



# *Disability Support Services*

## *DSS Reference Guide For Faculty*

December 2014



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## LAKE WASHINGTON INSTITUTE OF TECHNOLOGY POLICY STATEMENT

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The college will not exclude, deny the benefits of, or otherwise subject students to discrimination under any college program or activity, on the basis of disability. The college commits to giving qualified students with a documented disability equal opportunity to access the benefits, rights, and privileges of college services, programs, and activities, in the most integrated setting appropriate to the student's needs, consistent with federal and state law.

The college commits to giving reasonable accommodations and auxiliary aids and services, to qualified students with disabilities. This policy identifies the rights and responsibilities of students under federal and state law (Section 202 of the 1990 Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and RCW 28B.10.910 -914) and establishes clear guidelines to seek and receive reasonable accommodations.

To receive reasonable accommodations and auxiliary aids and services, students must:

- A. Document the nature and extent of the disability.
- B. Request accommodations in a timely manner.

***All college employees must comply with these state and federal laws.***

### WHAT IS A “DISABILITY”?

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Federal law and the LWTech Policy Manual (Chapter Seven) defines “Disability” as

- A. The presence of a sensory, mental, or physical impairment that:
  - 1. Is medically cognizable or diagnosable; or
  - 2. Exists as a record or history; or
  - 3. Is perceived to exist whether or not it exists in fact.
- B. A disability exists whether it is temporary or permanent, common or uncommon, mitigated or unmitigated, or whether or not it limits the ability to work generally or work at a particular job, or whether or not it limits any other activity within the scope of this chapter.
- C. For purposes of this definition, "impairment" includes, but is not limited to:
  - 1. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: Neurological, musculoskeletal,

special sense organs, respiratory, including speech organs, cardiovascular, reproductive, digestive, genitor-urinary, hemic and lymphatic, skin, and endocrine; or

2. Any mental, developmental, traumatic, or psychological disorder, including but not limited to cognitive limitation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

**WHAT IS THE DIFFERENCE BETWEEN DSS SERVICES IN HIGH SCHOOL AND IN COLLEGE?**

High School	College
<b>Required Documentation</b>	
<ul style="list-style-type: none"> <li>• I.E.P (Individual Education Plan) and/or 504 Plan.</li> <li>• School provides evaluation at no cost to the student</li> <li>• Documentation focuses on determining whether student is eligible for services based on specific disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• High School I.E.P and 504 are not sufficient.</li> <li>• Documentation guidelines specify information needed for each category of disability.</li> <li>• Student must get evaluation at their own expense.</li> <li>• Documentation must provide information on specific functional limitations and demonstrate the need for specific accommodations.</li> </ul>
<b>Self-Advocacy</b>	
<ul style="list-style-type: none"> <li>• Student is identified by the school and is supported by parents and teachers.</li> <li>• Primary responsibility for arranging accommodations belongs to the school.</li> <li>• Teachers approach the student if they believe the student needs assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Student must self-identify to the Disability Services Office.</li> <li>• Primary responsibility for self-advocacy and arranging accommodations belongs to the student.</li> <li>• Professors are usually open and helpful, but most expect the student to initiate contact if assistance is needed.</li> </ul>

More information on the differences between High School and College can be found online under parent resources at: [www.lwtech.edu/dss](http://www.lwtech.edu/dss)

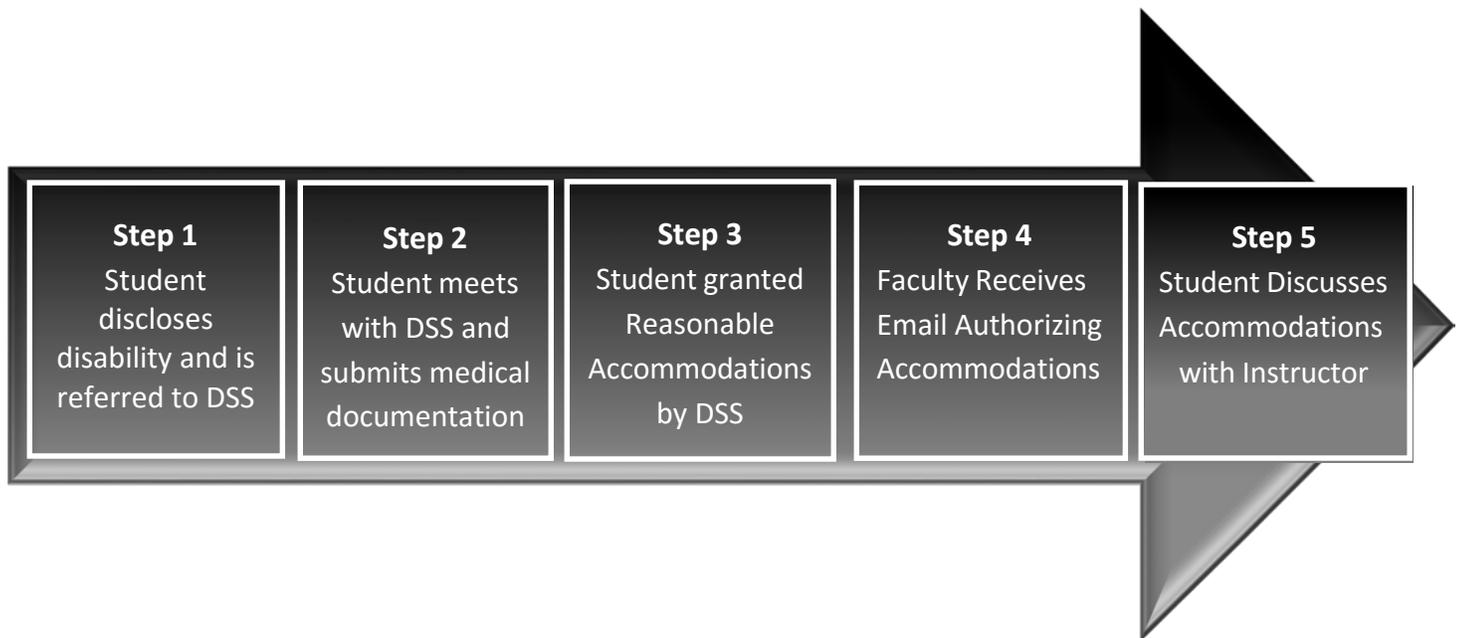
**WHO SERVES STUDENTS WITH DISABILITIES?**

The Disability Support Services (DSS) Office staff review written documentation of disabilities and establish accommodations under the rules and regulations of both Federal and State law.

Alma Osorio, M.Ed.  
 Student Development Assistant Director  
 (425) 739-8166  
[Alma.Osorio@lwtech.edu](mailto:Alma.Osorio@lwtech.edu)  
 West 207G

## **DSS REGISTRATION PROCESS**

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1. The student self-identifies as having a disability and is referred to DSS.
2. Student meets with DSS and submits medical documentation that establishes that he/she has a qualified disability under the Americans with Disabilities Act (ADA). For acute (temporary) diagnoses, accommodations will be reviewed as needed.
3. DSS reviews medical documentation and grants reasonable accommodations to the student in order to have equal access to LWTech instructional programs.
4. Faculty receives an email the same day a student requests the accommodations with an attached document authorizing instructional accommodations (see Appendix B on p.16 for a sample Authorization Letter).
5. Student initiates contact with the instructor via email or in person that she/he wants to utilize all or part of the listed accommodations and to discuss how it will work with the class.
  - If faculty do not receive contact from students within the first 10 business days of the quarter, please notify DSS via email and DSS staff will follow up with students.
  - If a student requests a change or addition to accommodations, please refer the student back to DSS.
  - Faculty should contact DSS if they need assistance in meeting accommodations.

## **AUTHORIZATION LETTERS**

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Authorization Letters are a list of approved Reasonable Accommodations and/or Auxiliary Aids for the student and are sent to the instructor via email. *The DSS office approves accommodations.*

For a sample Authorization Letter, please see Appendix B on page 16.

## **INSTRUCTOR RESPONSIBILITIES**

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- The instructor should only provide accommodations listed in the Authorization Letter.
- The instructor must notify DSS via email if contact is not received from the student within the first 10 business days of the quarter.
- Instructors should refer students requesting *additional* accommodations to DSS (West 207).
- The instructor should refer any student requesting accommodations to the DSS office (W207) if they have not received an Authorization Letter email for that student.
- It is the instructor's responsibility to provide testing information (i.e. proctor instructions, time limit etc.) to the Assessment Center at least 48 hours in advance of the exam. Test content must arrive in the assessment center by 3pm the day before the scheduled exam.
- Instructors proctoring their own extended time exams must provide all the listed accommodations in the Authorization letter as it relates to each student taking the exam.
- All faculty should include a DSS Statement in their syllabus. We recommend using:

*If you have a physical, psychological, medical or learning disability that may impact your course work, please contact the Disability Support Services office. They will coordinate reasonable accommodations for students with documented disabilities. All information and documentation is confidential. DSS is located in W207 in person, by phone 425-739-8300, or by email [dssinfo@lwtech.edu](mailto:dssinfo@lwtech.edu). For additional information please refer to [www.lwtech.edu/dss](http://www.lwtech.edu/dss).*

*Students who requested services through DSS for accommodations in this class should talk with the instructor as soon as possible for authorized services.*

## **DSS OFFICE RESPONSIBILITIES**

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- Review medical documentation to determine appropriate accommodations.
- Support students throughout the DSS process and their entire educational pathway.
- Notify students that some accommodations take extended time to set up, including but not limited to: ASL interpreters, alternate format text books, impaired vision set up, and video recording.
- Support faculty in understanding DSS requirements and in working with students served by DSS.
- Provide quarterly authorization letters to students and faculty.
- Provide copies of recording agreements to faculty upon request.
- Provide faculty with advance notice, when possible, of accommodations related to Deaf/hard of hearing, impaired vision, and video recording.

## ACADEMIC ACCOMMODATIONS

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Here is a list of some of the different types of academic accommodations and what they mean:

- **“Tests”** any examination format (quizzes or pop quizzes, tests, and exams).
- **“Reduced distraction environment for testing”** a student with attention issues must be tested in a place that is free of distractions.
- **“Identification of a note taker”** the instructor is responsible for asking another student in class to be a note taker. If the instructor cannot find a note taker, he/she must contact the DSS office as soon as possible. The note taker will receive \$50 upon completion of the course, not per class session.
- **“Use of a digital recorder (audio and/or visual) and Livescribe pen”** recording the entire lecture for the class or portions. Please see the contracts in the appendix.
- **“Use of an electronic device for note taking”** permits the student to take notes or to do in-class assignments using an electronic device such as a laptop or tablet device.
- **“Flexibility in attendance requirements as appropriate”** a student with chronic health problems may be excused from absences due to their disability. If the student misses an in-class group activity, he/she may not be able to make it up. The instructor must contact DSS if he/she thinks that the student’s absences are preventing the student from being successful.
- **“Use of a scribe or reader as needed.”** a scribe is someone who writes out the answers dictated by the student. A reader is someone who reads the material to the student.
- **“Services of an ASL interpreter.”** Deaf and hard of hearing students rely on American Sign Language interpreters for their information. There is a set protocol on how to work with interpreters and if the instructor has not had training in that area, he/she must set up an appointment with the DSS office for one-on-one protocol training.
- **“Printed materials in alternative electronic format or enlarged print.”** students may need special software because of sight impairments. This includes textbooks, instructional packets, and class handouts. Instructors should contact DSS for any assistance.
- **“Use of a FM Loop System.”** for students with hearing or attention impairments. This consists of a small microphone worn by the instructor with a power pack. The student wears a hearing device and receiving device that is volume adjustable. The instructor must wear the microphone. The instructor also needs to repeat questions or comments made by other students.
- **“Use of white noise”** use of background sounds while taking a quiz, test, or exam.
- **“Access to handouts, PowerPoint or other slides, overhead projections”** students who may need additional class materials.

## TESTING

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Whenever possible instructors should use the Assessment Center to proctor tests or other timed assignments. All tests must be completed by the time the Assessment Center closes. Students must make arrangements with their instructors if they wish to take exams outside of these hours.

The Assessment Center is located in W204. The hours of operation are:

Monday – Friday  
7:30 am – 4:30 pm (please call for evening availability)

At the beginning of each quarter, the instructor will receive an Authorization Letter email. The student should discuss how testing will work in the class with their instructor. If they decide to utilize the Assessment Center, the student should initiate the process by contacting the Assessment Center to schedule the exam. In most cases the test should be scheduled as close to the in class test date/time as possible.

At least 48 hours in advance, faculty must provide the Assessment Center with the following:

- Date and time of the exam
- Time allotted for exam
- Exam Instructions including a list of allowed materials (notes, books, calculators, etc.)
- Directions for returning the exam to the instructor
- The date, time, and manner the faculty will deliver the exam to the assessment center (preferably by 3pm the day prior)

Faculty may also use the Assessment Center to deliver “pop/unannounced” quizzes by alerting the Assessment Center in advance (just as listed above), even if you do not tell the student until the day of the “pop/unannounced” quiz. If you decide to use “pop/unannounced” quizzes please make sure you work with the DSS office prior to the quiz to discuss logistics.

The student should go to the LWTech Assessment Center at the appointed time for the exam. DSS Testing requires that the student begin within 15 minutes of the scheduled time or the test will be returned to the instructor as a “No Show.” If class policies allow retakes, the student should meet with the instructor to discuss when and how to arrange a retake. If a retake is appropriate the faculty member will contact the Assessment Center using the same process listed above.

The Assessment Center will return the exam via stated preference at the end of the day.

Scheduling or questions can be directed to the Assessment Center via: email: [dss@lwtech.edu](mailto:dss@lwtech.edu), phone: (425) 739-8115 or in person at the Assessment Center (West 204).

## **SERVICES AND SUPPORT FOR FACULTY**

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The Disability Support Services office is not just for LWTech students but faculty and staff as well. Some services we offer include:

- Assistance in providing classroom accommodations
- Faculty/Staff training
- Educational Resources

Questions? Contact the DSS office by phone at 425-739-8300 or via email at [dssinfo@lwtech.edu](mailto:dssinfo@lwtech.edu)

## **CONFIDENTIALITY STATEMENT**

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Confidentiality around disability is important. Many people have negative experiences when other people learn of their disability. However, confidentiality cannot be absolute. A person with a disability must identify as having a disability to the DSS Office and any accommodations involving instruction requires that the instructor know that the person is registered with the DSS Office.

Generally speaking, in disability matters, no one should ask or expect any information about the disability except on an educational-need-to-know basis, the same confidentiality standard as FERPA.

Individuals who have Authorization Letters from the DSS Office should not be asked the nature of their disability; a disability diagnosis is strictly confidential. Conversations with a student which would directly link the student to the DSS Office should be done with tact and in privacy. For questions related to confidentiality, contact the DSS Office.

## **BEHAVIORAL EXPECTATIONS FOR ALL STUDENTS**

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All students must follow the LWTech student code of conduct as published in the current edition of the Student Handbook. If any student violates any code of conduct the discipline process should be followed. Please contact the conduct officer for assistance:

Ruby Hayden  
Dean of Students  
(425) 739-8208  
[Ruby.Hayden@lwtech.edu](mailto:Ruby.Hayden@lwtech.edu)

## **TIPS FOR WORKING WITH PEOPLE WITH SPECIFIC DISABILITIES**

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### **Deaf and Hard of Hearing**

1. If no interpreter is present and you do not know ASL, write notes
2. Do not cover your mouth (lip reading)
3. Do not accept a head nod for understanding
4. Talk directly to the Deaf person, not the interpreter

### **Mobility**

1. Attempt to be at the same level when speaking with the person
2. Avoid touching or patting the person
3. Do not touch the chair
4. Offer assistance; Take “No” for an answer
6. Be willing to shake hands if appropriate (Modify as needed)

### **Speech & Language**

1. Provide honest feedback
2. Do not fake understanding
3. Suggest writing notes if verbal communication doesn’t work

### **Learning Disability/ADHD**

1. Know there is no visible evidence of disability
2. Often need mixed modality of instruction
3. If writing is involved, a scribe may help (Do not judge intelligence by handwriting)
4. Be aware of distractions (radio/screen savers/background noises)
5. Many students with LD only retain 20% of what they hear
6. Individuals with LD and ADHD can be and are very intelligent!

### **Blind & Visual Impairment**

1. The eyes of a person with visual impairment can look normal
2. People who are legally blind often have some vision
3. Avoid vague language when giving directions (Make sure they are clear and exact)
4. Provide electronic formats for class info as much as possible so they can enlarge for readability or use voice-output software

### **Chronic or Acute Health**

Examples: Cancer, Asthma, Emphysema, Diabetes, HIV/AIDS, Sickle Cell

1. Each case is unique
2. Never define the person by the condition
3. Do not come from a place of pity
4. Do not treat the person as if they are contagious

## **TIPS FOR WORKING WITH PEOPLE WITH SPECIFIC DISABILITIES (Continued)**

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### **Neurological**

Examples: Cerebral Palsy, Seizures, MS, Tourette, Muscular Dystrophy, TBI (traumatic brain injury)

1. Many times these conditions will have symptoms that look like mobility issues
2. Do not assume someone with speech impairments related to such disabilities have any cognitive impairment
3. Know there may be no visible evidence of disability

### **Psychological**

1. Social skills may be impaired
2. Patience is important
3. Check whether the person is still paying attention
4. Frustration is a precursor to anger
5. Rarely are people with psychological disabilities violent
6. Set clear boundaries for people in how they are to interact with you
7. Do not “enable” the individual

**APPROPRIATE DOCUMENTATION FOR ALL DISABILITIES**

**What Constitutes Appropriate Documentation of a Disability?**

<b>Attention-Deficit/Hyperactivity Disorder (ADHD)</b>		
Documentation must be:	Signed by:	Must Include:
Typed AND On official letterhead AND Not more than three years old	Psychiatrist OR Medical doctor OR Psychologist who specializes in the diagnosis of ADHD	Clear statement of diagnosis AND Summary of history and diagnosis AND Current functional limitations AND Recommendations for accommodations that would assist the student in a higher education setting.
<b>Emotional/Mental Health</b>		
Documentation must be:	Signed by:	Must Include:
Typed AND On official letterhead AND Not more than 6 months old	Certifying professional who specializes in the diagnosis of this disability	Clear statement of diagnosis AND Summary of history and diagnosis AND Current functional limitations AND Recommendations for accommodations that would assist the student in a higher education setting.
<b>Physical/Chronic Health Disability</b>		
Documentation must be:	Signed by:	Must Include:
Typed AND On official letterhead	Qualified professional	Clear statement of diagnosis AND Summary of history and diagnosis AND Current functional limitations AND Recommendations for accommodations that would assist the student in a higher education setting.
<b>Auditory/Hearing</b>		
Documentation must be:	Signed by:	Must Include:
Typed AND On official letterhead	Qualified professional	Information about the extent of the hearing loss AND Prescribed adaptive equipment (hearing aids, FM system, etc.) AND The audiogram.
<b>Visual Impairment</b>		
Documentation must be:	Signed by:	Must Include:
Typed AND On official letterhead	Qualified professional	Information about correctable visual acuity AND Interpretation of examination results AND Recommendations for accommodations that would assist the student in a higher education setting.
<b>Learning and Other Cognitive Disabilities</b>		
Documentation must be:	Signed by:	Must Include:
Typed AND On official letterhead AND Not older than 5 years unless conducted after the student's 17 <sup>th</sup> birthday	Qualified professional	Full diagnostic assessment AND Clear statement of diagnosis AND Current functional limitations AND Recommendations for accommodations that would assist the student in a higher education setting.

**Note: An IEP may not be sufficient documentation and a 504 plan is NOT accepted as appropriate documentation.**

## **COMMON QUESTIONS**

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***Is it fair to give extra time to students with disabilities when other students have to work under time constraints?***

Yes, as long as the accommodations do not fundamentally alter the nature of the course.

***Do I have the right to give a student needing testing accommodations another form of the class exam?***

Yes. If the exam is not scheduled in the same time frame as the class exam, then you can reformat or rewrite the exam to protect the integrity of the exam. However, the reformatted test must cover the same information and not be more difficult.

***What does DSS do to ensure that a student does not cheat on an exam?***

Students are only allowed to take into the testing room those aids for the exam that have been approved by the instructor. In addition, all bluebooks, scantrons, blank paper, and dictionaries are closely examined to ensure that nothing is written on them. Students are not allowed to take book bags, fanny packs, purses, cell phones or other such items into the testing room.

***What can I do if I suspect a student might have a hidden disability?***

It is inappropriate to assume a student has a disability or to provide a diagnosis. If you want to provide support to a student, please describe observed issues and ask what he or she thinks may help. If the student mentions a disability or terms like IEP or 504 plan, please refer the student to the DSS office and alert the DSS office about the referral.

***What can I do if a student has a visible disability but I have not received an Authorization Letter email?***

It is inappropriate to assume a student has a disability or to provide a diagnosis. If you observe the student struggling due to a perceived disability, you should take the student aside privately and describe observed issues and ask what he or she thinks may help. If the student mentions a disability or terms like IEP or 504 plan, please refer the student to the DSS office and alert the DSS office about the referral.

## **COMMON QUESTIONS (Continued)**

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***My course requires classroom participation and attendance. This is clearly stated on my syllabus and is a part of every student's grade. What do I do with students whose disability causes them to be absent a significant amount of time?***

If classroom attendance and participation are deemed to be essential components of your class and it is written in your syllabus, then all students have to be held to the same standard. It is the hope of the DSS office that faculty will work with students who must miss occasional classes for disability reasons. Students with attendance problems that are interfering with class participation should be referred to the DSS office.

***I have a policy of giving no makeup exams. Must I allow a student with a disability to make up an exam missed due to their disability?***

Yes. If a student misses an exam due to their disability, they are legally entitled to make it up. If the absence is not disability related, then the student should be held to the same policy as their classmates.

***I do not allow students to record my lectures. Are students with disabilities that need to record a class lecture legally entitled to do so?***

Yes. You can ask the student to turn off the recorder when students are sharing.

***How do I know what accommodations a student is eligible for?***

You will receive an Authorization Letter email from the DSS office stating the approved academic accommodations.

***What if I provide accommodations that are not on the sheet, or the student asks for an accommodations that is not listed?***

Do not provide accommodations not listed on the Authorization Letter.

***What about English as a Second Language (ESL) students? They often request additional time, dictionaries, or other accommodations to complete an in-class exam due to their unfamiliarity with the English language.***

ESL is not a disability. Only documented disabilities are eligible for extended time. If you allow dictionaries, extended time, or other accommodations without an Authorization Letter, you must provide it to all students.

## **COMMON QUESTIONS (Continued)**

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### ***What happens if I decide not to allow a student a DSS approved accommodations?***

Students will be provided all of the accommodations approved through DSS, unless the instructor can prove an accommodation will fundamentally alter the nature of a course or program. Students do reserve the right to file a formal complaint with the Office of Civil Rights if denied accommodations. In addition, there have been cases where students have filed for lawsuits and punitive damages against the particular faculty member as well as the college. Instructors questioning the accommodations are referred to follow LWTech policy and procedures in such matters.

If you are concerned about providing accommodations, please contact the DSS office for support.

## **TRiO (STUDENT SUPPORT SERVICES (EAST 214))**

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TRiO is a special five year grant program, funded by the US Department of Education. To be eligible to apply to the TRiO grant a student must be fully registered with the LWTech DSS Office. Students accepted to the TRiO program have access to several free support services, such as:

- Tutoring
- Academic Action Planning
- Study Skill Workshops
- Mentoring
- Financial Aid Counseling & Scholarship Search Assistance
- Transfer Information

To be eligible for TRiO Student Support Services students must:

- Be a student registered with the LWTech DSS Office
- Be able to meet the need for academic services criteria by LWTech TRiO (SSS) project.  
(1/3 of SSS students must be accepted as low-income)
- Be a citizen, national or permanent resident of the U.S.
- Not have completed a 4 year degree

TRiO faculty contact information:

Phone: (425) 739-8361  
East 214

**APPENDIX A: SAMPLE RECORDING AGREEMENT**

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**RECORDING EQUIPMENT**

Digital Recorder (Audio)     Livescribe Pen (Audio)     Video Camera (Audio and Video)

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**STUDENT INFORMATION**

Name \_\_\_\_\_ SID \_\_\_\_\_  
Phone \_\_\_\_\_ Email \_\_\_\_\_

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**COURSE INFORMATION** (ADDITIONAL COURSES LISTED ON THE BACK OF THIS FORM)

**QUARTER:** \_\_\_\_\_

**COURSE 1:** Course Name \_\_\_\_\_ Days/Time \_\_\_\_\_

Instructor Name \_\_\_\_\_

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**USAGE LIMITATIONS AND AGREEMENT**

I acknowledge and agree to following terms regarding the audio/video recordings described in this document:

- Recording audio/visual information provided in class is an accommodation for my disability.
- Recording will be limited solely to lecture components of the class (the instructor, whiteboard, and or projector screen) and *NOT* general students or live models.
- This form will be made available to faculty members upon their request.
- These recordings will be used exclusively for the purpose of my private educational use.
- These recordings may not be duplicated, distributed to other individuals, or posted on websites.
- These recordings will be destroyed at the end of the quarter.
- These recordings will be returned to the DSS office by this date: \_\_\_\_\_

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**Student's Signature**

**Date**

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**DSS Representative's Signature**

**Date**

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**AUTHORIZATION OF  
REASONABLE ACCOMODATIONS & AUXILARY AIDS  
FOR STUDENTS WITH DISABILITIES**

**DATE:** April 8, 2014

**RE: STUDENT NAME**

**SID: #####**

The above student has enrolled in your Spring Quarter 2014 class (es).

This student self-identified with appropriate medical documentation at the Disability Support Services Office as a student with a disability and requested services. You must make classroom academic adjustments and/or allow auxiliary aids to ensure an equal educational opportunity for this student. The student may use the following accommodations for specific disabilities:

- Extended time on exams/quizzes (1.5x)
- Reduced distracting environment for testing
- Use of a smart pen/digital recorder
- Early notification of assignments
- Note taker--faculty must identify the note taker **(not requested this qtr)**
- Paper copies of all overheads used in class.
- 

**You should only provide the accommodations listed above. If the student requests other accommodations, please refer the student to the DSS Office. Please keep this letter for your records.**

**We appreciate your cooperation in providing equal access. If you have any questions about implementing accommodations, contact the Disability Support Services Office at 425-739-8166.**

The DSS office directed this student to discuss accommodations with you in relationship to the unique elements of your class.

Please contact the DSS office if the student does not contact you

**Alma V. Osorio**  
Assistant Director, Student Development

**04/08/2014**  
Date