Student Disability Disclosure and Accommodation Request Form

STUDENT / PARENT / AUTHORIZED REPRESENTATIVE | Complete pages 1-3; staff use pages 4-6.

Use this form to request disability-related access, academic adjustments, reasonable modifications, or auxiliary aids. Disclosure is voluntary. You may request help orally, in writing, or in another accessible format; using this form is not a condition of receiving consideration. Requests may be made at any time. Attach extra pages if needed.

Confidential: Send directly to the designated accommodation contact. Do not upload medical records to a class discussion, shared LMS area, or public form. Ask the school for a secure submission method.

1 School and student information

School / institution (select one below or enter another Foundation program)

- [ ] Graham Elementary School
- [ ] Graham Middle School
- [ ] Graham High School
- [ ] Graham School of English
- [ ] Graham International Institute of California
- [ ] Graham International University

Student full name

Student ID, if assigned (no Social Security number)

Grade / program / course

Academic year / term

Student email or preferred contact

Telephone / other contact method (optional)

Current state / country of study

Age group: under 18 / 18 or older

Parent / guardian / representative name, if applicable

Relationship and contact information

For K-12 minors, a parent or authorized guardian may submit. Postsecondary students ordinarily direct their own requests, including students under 18. Staff must verify representative authority and any applicable student privacy rights.

Learning access and requested support

STUDENT SECTION | Describe barriers and helpful support; a diagnostic label alone is not required here.

Student name / ID

Request date / date support is needed

2 Access needs

Describe the learning or participation barriers you experience

When do these barriers occur? Include frequency, duration or episodic effects, if helpful

3 Accommodations requested

Select any that may help. These are examples, not automatic approvals or limits on available support.

- [ ] Additional time for tests / assignments
- [ ] Accessible text / large print / screen reader
- [ ] Alternative response or assessment format
- [ ] Reduced-distraction testing
- [ ] Accessible facilities / mobility access
- [ ] Disability-related health support
- [ ] Breaks or flexible scheduling
- [ ] Captions / transcripts / interpreter
- [ ] Assistive technology / accessible LMS
- [ ] Attendance / deadline adjustments
- [ ] Communication support / note-taking
- [ ] Other support described below

Explain requested adjustments, relevant courses / activities and how the support would help

Urgent deadline, upcoming test or temporary support needed while the request is reviewed

Preferred language / accessible communication format

Online / in person / hybrid; relevant location

Supporting information and acknowledgment

STUDENT SECTION | Keep a copy of your request and the school response.

4 Information supporting the request

Submit relevant information you already have; you may request support before documents are available. Do not send full medical files, psychotherapy notes, genetic information or unrelated records. Staff may request limited evidence to clarify a disability or support need and must explain why.

- ☐ Prior IEP / 504 plan / services plan
- ☐ Previous accommodation approval
- ☐ Relevant professional letter / evaluation
- ☐ Student / family description
- ☐ Documents will follow
- ☐ Need help obtaining suitable information

Describe prior helpful accommodations and documents attached or expected

This form does not authorize clinician contact or medical-record release. Staff must obtain separate, specific authorization or identify a lawful exception. You may supply relevant documents directly.

5 Privacy and review

Information is restricted to staff with a legitimate need, subject to law. Instructors generally receive approved adjustments, not diagnoses. Sharing among Foundation schools is not automatically authorized. Records are secured and retained under applicable law and school policy.

The school will consult with you, review individual needs, and issue a decision or explain what is needed. Required support carries no disability surcharge. A specific adjustment is not guaranteed; effective alternatives may be considered. Discrimination and retaliation are prohibited.

You may request reconsideration, report ineffective support or file a grievance. Internal review does not waive or extend external complaint rights or deadlines. This form does not waive rights or consent to treatment, special education evaluation or unrestricted record sharing.

6 Acknowledgment

I request an individualized review. To the best of my knowledge, the information provided is accurate. My signature acknowledges this request; it does not release records or waive rights. Staff may document an oral request if signing is inaccessible.

Requester signature or typed name and role

Date

School contact and secure submission route

School completes before distribution: contact name, secure submission method and telephone

Accommodation review and decision record

CONFIDENTIAL STAFF SECTION | Complete for the selected institution only; send the requester a decision copy.

Student name / ID and selected school

Date received / assigned reviewer

Student or authorized representative consulted / date

Urgent need / interim response date

Relevant information reviewed; any missing information and specific reason it is necessary

- [ ] Approved
- [ ] Approved in part / effective alternative
- [ ] Additional information needed
- [ ] Denied with written reasons below

Approved adjustments / interim support: scope, amount, frequency and applicable activities

Effective date / duration; review date if needed

Responsible staff / implementation deadline

For each unapproved request: individualized reasons, evidence, essential requirements and alternatives

Pending information is not a denial. Record interim measures; obtain responsible-administrator review of legal exceptions. See page 5.

Decision maker / title / date

Decision communicated by / date / format

Reconsideration / grievance contact, submission route and applicable published procedure

Implementation confirmed with staff / date

Student follow-up / effectiveness review date

Send an accessible decision and grievance procedure. Share only needed implementation details with staff.

Institutional administration guide

STAFF ONLY | Legal alignment and operating safeguards; not a substitute for school-specific policies.

Determine the applicable framework before use

Alaska: AS 18.80.230 prohibits disability discrimination by covered public accommodations; AS 18.80.300 supplies definitions. Alaska's Human Rights Commission has applied its public-accommodation regulation to educational institutions. Assess coverage for each school and service. [1]

California: Civil Code section 51 (Unruh Act) and sections 54-54.3 protect disability access in covered settings. Do not assume nonprofit or private-school status removes these duties. Apply the applicable California disability definition, which can be broader than the federal standard. Government Code section 11135 and Education Code section 220 add protections where their state-funding or state-aid conditions are met. [2-4]

Federal coverage: ADA Title III generally covers nonreligious private schools; Section 504 applies to recipients of federal financial assistance. ADA Title II governs public entities. Determine the actual operator, funding, religious exemption if any, delivery model and jurisdiction; do not infer coverage from the school name or accreditation. [5-6]

Apply the appropriate educational process

K-12: This request form is not an IEP, evaluation consent or public-school Section 504 plan. For parentally placed private-school children, IDEA generally does not confer an individual entitlement to the services available in public school. Explain available district child-find / equitable-services routes where applicable. Public-agency placements and funded programs require their own analysis; do not use this form to displace those duties. [7]

GIIC, GIU and other postsecondary programs: Review academic adjustments against individual access needs and legitimate essential requirements. Consider prior plans as evidence; they do not automatically carry over as a college IEP. At FERPA-covered institutions, rights transfer to the student at age 18 or upon postsecondary attendance at any age. Verify consent or another lawful basis before involving parents. [8-9]

Review and implement without unnecessary barriers

Request only information needed to resolve a genuine question about disability or support. Avoid automatic document-expiration rules or routine repeat diagnosis. For covered examinations, documentation demands must be reasonable and limited; give substantial consideration to past accommodations and respond in time to preserve equal access. [5]

Assess each proposed denial under the correct legal standard. Fundamental alteration, undue burden for auxiliary aids, and direct threat are distinct analyses; they are not generic reasons to refuse all modifications. Document evidence, reasonable alternatives and the required responsible-official review. Consider effective interim support and keep the requester informed. [5]

Proposed service targets for adoption: Acknowledge within 5 business days; aim to issue a decision or substantive update within 15 business days. Address imminent access barriers sooner. These are proposed internal targets, not statutory deadlines or grounds to delay legally required action.

Source references and release checklist

STAFF ONLY | Research checked 14 November 2026; review when laws or institutional operations change.

This template is designed to support compliance, not certify it. A qualified Alaska/California education-law reviewer should confirm each institution's coverage and procedures before adoption. The school must complete the contacts and operational steps below. No school-specific funding, authorization, exemption or privacy-policy status has been verified.

1 Alaska disability protections - AS 18.80.230 and .300; Alaska State Commission for Human Rights statute compilation and educational-institution decision. Open source

2 California public accommodations - California Civil Rights Department: Unruh Act guidance, including private schools; Civil Code section 51. Open source

3 California disability access and state-funded programs - Department of Rehabilitation: Unruh Act / Civil Code sections 54-55.2 and Government Code section 11135. Open source

4 California education funding condition - Education Code section 220: state financial assistance or state student financial aid; official code reference. Open source

5 ADA private-school and examination requirements - 28 CFR part 36, especially sections 36.206, .208, .301-.303 and .309. Open source

6 Section 504 and public-entity coverage - U.S. Department of Education: disability discrimination frequently asked questions. Open source

7 Private-school K-12 distinctions - U.S. Department of Education: parentally placed private-school children; 34 CFR 300.130-.144. Open source

8 Postsecondary academic adjustments - U.S. Department of Education: Students with Disabilities Preparing for Postsecondary Education. Open source

9 Student record rights - U.S. Department of Education: FERPA legal basics and transfer of rights; 34 CFR part 99. Open source

Supplemental Alaska educational-institution decision: Commission decision. California statutory website retrieval was restricted; agency guidance and available statutory text were cross-checked. Confirm the current official text at adoption.

Before issuing this form

- ☐ Confirm school-specific legal coverage
- ☐ Name an impartial grievance reviewer
- ☐ Set secure storage / retention / access rules
- ☐ Complete page 3 secure submission contact
- ☐ Adopt response and escalation procedures
- ☐ Offer accessible alternatives and assistance

Keep disability records separate from general admission review. Provide a workable oral or assisted route; this interactive PDF is not certified PDF/UA. Verify applicable privacy, retention, cross-border processing and external complaint notices for each school. No blanket record release, fee waiver of rights, or admissions disability screen is created by this form.

Institutional approval / role

Effective date / next legal review