Damages are monetary compensation which the law awards to a person who has been injured by the actions of another. These damages may include compensatory damages and attorney fees. Compensatory damages are actual out-of-pocket costs that the student incurred because of discrimination. For example, if a deaf student spent \$2,500 on sign language interpreters during a semester when the school refused to provide the interpreter, he may be entitled to reimbursement for those out-of-pocket expenses. Punitive damages are damages provided to punish the discriminatory party and are not related to how the discrimination affected the individual. Punitive damages are not available against publicly-funded schools.

C. Attorney's Fees: A student who wins a lawsuit against the school for discrimination may also be entitled to payment of reasonable attorney's fees and costs involved in pursuing the litigation.

Appendix
Form and Sample Letters
Sample Form to Request Accommodation

Date

Name

Section 504 Coordinator or ADA Coordinator

School Name

Address

City, State, Zip Code

Dear [Section 504 Coordinator or ADA Coordinator]:

I was recently accepted as a student here at (School's name). Because of my disability, I will require some accommodations throughout my period of study at this school. I have _____ (fill in disability), and, as a result, I have limitations in the following areas:

_____.

Based on my experience with my disability and the recommendations of my treating professional, I believe I need the following accommodations while attending this institution:

(List accommodations.)

I have enclosed medical documentation regarding my disability and the need for the above-listed accommodations. Kindly provide me with a written response to this request no later than (date). If you need any additional information, please let me know.

Sincerely,

Student's Name

Address

Telephone Number

**Sample Letter Requesting Reasonable Accommodations Under Section 504 of the
Rehabilitation Act or the ADA**

Date

Jane Doe
ADA Coordinator
Desert Community College
123 ABC Avenue
Anycity, AZ 02020-1111

Dear Ms. Doe:

I was recently accepted as a student here at Desert Community College. Because of my disability, I will require some accommodations throughout my period of study at this school. I have a spinal cord injury, and as a result, I use a wheelchair. I have full use of my arms, but cannot walk.

Based on my experience with my disability, I believe I need the following accommodations:

- modifications to my classroom desk - raise the height so that my wheelchair may fit under the desk;
- sit at the front of each class thereby eliminating the problem of fitting my wheelchair through the aisles in the class; and
- a parking pass for special parking close to assigned classrooms.

I have enclosed a statement from my doctor confirming that I have a spinal cord injury. Kindly provide me with a written response to this request no later than (date). If you need additional information, please let me know.

Sincerely,

Sally Student
123 Residence Drive
Anycity, AZ 02111-7777
520-432-1199

Optional Form for Obtaining Disability Documentation

The documentation should include:

- the nature of the impairment
 - how the impairment substantially limits at least one major life activity. Examples of major life activities include, but are not limited to:
 - hearing
 - seeing
 - lifting
 - working (a wide class of jobs, not just a single job)
 - performing manual tasks
 - walking
 - lifting
 - learning
- (do not evaluate "working" unless no other activity is limited)
- a statement that the person needs an accommodation because of his/her disability
 - the type of accommodation needed or recommended (optional)

The documentation may be provided by a:

- doctor
- psychologist
- rehabilitation counselor
- occupational therapist
- independent living specialist
- other professional with knowledge of disability and functional limitations
- physical therapist

_____ has the following physical/mental impairment:
_____. The impairment causes functional limitations in the major life activity(ies) of _____. S/he is impaired in the areas in the following ways:

_____.

S/he is a qualified individual with a disability. As a result s/he needs an accommodation(s) in his/her postsecondary educational program because of his/her disability. I recommend the following accommodation(s).

_____.

Date

Signature of Professional and
Credentials

(Tear this sheet off and provide to the professional providing the documentation regarding disability.)

Sample Letter for Disability Documentation

Joseph Jones has a physical impairment consisting of a spinal cord injury. He has paraplegia resulting in paralysis of his legs, but does have full use of his arms and hands. The physical impairment causes significant functional limitations in the major life activity of walking. He is unable to walk and uses a wheelchair. Joseph Jones is an individual with a disability according to the definition of the ADA and Section 504.

As a result of his disability, he will need some accommodations on campus and in the classroom. Generally, he will need wheelchair accessible classrooms, a desk modified to fit his wheelchair, and close parking for his lift-equipped modified van.

I am a vocational rehabilitation counselor who has worked with Mr. Jones. I would be able to offer you some specific recommendations on how to accommodate Mr. Jones in other situations that may arise during his time at the school. If I may be of any additional assistance, please call me at my office at 123-4567.

Sincerely,

Mrs. Jane Smith
Vocational Counselor

Chronology
Raul Valez v. ABC School of Computer Drafting and Design
Charge No. 12345

April 15, 1996	Admitted to Pimajo Community College.
August 21, 1996	Classes begin including Introduction to Drafting.
August 22, 1996	Request accommodation for extended time (double time) in quiet room because of my Attention Deficit Disorder. Made request to instructor.
August 30, 1996	Instructor James Johnson verbally refused the accommodation.
September 3, 1996	Asked school for grievance procedure to complain about decision. Ms. James, ADA Coordinator, did not have any procedures. Refused accommodation. Said ADHD is not a disability
September 10, 1996	Contacted Dean of Students to request accommodation.
September 15, 1996	Dean refused accommodation in writing.
September 21, 1996	First test given during semester under regular conditions. Made a F.
September 30, 1996	Second test given during semester under regular conditions. Made a D.

Resources for Students in Post-secondary Schools

Vocational Rehabilitation Services

If you need more help to achieve your educational or vocational goal than the school is required to provide, contact the Arizona Department of Economic Security/Rehabilitation Services Administration to determine if you qualify for vocational rehabilitation services. Consult the blue government pages of your telephone directory for the office closest to you, or visit the RSA website at: azdes.gov/rsa. If you are eligible for vocational rehabilitation services, your counselor may be able to provide tuition assistance, subsidies for books, additional tutoring, and personal equipment devices to assist you in achieving your career goal.

Client Assistance Program (CAP)

If you have a dispute with Rehabilitation Services Administration regarding your eligibility, services, or case closure for VR or independent living services, contact the Center's Short Term Assistance Team (STAT) at: (602) 274-6287 or (800) 927-2260 – voice, relay or TTY - during our hours of operation: Monday, Tuesday, Thursday and Friday from 9:00 a.m. - 1:00 p.m.

Assistive Technology (AT)

If you need information about conventional and specialized equipment or devices that you need because of your disability to enhance your education, these agencies may be able to provide information about assistive technology products or possible funding sources.

Technology Access Center of Tucson (TACT)

4710 East 29th Street

P.O. Box 13178

Tucson, Arizona 85732-3178

(520) 745-5588, ext.1265

(520) 790-7637 (Fax)

www.ed.arizona.edu/tact

Tact1@qwestoffice.net

Arizona Technology Access Program (AzTAP)

Institute for Human Development (IHD)

Northern Arizona University

2400 N. Central Avenue, Ste. 300

Phoenix, Arizona 85004

(602) 728-9534

(602) 728-9536 TTY

(602) 728-9535 fax

(800) 477-9921 Toll-free

www2.nau.edu/aztap-p/index.shtml

Regional Behavioral Mental Health Services.

If you need support to complete your education, you may wish to contact the mental health association to determine if you are eligible for "supported education." There are agencies that provide support to students who have contracts for providing support to people with psychiatric disabilities.

Community Partnership for Southern Arizona (CPSA)
535 N. Wilmot Road, Ste. 201
Tucson, AZ 85711
(520) 325-4268
(800) 959-1063
(520) 318-6935 (Fax)
w3.cpsa-rbha.org

Magellan Health Services
4129 E. Van Buren, Ste. 250
Phoenix, Arizona 85008
(800) 564-5465
www.magellanofaz.com

Northern Arizona Regional Behavioral Health Agency (NARBA)
Administrative Office
1300 S. Yale Street
Flagstaff, AZ 86001
(520) 774-7128
(800) 640-2123
(520) 774-5665 (Fax)
www.narbha.org

Cenpatico of Arizona
1501 W. Fountainhead
Corporarte Park, Suite 295
Tempe, Arizona 85282
(866) 495-6738
(877) 613-2076 TTY
www.cenpaticoaz.com

Information Resources and Clearinghouses

The George Washington University
HEATH Resource Center (Higher Education and Adult Training for People with Handicap)
2134 G Street NW
Washington, DC. 20052-0001
(202) 973-0904
www.heath.gwu.edu

ERIC (Educational Resources Information Center)
www.accesseric.org

LIST OF AUXILIARY AIDS, ACCOMMODATIONS, AND ACADEMIC ADJUSTMENTS

1. Extended time allowed to complete a program
2. Substituting one course for another required course
3. Modifying or waiving foreign language requirements
4. Allowing for untimed exams
5. Allowing greater time to complete exams
6. Providing essay rather than objective exams or otherwise modifying a test format
7. Allowing the student to take the exams in a separate room
8. Allowing the student to take the exams at home
9. Substituting oral, typed or taped exams for written exams
10. Providing an alternative to computer-scored answer sheets
11. Allowing use of calculators, and or secretary's desk reference during exams
12. Allowing a student to tape lectures
13. Providing notetakers
14. Provide structure and reduce distraction in class.
15. Simplify and repeat instructions, as needed, both orally and in writing.
16. Give frequent and specific feedback from faculty and disability services staff.
17. Priority registration
18. Reduced course load, taped textbooks, tape recorders, course modifications, tailoring assignments, modified text books
19. Priority seating in the front of the room
20. Study guide and summary of important points
21. Qualified interpreters
22. Notetakers
23. Qualified transcription services
24. Written materials

25. Telephone handset amplifiers
26. Assistive listening devices or systems
27. Telephones compatible with hearing aids
28. Closed captioned decoders, open and closed captioning
29. Telecommunications devices for deaf person (TDD's)
30. Videotext displays or other effective methods of making aurally delivered materials available to individuals with hearing impairments
31. Qualified readers
32. Taped texts
33. Audio recordings
34. Braille materials
35. Large print materials or other effective methods of making visually delivered materials available to individuals with visual impairments
36. Acquisition or modification of equipment or devices
37. Other similar services and actions

Items 1-13 are taken from Tucker and Goldstein on Postsecondary Education 9:33 Supplement 7 (3/95).

Items 21-37 are found in 28 C.F.R. §§ 35.104 (1994) Title II.

OMB No. 1190-0009

Title II of the Americans with Disabilities Act Section 504 of the Rehabilitation Act of 1973 Discrimination Complaint Form

Instructions: Please fill out this form completely, in black ink or type. Sign and return to the address on page 3.

Complainant: _____
Address: _____
City, State and Zip Code: _____

Telephone: Home: _____
Business: _____

Person Discriminated Against: (if other than the complainant) _____

Address: _____

City, State, and Zip Code: _____

Telephone: Home: _____
Business: _____

Government, or organization, or institution which you believe has discriminated:

Name: _____
Address: _____
County: _____
City: _____
State and Zip Code: _____
Telephone Number: _____
When did the discrimination occur? Date: _____

Describe the acts of discrimination providing the name(s) where possible of the individuals who discriminated (use space on page 3 if necessary): _____

Have efforts been made to resolve this complaint through the internal grievance procedure of the government, organization, or institution?

Yes _____ No _____

If yes: what is the status of the grievance? _____

Has the complaint been filed with another bureau of the Department of Justice or any other Federal, State, or local civil rights agency or court?

Yes _____ No _____

If yes, Agency or Court: _____

Contact Person: _____

Address: _____

City, State, and Zip Code: _____

Telephone Number: _____

Date Filed: _____

Do you intend to file with another agency or court?

Yes _____ No _____

If yes, Agency or Court: _____

Address: _____

City, State and Zip Code: _____

Telephone Number: _____

Additional space for answers: _____

Signature: _____

Date: _____

Return to:

U.S. Department of Justice
Civil Rights Division
950 Pennsylvania Avenue, NW
Disability Rights – NYAV
Washington, D.C. 20530

last updated October 3, 2007