

Disability Services

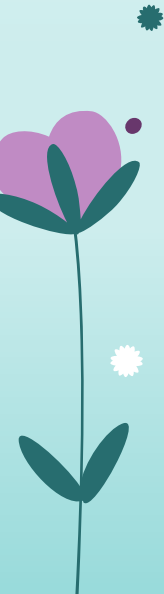
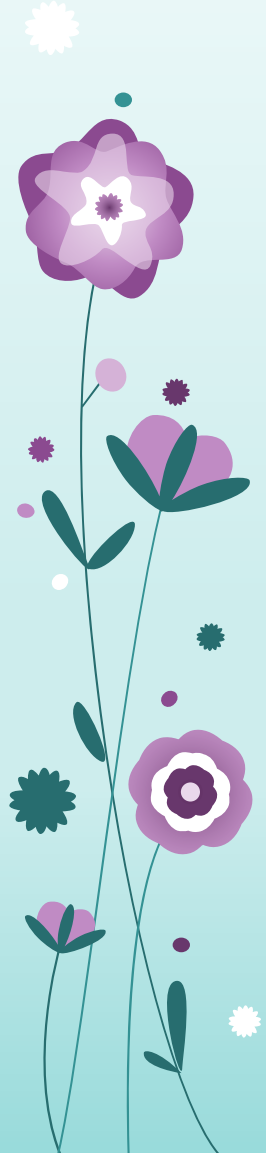
Back to Basics

Spring Semester 2020-21



Today's Topics

- DS staff and contact info
- DS mission statement
- How students receive accommodations
- Common and unique accommodations
- Pregnancy accommodations
- Faculty responsibility for accommodations
- Who are our students?
- Shared responsibilities and discrimination
- Q & A



Staff, Location, Contact

Kym

- Director
- B 215
- x5265
- Pregnancy support (Title IX)

Terry

- Academic Support
- Working remotely
- x5081

Maggie

- Assistive Tech
- B 206
- x5069

Student Affairs Office – B 216

Administrative Assistant – Marisol Lebron

disabilityservices@racc.edu

DS Mission Statement

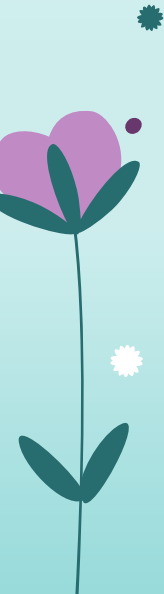
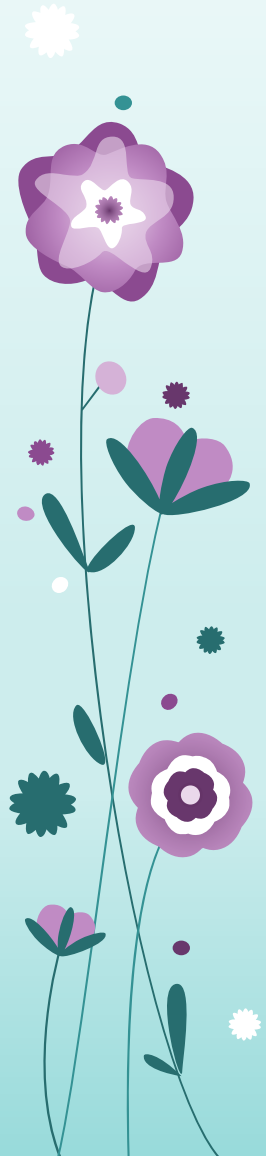
The Disability Services office at Reading Area Community College welcomes otherwise qualified students with disabilities to participate in credit, non-credit, workforce, literacy, and all other programs. We are committed to providing equal access to all academic programs and student activities. Disability Services staff members are committed to providing leadership to the campus community and communicating disability information that would ensure compliance with the Americans with Disabilities Amendments Act and Section 504 of the Rehabilitation Act.

To promote our mission we:

1. Provide reasonable accommodations for program access and connect students with appropriate academic resources and services on campus.
2. Educate students with disabilities about self-advocacy in the postsecondary environment and about policies and procedures for attaining access to programming.
3. Act as a liaison with regional groups involved with individuals with disabilities and with local high school Transition Coordinators.
4. Provide leadership to the campus community in the area of disability services.
5. Communicate with the campus community to provide information and resources about disability related issues and compliance.

DS Mission Statement

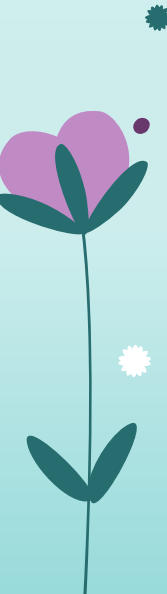
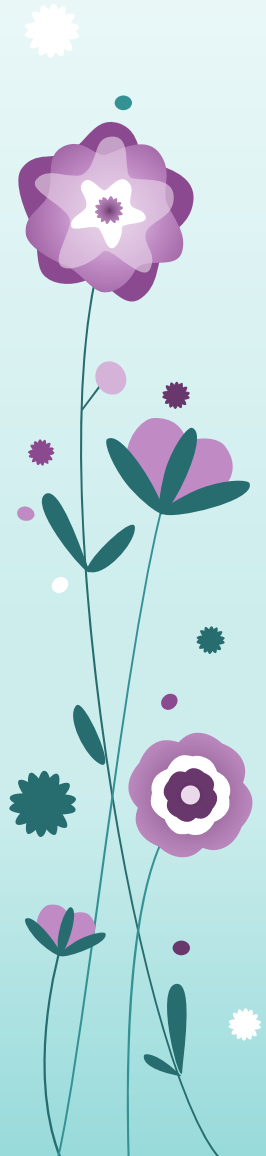
- Otherwise qualified = academically able (students with IDD do not succeed in traditional academic programs)
- All programs = ALL
- Access = not success (like in HS)
- Compliance with the laws = everyone must comply
- Reasonable accommodations = nothing unreasonable; not fair to you
- Self-advocacy = students are encouraged to speak up
- Transition Coordinators = we are connected with all 18+ school districts
- Communicate with campus community = we are here for YOU



Process for Requesting Accommodations

Step #1: Intake appointment

- Meet with student (at any point in process)
- Discuss disability-related issues
- Get to know the student
- Build rapport
- Assess the barrier(s)
- Request documentation of the disability



Process for Requesting Accommodations

Step #2: Review disability documentation

- Relatively current
- From a relevant professional (doctor, psychiatrist, etc.)
- Signed and dated
- Includes diagnosis
- HS documents considered (IEP, 504 plan, Eval. Report)
- Identify the barrier and a reasonable accommodation

Process for Requesting Accommodations

Step #3: Create an accommodation plan

- Accommodations based on *need* (not desire)
- Must be reasonable; no modifications
- Cannot interfere with essential requirements of the course
- Discuss plan with student and sign to agree
- Plan remains in place for duration; may be changed with additional disability documentation
- Plan is used to create memos to instructors

Process for Requesting Accommodations

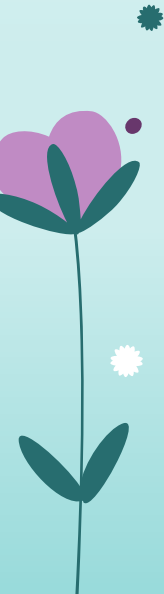
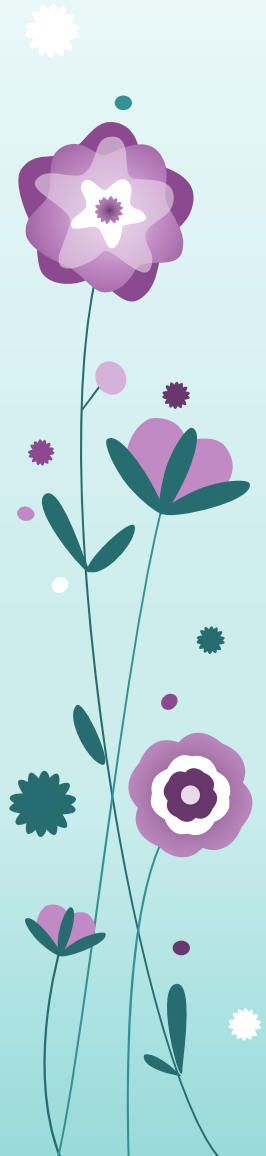
Step #4: Send accommodation memo to faculty

- Sent each semester upon student's request
- Attached in email to faculty
- Please check your email early, before the semester starts



Common Accommodations

- Extra time for testing (50% or 100%)
- Testing in DS testing room (we monitor)
- Sit at a table (wheelchair user or other)
- Record lectures (audio only, with signed agreement)
- Food/beverage allowed in class
- May have tests read out loud using Kurzweil



Unique Accommodations & Heads-up

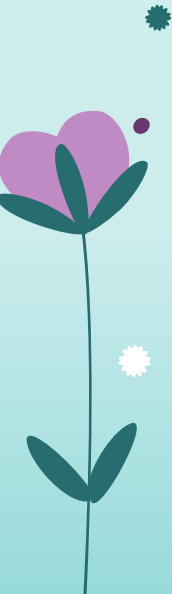
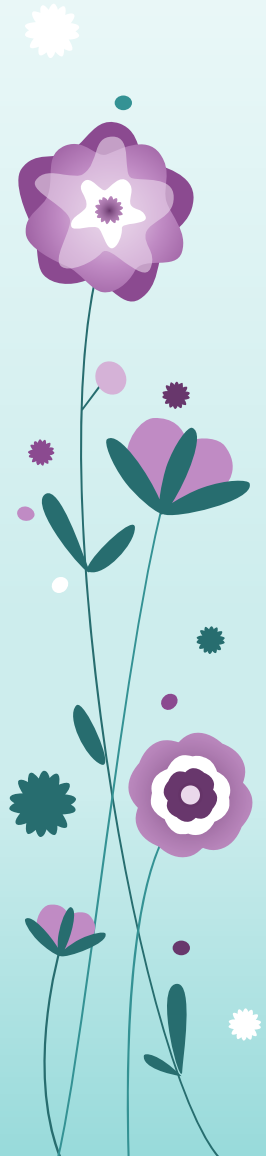
Rare accommodations

- ASL interpreter for Deaf student; may need to caption videos
- FM listening system for hard-of-hearing student
- Leniency statement for chronic health issue
- Student may leave the classroom for a few minutes
- Student may stand up in class



Not accommodations, but you still deserve a heads-up

- Student has unusual behaviors
- Student has a service dog
- Student has a nurse



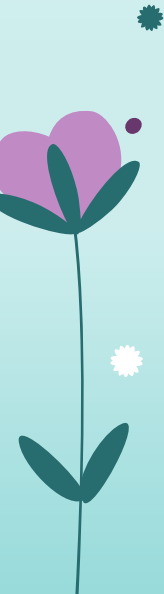
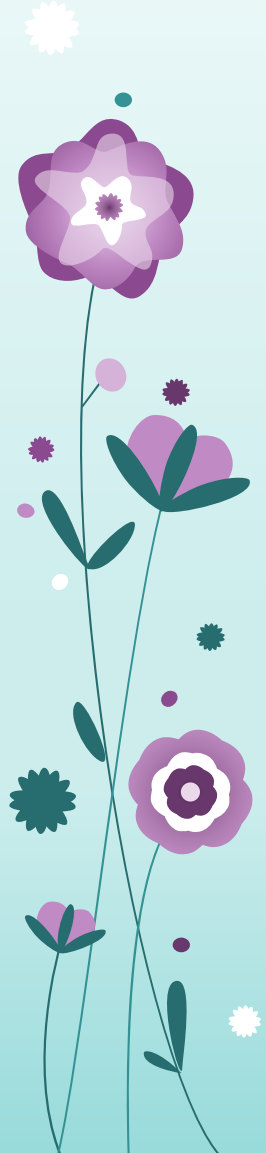
Unique Accommodations

Temporary Limitations

- Not really a disability; still covered by the law
- Short term accommodations
- Examples:
 - Broken dominant hand
 - Sudden loss of vision
 - Recent concussion
 - Pregnancy (Title IX)
- You will receive accommodation guidance from DS

Faculty Responsibilities

- Provide accommodations listed on memo
- Meet with DS staff if there are questions or concerns--*early*
- Engage in an “interactive process” with DS staff about accommodations, if needed
- Don’t mention a student’s disability in public
- Don’t accommodate a student without notice from DS
- Don’t over-accommodate
- Don’t accept disruptive behavior
- Treat students with disabilities like any other student



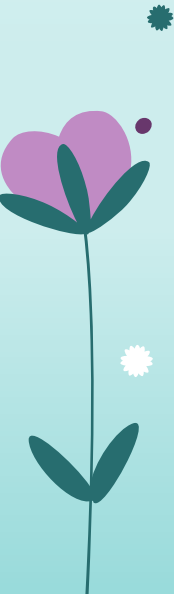
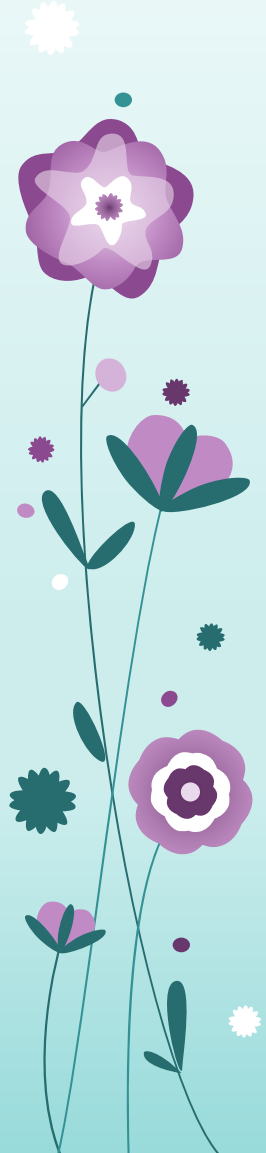
Poll: Who Are Our Students?



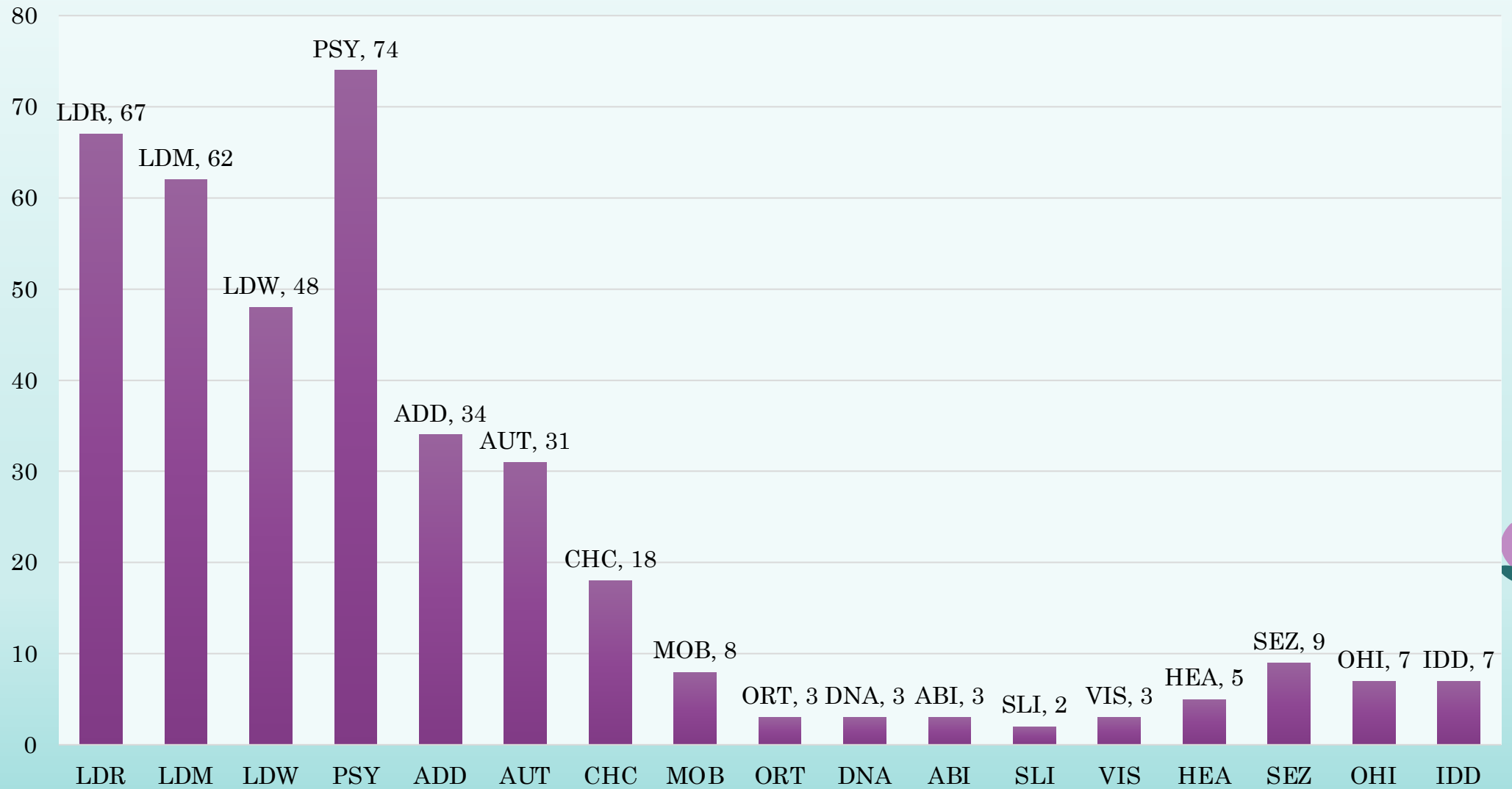
Answer poll question:

We have students with all kinds of disabilities.

What type of disability is the type that the largest percentage of our students has?



Who Are Our Students?



Shared Responsibilities

The laws state we must not discriminate based on a disability:

- Americans with Disabilities Act
- Section 504 of the Rehabilitation Act

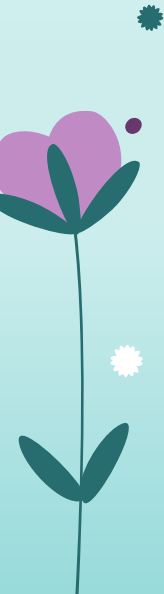
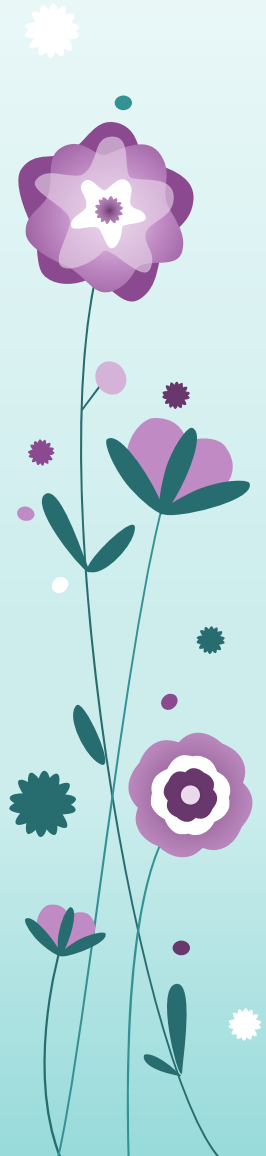
"No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance"



Shared Responsibilities

What are some examples of possible discrimination against a student with a disability?

https://youtu.be/JVL_5QUOJ44



Shared Responsibilities

The laws: Americans with Disabilities Act & Section 504 of the Rehabilitation Act

OCR under the Dept. of Ed. investigates discrimination claims:

“Examples of the types of discrimination prohibited **include inequitable access to educational programs and facilities...and refusal to implement or inappropriate implementation of academic adjustments** in higher education.”

“Programs or activities that receive ED funds must provide aids, benefits or services in a nondiscriminatory manner in an environment free from discriminatory harassment that limits educational opportunities. Such aids, benefits or services **may include**, but are not limited to, **admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, athletics, and housing.**”

When in Doubt, Reach Out!

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References

Disability Discrimination—Overview of the Law:

<https://www2.ed.gov/about/offices/list/ocr/disabilityoverview.html>

Disability Discrimination Resources:

<https://www2.ed.gov/about/offices/list/ocr/disabilityresources.html>

Students with Disabilities Preparing for Postsecondary Education:

<https://www2.ed.gov/about/offices/list/ocr/transition.html>

Questions?

Suggestions for future DS info session topics?