

**THE BASICS:  
THINGS YOU KNOW, BUT YOUR  
STUDENTS (AND THEIR PARENTS)  
MIGHT NOT**

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# TRANSITION FROM K-12 TO COLLEGE

## Burden shift

1. Disclosure of disability

(If you want the school to provide an academic adjustment, you *must identify yourself* as having a disability)

2. Individual needs v. prohibition against discrimination

(No requirement to provide individual academic plans or change academic expectations)



# PARENTAL ADVOCACY V. STUDENT ADVOCACY

In post-secondary education, you do not have to engage in discussions with parents. A signed FERPA Release allows you to disclose information to a third party, but does not require that you speak with parents, if it impedes your ability to properly address a student's academic needs.

DRS should encourage student self-advocacy.



*\*Exception: Legal guardianships*

# REQUIREMENTS TO ACCOMMODATE

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## Moving from K-12 to post-secondary

In post-secondary there is no responsibility to ensure academic success, only access.

Disabled students must be able to access the educational environment and participate in education as do their non-disabled peers.

- Over-accommodating gives disabled students an advantage over non-disabled students.

# “WITH OR WITHOUT”

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In order to be eligible for an academic adjustment/accommodation, a student must be able to engage in their education and related activities with or without the academic adjustment/accommodation.

**What does that mean?**



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# SCENARIO

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Casey, a new college admit, comes to DRS to secure academic adjustments and accommodations for the upcoming semester, this student's first at the college.

At the intake meeting, you learn that Casey cannot read or write due to a disability. In high school, Casey had an IEP that afforded a classroom aide who would read to and write for the student.

**Do you accommodate this student?**



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Can this student engage in their education and related activities with or without the academic adjustment/accommodation?

Since there is no accommodation that can assist Casey in accessing education without fundamentally altering the nature of the service, Casey may not be able to attend classes.



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# PERSONAL ATTENDANTS, TUTORS, TYPISTS

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We do not provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.

What if an outside agency or a parent wants to pay for such services? Are we required to allow them? It depends.



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# “PROVING” A DISABILITY

Students must provide documentation that shows a current disability and the need for an academic adjustments/accommodation.

Schools may set reasonable standards for documentation. Colleges may require more documentation than K-12 did.

Students must provide documentation prepared by an appropriate professional, such as a medical doctor, psychologist or other qualified diagnostician.



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# WHO PAYS?

- A College/District is not required to conduct or pay for a new evaluation to document a student's disability and need for an academic adjustment.
- Likewise, a college employee (including faculty) cannot diagnose or conduct a diagnostic examination on a student, regardless of whether or not they are licensed to do so.



What  
questions  
do you  
have for  
me?



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