



# STUDENT HANDBOOK



2011

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## STUDENT HANDBOOK

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# HOW TO GET STARTED



## GUIDE TO REGISTERING FOR CLASSES

### GET ADMITTED TO THE COLLEGE

- Fill out Application for Admissions, either in person or on-line, <http://www.stlcc.edu/Admissions and Registration/Admissions/Index.html>
- Ask your high school and/or college to send transcript(s) to the college. If GED, provide copy of your scores.
- Apply for Financial Aid [OPTIONAL]
- Apply on the Internet.  
<http://studentaid.ed.gov/PORTALSWebApp/students/english/fafsa.jsp>

### MEET WITH DIVISION OF VOCATIONAL

#### REHABILITATION [OPTIONAL]

- North Office                    314.877.3200
- St. Louis West Office   314.340.4621
- Downtown Office        314.340.7926
- Southwest Office         314.416.2883

### TAKE PLACEMENT (ASSESSMENT) TESTS

**NOTE:** Students needing only extended time need not request accommodations for the placement tests. All students receive unlimited time

- Take Placement Tests without accommodations
- Schedule the placement test with accommodations through the Access Office

### SCHEDULE CLASSES

- Make an advising/registration appointment with the Access Office
- Make an advising appointment with counseling or advising departments and go to Registration Office

### REGISTER ON LINE

### DIVISION OF VOCATIONAL REHABILITATION CLIENTS [OPTIONAL]

- Obtain authorization for payment of classes

### PAY FOR CLASSES [BY DUE DATE OR CLASSES WILL BE DROPPED]

- Self-pay
- In person: Cashier's Office
- Online: Credit card only
- Mail
- Telephone: Cashier's Office, credit card only
- Payment Plan: Go to [www.stlcc.edu](http://www.stlcc.edu) e-Cashier link
- Pell Grant, scholarships, A+, loans, work study: Go to Financial Aid Office
- DVR, VA, RSB, or Third Party Pay: Make sure your authorization is sent to:  
St. Louis Community College  
Student Accounts  
300 South Broadway  
St. Louis, Missouri 63102

### GET YOUR STUDENT ID (ONE CARD) AND

#### PARKING PERMIT:

- Bring a picture ID (School ID, Driver's License, Passport)

### BUY YOUR TEXTBOOKS FROM THE BOOKSTORE

- Bring your printed schedule

### COME TO NEW STUDENT ORIENTATION

- Attend Access Office Orientation on \_\_\_\_\_
- Attend College's Orientation on \_\_\_\_\_

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# GUIDE TO OBTAINING ACCOMMODATIONS AND SERVICES

## SCHEDULE AN ACCESS INTAKE APPOINTMENT

- Self identify that you are a student with a disability
- Fill out Application for Access Office Services
- Sign the Access Office Documentation Release form
- Discuss:
  - o Your educational goals
  - o Academic load needed (full time/part time)
  - o How your disability affects you in a college setting
  - o What documentation you need
  - o What accommodations you used in the past
  - o What accommodations will you need for placement tests
  - o Request accommodations:
    - Must not fundamentally alter the nature of the program activity or service
    - Cannot give an unfair advantage
    - Must be directly related to your disability
    - Must have a reasonable opportunity to provide equal access

## PROVIDE DOCUMENTATION

**NOTE:** Can be provided prior to the Intake appointment

- Documentation must be:
  - o Current
  - o Based on adult assessment and norms
  - o Signed by an appropriate professional
  - o Shows a substantial limitation to a major life activity
  - o Supports appropriate accommodations that provide equal access
- Documentation can
- be sent to the Access Office by:
  - o Signing an Access Office release form
  - o Having the documentation faxed from a professional or agency
- Hand-carrying documentation (Some documentation cannot be hand-carried)

## DOCUMENTATION APPROVAL PROCESS

- Your documentation will be assessed by the Documentation Review Committee (DRC). It takes 1-2 weeks to process documentation.
- You will be contacted regarding the results of the DRC review
- If documentation is approved, set up an accommodation appointment
- If more documentation is needed, you will be informed about what you need provide in order to qualify for accommodations.

## SCHEDULE AN ACCOMMODATION SET-UP APPOINTMENT:

- Discuss accommodations you are entitled to receive
- Learn the policies and procedures for accessing each accommodation
- Obtain an Access Office Student Handbook
- Learn about the time needed for requesting accommodations such as books in alternate format, interpreters, adaptive equipment, etc.  
**NOTE:** Your requests need to be made at least 6 weeks prior to the start of the class in order for the accommodations to be provided in a timely manner.
- Sign the Access Office Release of Information form if you have not already done this.

## GETTING ACCOMMODATIONS IN CLASS

- Pick up Instructor Notification Memos from the Access Office
- Deliver the Memos and make an appointment with instructors to discuss how each accommodation will be provided.
- Make accommodation requests throughout the semester in a timely manner: Most requests need to be made at least 2 days prior to need.
- Inform the instructor/Access Office of problems with accommodations as soon as they arise

## RECEIVING ACCOMMODATIONS FOR FUTURE

### SEMESTERS

- Request accommodations every semester. You can do this by:
  - o Scheduling an appointment with the Access Office to update accommodation requests or
  - o Filling out an Accommodation Update form  
**NOTE:** You may be asked to make an appointment

## OTHER ACCESS OFFICE SERVICES

- New student follow-up
- Personal and career counseling
- Mentoring, advocacy, and problem solving assistance
- Study skills and organizational skills help

# MORE ABOUT DOCUMENTATION

## WHAT IS DOCUMENTATION OF DISABILITY?

- It is written proof that a disability exists
- It is necessary to determine if there is a substantial limitation to a major life activity such as learning, walking, talking, seeing, hearing, etc.
- It provides information the College needs in order to consider accommodations for equal access.

## WHO IS RESPONSIBLE FOR PROVIDING THE DOCUMENTATION?

The student is responsible for providing documentation of disability to the College.

## WHAT ARE ST. LOUIS COMMUNITY COLLEGE'S DOCUMENTATION REQUIREMENTS

The Access Office has adopted the [National Association on Higher Education and Disabilities \(AHEAD\) best practices: Disability Documentation in Higher Education](#).

For more information about the documentation requirements for specific disabilities, please contact the Access Office.

## HOW SHOULD DOCUMENTATION BE DELIVERED?

- Sign a Release of Information form so that the Access Office can obtain written permission to send for documentation.
- Have it mailed or faxed by the qualified professional.

**Note:** The Access Office reserves the right to refuse documentation that is hand-carried to the Access Office.

## WHERE DOES A STUDENT GET DOCUMENTATION?

Documentation can come from a variety of sources such as:

- The Department of Vocational Rehabilitation
- Special School District of St. Louis County
- St. Louis Public Schools, Department of Special Education
- Private physicians; licensed psychologists
- Metropolitan Employment and Rehabilitation Services
- Veterans Administration
- Colleges/universities that provide psychoeducational assessments

## **HOW OLD CAN DOCUMENTATION BE?**

Documentation must reflect current functioning and be based on an adult assessment.

## **WHAT DOES THE ACCESS OFFICE DO WITH THE DOCUMENTATION?**

The Access Office uses the documentation to:

- Determine if the documentation certifies that a disability is present.
- Determine if the documentation shows that the disability causes a substantial limitation to a major life activity, such as learning, hearing, seeing, speaking, walking, etc.
- Determine eligibility for specific accommodations for equal access.

**NOTE:** Documentation of disability is kept in a secured site in the Access Office, separate from the student's College file.

## **CAN FACULTY OR STAFF SEE A STUDENT'S DOCUMENTATION OF DISABILITY?**

If it is determined that there is a need to know documentation can be released to appropriate personnel. This usually occurs when there is a threat to harm a person or property.

## **CAN FACULTY OR STAFF BE TOLD WHAT THE STUDENT'S SPECIFIC DISABILITY IS?**

No. However, two circumstances warrant faculty/staff access to specific information about a student's disability:

1. The student gives permission to the Access Office to disclose disability to faculty/staff.
2. It is determined that there is a need to know. This usually occurs when there is a threat to harm a person or property.

## **HOW LONG WILL THE ACCESS OFFICE KEEP DOCUMENTATION?**

The Access Office keeps documentation for five years after the student has stopped attending the St. Louis Community College.

## **CAN A STUDENT OR ANYONE ELSE HAVE A COPY OF THE DOCUMENTATION?**

The Access Office will not release documentation without the student's permission. Releasing documentation is determined on a case-by-case basis.

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## WHAT DO I DO IF I AM REGISTERED AT MORE THAN ONE CAMPUS?

If you are taking classes at more than one campus during a semester, and you need accommodations at each campus, you must register with the Access Office at each campus. Follow these steps:

1. Sign a release at your current campus to have your application and documentation sent to the second campus.
2. Make an appointment with the second campus after your documentation has arrived.

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## ACCOMMODATIONS FOR PLACEMENT TESTS

All students are required to take a placement test unless the Admissions Office waives them. Students' skills will be tested in English, reading and math. Test results will determine which class level is best for the student.

### HOW CAN STUDENTS GET ACCOMMODATIONS FOR THE PLACEMENT TEST (ACCUPLACER)?

- Documentation of disability needs to be on file at the Access Office.
- An Access Office professional and the student will discuss appropriate accommodations.
- Requested accommodations will need to be approved by the Documentation Review Committee (DRC).
- Students will then be notified by the Access Office regarding the DRC's decision and setting up the placement tests.

### TYPES OF ACCOMMODATIONS THAT CAN BE USED FOR THE ACCUPLACER TEST

All students can take as much time as they want to complete the computerized Accuplacer. Therefore, it is not necessary to request extended time.

Examples of accommodations that can be provided with approval are:

- Enlarged tests
- Taped tests
- Interpreter
- Reader
- Writer
- Other (as determined by documentation)

### HOW DO STUDENTS SCHEDULE THE ACCUPLACER?

Students have a choice:

- If they need accommodations, they should talk to the Access Office professional regarding scheduling the Accuplacer.
- If students are not using accommodations, they should contact Assessment.

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# INFORMATION ABOUT THE ACCESS OFFICE



## WELCOME!

We are excited that you have chosen St. Louis Community College and we look forward to working with you. Please take a moment to read the Mission of the Access Office and the types of services provided to students and faculty. This Student Handbook should help you understand our policies and procedures.

In order to assure that accommodations are provided in a timely manner, you should meet with the Access Office at least 6 weeks prior to the start of the semester. Please contact us if you have questions

Good luck and much success!

The Access Office Staff

## MISSION

The St. Louis Community College Access Office collaborates with faculty, staff, students, and the community to encourage a college environment where individuals are viewed on the basis of ability, not disability.

This is done by:

- Certifying and coordinating appropriate accommodations to promote access for persons with disabilities
- Providing students with disabilities advising and counseling services that consider disability-related issues
- Minimizing physical and attitudinal barriers
- Building relationships and resources within the college and its community

Ultimately, we envision a college community, which values the contributions of all members regardless of disability and provides the opportunity for them to realize their greatest potential

Adopted June 1997

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## SERVICES OFFERED BY THE ACCESS OFFICE

The Access Office offers support services to students who have documented disabilities of a temporary or permanent nature. The office also assists faculty and staff who teach or provide services to students with disabilities. The goals of the Access Office are to provide appropriate support services that help minimize physical and attitudinal barriers while promoting autonomy and self-advocacy for persons with disabilities.

### SERVICES PROVIDED TO STUDENTS:

- Transition to college information
- Orientation to campus facilities, policies, and services
- Individual advising and counseling
- Accommodations for placement tests
- Classroom accommodations
- Support personnel (interpreters, readers, writers, and notetakers)
- Assistive technology
- Alternate format
- Referrals to and liaison with campus and community resources
- Referrals for LD/ADHD diagnosis
- Advocacy, study skills and consumer training

To qualify for services, students must self-identify to the Access Office and provide written documentation of their disability from a qualified professional or agency. This should be done at least six weeks prior to the beginning of each semester, so that accommodations can be in place when classes begin.

Approved accommodations are based on the written documentation received by the Access Office. Students who need classroom accommodations must register each semester with the Access Office. Instructor Notification Memos which describe the student's needed classroom accommodations will be developed with the student's written permission. It is the student's responsibility to pick up and deliver the Instructor memos. All accommodation should be discussed with each instructor.

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## STUDENT RESPONSIBILITIES

### PRIOR TO THE START OF THE SEMESTER

- Self-identify as a student with disabilities to the Access Office.
- Provide current documentation of disability.
- Understand how the disability affects learning,
- Request specific accommodations in a timely manner. Some accommodations take several weeks to arrange.
- Meet with the Access Office at each location where you are taking classes to learn about procedures for using accommodations at the College.
- Meet with the Adaptive Technology Specialist to learn about available technologies and to obtain training on their use.

**Note:** Accommodations are not retroactive.

### DURING THE FIRST WEEK OF THE SEMESTER:

- Pick up Instructor Notification memos from the Access Office.
- Make an appointment with each teacher and discuss the accommodations listed on the Instructor Notification memo.
- Inform the Access Office and instructors of problems related to accommodations and suggest possible solutions.

### THROUGHOUT THE SEMESTER:

- Most requests need to be made at least 2 days prior to need. However, obtaining materials in alternate format may take longer
- Continue to advocate for accommodation needs.
- Meet with the Access Office staff as needed.
- Check to make sure notes are effective if using volunteer or paid notetakers.
- Use appropriate Assistive Technology responsibly.

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## TEMPORARY DISABILITIES/COURTESY SERVICES

The Access Office provides limited assistance for students in need of temporary services (i.e. inability to write because of a broken bone or inability to sit comfortably in class because of recent surgery).

### TYPES OF ASSISTANCE

The type of assistance is determined on a case-by-case basis and may be dependant upon documentation. Services may include the following:

- Classroom support such as readers, writers and notetakers
- Notetaking devices, tape recorders and notetaking paper
- Alternate seating
- Adapted test-taking
- Access maps of campus
- Referrals to appropriate resources or agencies

### HOW TO RECEIVE SERVICES

- The student should contact the Access Office as soon as possible to make the request.
- An application for services will need to be filled out.
- The College has the right to request documentation of the need for temporary assistance from the student's physician prior to the provision of services. A **Verification of the Need for Temporary Courtesy Services Form** can be obtained from the Access Office.

**The Access Office typically asks for advanced notice in order to have services in place. However, the staff will try to respond to the request in a timely manner.**

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# THE LAWS



## THE LAWS

Two laws govern higher education regarding the provision of equal access to students with disabilities, the Rehabilitation Act, Section 504, and the Americans with Disability Act (ADA). The following is a synopsis of both laws as they affect College.

### **DEFINITIONS OF DISABILITY**

The ADA and Section 504 define disability as:

- A physical or mental impairment that substantially limits one or more of the major life activities of an individual (caring for oneself, performing manual tasks, walking, sitting, standing, lifting, reaching, seeing, hearing, speaking, breathing, leaning, and working)
- A record of such an impairment
- Being regarded as having such an impairment

Individuals with disabilities may include persons who have: mobility; sensory or speech impairments; cosmetic disfigurements, mental illness, mental retardation, or learning disabilities. Individuals with disabilities may also include persons who have neurological, psychological, or physical disabilities.

Documentation of disability is required and must be certified by a licensed professional, i.e., doctor, psychiatrist, licensed psychologist, etc.

### **WHO IS A QUALIFIED INDIVIDUAL WITH A DISABILITY IN COLLEGE?**

A person with a disability who meets the academic and technical standards required for admission or participation in the college's programs or activities

### **WHAT ARE REASONABLE --- WHAT ARE NOT REASONABLE ACCOMMODATIONS?**

Each request for an accommodation will be evaluated on a case-by-case basis by the Access Office. Factors to determine reasonable accommodations include:

- The academic and technical standards required for admission or participation in an education program or service
- The purpose and nature of the program, course, and/or service
- The precise education-related abilities and functional limitations of the student and how those limitations could be overcome with reasonable accommodation
- The nature and cost of the accommodation required in relation to the College's financial resources
- The consequences of such an accommodation upon
- The operation and educational mission of the College, course, program, service and/or activity
- Other federal, state, and local regulatory requirements

Reasonable accommodations do not waive students' responsibilities to:

- Complete requirements of a program, course, service and/or activity,
- Adhere to generally acceptable standards of behavior and the College's General and Academic Student Rights and Responsibilities
- Adhere to administrative and faculty/staff directions and instructions.

### **WHAT IS AN UNREASONABLE ACCOMMODATION?**

Unreasonable accommodation requests occur when:

- The student requests services of a personal nature
  - Personal attendants
  - Tutoring (outside of what is provided for the general population)
  - Transportation
  - Mobility training
  - Behavioral coach
- The educational standards or mission of St. Louis Community College would be substantially altered
- The nature of the program, course, service and/or activity would be fundamentally altered
- The student is not otherwise qualified (with or without accommodations) to meet the academic and technical standards required for admission or participation in an education program, course, service and/or activity;
- The effects of the disability cannot be overcome even with reasonable accommodations
- The individual would not be able to complete a program, course, service and/or activity; even with reasonable accommodations
- An undue financial or administrative hardship (College-wide) would be caused by the accommodation
- The individual would pose a direct threat to the health or safety of himself/herself or others

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## ADA GRIEVANCE PROCEDURES

Access to programs, courses, and services will be provided in compliance with relevant laws.

St. Louis Community College is committed to the elimination of arbitrary or unreasonable practices that result in discrimination. All groups operating under the policies of the college, including all employees, student governments, and programs sponsored by the college are governed by this policy of non-discrimination. In accordance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Board policy, the college does not discriminate on the basis of disability.

Grievance procedures for the prompt and equitable resolution of complaints are set forth in the college's designated Administrative Procedures.

### INFORMAL COMPLAINT PROCESS

The complainant should first attempt to resolve the matter informally by requesting a conference with a member of the Access Office and other appropriate employees; i.e., this includes the instructor if the complaint is about a classroom accommodation that was or was not provided. If the matter is not resolved, a request for reconsideration may be made through the normal administrative channels (department chair, dean, vice president for academic affairs or administrative dean, as appropriate). Complainants are encouraged to use the informal complaint process but the informal complaint process is not a prerequisite to the filing of a formal grievance.

### FORMAL GRIEVANCE

A complaint must be filed in writing by filing an ADA/504 Formal Grievance Form with the ADA Compliance Officer located at the campus location where the alleged violation occurred within 15 working days of the date of the occurrence giving rise to the complaint. The complaint shall contain the name, address, telephone number and e-mail address (if applicable) of the person filing it, and describe the alleged violation with as much detail as possible, including the date of the occurrence complained of, the person(s), and department involved.

- The ADA Compliance Officer shall advise the ADA Coordinator of the filing of the complaint. Contact information for the campus ADA Compliance Officers and Coordinator are listed below.
- The complaint shall be forwarded by the ADA Compliance Officer to the appropriate campus department for conference and resolution efforts with the complainant, using normal administrative channels (department chair, dean, vice president for academic affairs or administrative dean, etc., as appropriate) which resolution efforts shall not exceed 20 working days after the filing of the complaint.
- Within 10 working days after the conclusion of the 20 working day period or the date of the final departmental resolution effort, whichever date is earlier, the dean, vice president or administrative dean, etc., as appropriate, shall render a written decision and forward a copy to the complainant.
- If the complainant is not satisfied with the decision and wishes to file an appeal, the complainant shall notify the ADA Compliance Officer within 10 working days of the date of the decision.
- The ADA Compliance Officer will conduct an investigation and attempt to resolve the grievance. The investigation will afford all interested persons and their representatives, if any, an opportunity to submit evidence relevant to a complaint. The ADA Compliance Officer will notify the complainant and ADA Coordinator of his/her decision within 15 working days after receipt of the appeal.

The student need not be present at any conference except where the student requests another person to represent him/her at the conference. A representative may represent the student at the conference, provided the student is also present, at the discretion of and to the extent permitted by the College.

If the complainant is dissatisfied with the ADA Compliance Officer's decision, he/she may appeal to the appropriate college officer (campus president, vice chancellor, or chancellor, as appropriate), whose decision will be final. The complainant must deliver a written appeal to the appropriate college officer within 10 working days of issuance of the ADA Compliance Officer's decision.

The appropriate college officer will conduct an investigation within 10 working days after receipt of the appeal request, which may include a conference. He/she will render a decision and the reasons for it in writing within 20 working days following the receipt of the appeal request. He/she may affirm, reverse or modify the ADA Compliance Officer's decision in whole or in part.

Dates may be extended with the permission of all parties concerned.



Florissant Valley  
Forest Park  
Meramec  
Wildwood

**CONFIDENTIAL**

**ADA/504 GRIEVANCE FORM**

**For Students\***

All student grievances will follow the procedures listed in Administrative Procedure G6.1\*\*. Additional information may be attached to this form. This form must be filed with the applicable ADA Campus/CC Compliance Officer within fifteen (15) working days of the date the alleged grievance occurred.

\* A **Student** is defined as an individual with a disability or perceived disability who has been accepted to the College and is either enrolled in classes or taking appropriate action to enroll in classes. "Working days" will mean calendar days but will not include Saturday, Sunday, college-designated holidays or semester breaks.

Location: FP  FV  M  CC  HNEC  SCEC  WW

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Student ID No.: \_\_\_\_\_

E-mail address: \_\_\_\_\_

**Step 1:** Write the Nature of Grievance or Description of Grievance (include names, dates, and details; how was equal access denied?):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date Alleged Grievance Occurred: \_\_\_\_\_

Remedy Sought (How will remedy provide equal access?): \_\_\_\_\_  
\_\_\_\_\_

Signature of Grievant \_\_\_\_\_ Date \_\_\_\_\_

\*\*\*\*\*

Grievance Received by ADA Campus/CC Compliance Officer (Date & Signature): \_\_\_\_\_

Resolution efforts shall be conducted between the grievant and appropriate campus/administrative department for up to twenty (20) working days after the filing of the grievance. A decision by the appropriate administrative officer or his or her designee shall be rendered within ten (10) working days after the twenty working day period or final departmental resolution, whichever date is earlier.

**Decision:** \_\_\_\_\_  
\_\_\_\_\_

Signature of Appropriate Administrator or his/her designee \_\_\_\_\_ Date \_\_\_\_\_

Grievant to initial on appropriate line to acknowledge notification of decision and

(Grievant initials) \_\_\_\_\_ Agrees OR \_\_\_\_\_ Disagrees

Signature of Grievant \_\_\_\_\_ Date \_\_\_\_\_

(It is the responsibility of the grievant to notify the ADA Campus/CC Compliance Officer if he/she wishes to appeal the aforementioned decision within ten (10) working days of the appropriate administrator's decision.)

I wish to appeal the decision of my grievance.

Signature of Grievant \_\_\_\_\_ Date \_\_\_\_\_

**See Part II**

**Part II**

**Step 2:** If the grievant is not satisfied with the decision at Step 1, the grievant may file a written appeal within ten (10) working days of the administrator’s decision to the ADA Campus/CC Compliance Officer. The ADA Campus/CC Compliance Officer shall conduct an investigation and render a decision within fifteen (15) working days after receipt of the appeal.

Grievance Received by ADA Campus/CC Compliance Officer (Date and Signature): \_\_\_\_\_

**Decision:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of ADA Campus/CC Compliance Officer \_\_\_\_\_ Date \_\_\_\_\_

Signature of ADA District Coordinator \_\_\_\_\_ Date \_\_\_\_\_

Signature of Grievant \_\_\_\_\_ Date \_\_\_\_\_

I wish to appeal the ADA Compliance Officer’s decision of my grievance.

Signature of Grievant \_\_\_\_\_ Date \_\_\_\_\_

**Step 3:** A written appeal to the President/Vice Chancellor (as appropriate to location) must be filed within ten (10) working days of the ADA Campus/CC Compliance Officer’s decision. The appeal shall include a copy of the original grievance and decisions rendered in Step 1 and Step 2.

Grievance Received by President/Vice Chancellor (Date and Signature): \_\_\_\_\_

The President/Vice Chancellor or his/her authorized representative shall conduct an investigation and confer with appropriate persons within ten (10) working days after receipt of the appeal. The President/Vice Chancellor shall render a written decision and the reasons for the decision within twenty (20) working days following the receipt of the appeal request. The decision of the President’s/Vice Chancellor shall be final.

**Decision:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of President/Vice Chancellor \_\_\_\_\_ Date \_\_\_\_\_

\*\*A complete copy of this grievance procedure is available at <http://www.stlcc.edu/pol/slccprocedures.pdf>, Administrative procedure G6.1 and the current *Factfinder Student Handbook*.

If you need accommodations to complete the form, or an alternate format, please contact the Services for Students with Disabilities Office/Access Office, disAbility Support Services, or designated staff at the College Center.

**Distribution:** Grievant – Campus President/Vice Chancellor – Campus/College Center ADA Compliance Officer – ADA District Coordinator – Campus Access Office/Designated College Center Office 11/07

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## BUCKLEY AMENDMENT

The Buckley Amendment states that the College cannot release records or certain information about students or their progress without student's consent.

### **CAN MY PARENTS OR OTHERS OBTAIN INFORMATION FROM THE ACCESS OFFICE?**

The Access Office staff cannot share information about students without the student's written permission.

### **WHAT INFORMATION CAN LEGALLY BE GIVEN OUT WITHOUT STUDENT PERMISSION?**

Some information can be released through the Admissions/Registration Office such as the student's name, enrollment status, dates of attendance, choice of major, any degrees or certificates earned and what previous institutions attended.

### **WHY DO WE HAVE THIS LAW?**

The law recognizes college students as adults who have a right to privacy.

### **DO YOU WANT MORE INFORMATION?**

Details of this law can be found in the booklet "Student's Rights to Privacy" available in the Admissions/Registration Office.

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# INSTRUCTOR NOTIFICATION



## INSTRUCTOR NOTIFICATION MEMO

### WHAT IS AN INSTRUCTOR NOTIFICATION OF ACCOMMODATIONS MEMO?

- Each semester a memo can be printed.
- The memo will list your accommodations.
- You will hand carry these memos to each instructor.
- You can pick up the Instructor Notification Memos at the Access Office before attending your first class. See Sample Memo with this link.

### HOW DOES THE ACCESS OFFICE KNOW WHAT TO PRINT ON MY MEMOS?

The accommodations printed on the memo are based on the documentation that you presented to the Access Office. They are also based on your past use of accommodations and on your intake interview.

### AM I REQUIRED TO NOTIFY INSTRUCTORS?

If you are requesting that the College provide you with accommodations, you are required to:

- Pick up your Instructor Memos from the Access Office
- Make an appointment with each of your instructors
- Hand carry the memos to your instructors
- Discuss each accommodation requested regarding how the accommodation will be provided.

If you choose not to use accommodations for your class, you do not need to notify the instructor.

### CAN THE NOTIFICATIONS BE ISSUED FOR ONLY ONE INSTRUCTOR?

Yes, you may inform one, some, or all of your instructors. You should let your Access professional know in advance which instructors that you want to notify.

### CAN I CHANGE MY MIND ABOUT USING OR NOT USING ACCOMMODATIONS?

Yes, but accommodations are never retroactive. **Example:** You cannot set up accommodations at midterm and expect to be able to retake tests with accommodation that were taken prior to midterm.

### WILL INSTRUCTOR NOTIFICATION MEMOS BE AUTOMATICALLY GIVEN TO ME EVERY SEMESTER?

They are not issued automatically. Each semester, you must contact the Access Office to request accommodations.

## PROCESS

### **STEP 1: ACCOMMODATION APPOINTMENT**

Contact the Access Office after you register for classes. You will discuss:

- Your use of accommodations the past semester
- Your accommodation needs for the next semester

You will also need to sign a release for instructor memos to be printed. If you are a returning student, you can update your accommodations by filling out an Accommodations Update form.

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***STEP 2: PICK UP YOUR INSTRUCTOR MEMOS AT THE ACCESS OFFICE***

Memos will be available one week prior to the start of classes. You will sign a form stating you are responsible for delivering the memos to each of your instructors. You can also pick up:

- NCR notetaking paper
- A flyer that you can give to your notetaker entitled "OK I'll Be Your Notetaker."

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***STEP 3: SCHEDULE APPOINTMENT WITH INSTRUCTOR TO DELIVER MEMO***

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***STEP 4: INSTRUCTOR CONFERENCE***

Be sure to show up at the time scheduled. Give the Instructor Notification Memo to the instructor and discuss each accommodation as it relates to his/her class.

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## SAMPLE INSTRUCTOR NOTIFICATION MEMO

C O N F I D E N T I A L  
ST. LOUIS COMMUNITY COLLEGE  
ACCESS OFFICE - disABILITY SUPPORT SERVICES  
INSTRUCTOR NOTIFICATION

**SEMESTER:** Fall, 2006  
**TO:** Jane Faculty  
**FROM:** Access Office  
**DATE:** August 20, 2006  
**SUBJECT:** Joe Student  
**CLASS:** ENG 101

Joe Student is enrolled in your class, has a documented disability, and is registered with our office. The accommodations listed below have been discussed with the student and are based on documentation of the disability kept on file in our office. These accommodations have been determined to be reasonable per the Rehabilitation Act, the Americans with Disabilities Act, and national guidelines from the Association on Higher Education and Disability.

Because the student may function differently in each class, not every accommodation may be needed. It is important that you and the student discuss the accommodations for your particular class. If, after talking to the student, you need further clarification, please contact our office.

### **TESTING ACCOMMODATION**

The following testing accommodations have been approved for the student. If the instructor is unable to provide requested accommodation, the student will need 2 days advance notice to arrange tests through the Access Office. Students will be asking the instructor to sign an Out-Of-Class test form.

Extended time: Extended time is defined as double time. Exceptions to double time are based on documentation and are made on a case-by-case basis. Please discuss exceptions with the Access Office.

### **SUPPORT PERSONS**

Needs notetaking services: Please provide a copy of your notes to the student or find a volunteer notetaker. If unable to find a volunteer, contact the Access Office. More information regarding notetaking services can be found at the College Access Office website: <http://www.stlcc.edu/access>.

After accommodations have been provided, the student should be graded according to the same standards as other St. Louis Community College students.

As a part of the College's compliance with the disability laws, it is suggested that you make an announcement expressing your willingness to talk about special needs at the beginning of the semester. Additionally, we recommend that you include an ADA statement in your syllabus. These two actions might encourage the student to discuss accommodations and show evidence that you understand your role in

providing accommodations. An example of an ADA statement is available on-line at <http://www.stlcc.edu/access>.

If you are receiving this form, the student has signed a Release of Information Form allowing instructors and Access Office staff to communicate regarding accommodations and academic progress.

THIS INFORMATION IS CONFIDENTIAL. IT SHOULD NOT BE SHARED WITH ANY PERSON OTHER THAN THE STUDENT. In order to prevent breach of confidentiality, please dispose of this notification after the student has completed your course.

We realize the importance of faculty understanding and support in providing accommodations to students. The Access Office staff is committed to working with you in maintaining the integrity of the educational experience and in creating equal access opportunities.

A faculty/staff handbook that provides additional information on serving students with disabilities is on-line at <http://www.stlcc.edu/access> and/or is available in your department.

THANK YOU.

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## MEETING WITH YOUR INSTRUCTOR

1.	Introduce yourself and state what class you are in.
2.	Tell the instructor you are there to give him/her a letter from the Access Office and to discuss the accommodations you are requesting for the class.
3.	Discuss how to get accommodations.
4.	Make sure you and instructor agree on the process of getting accommodations
6.	Thank the instructor for his/her time.

### Tips

1. Make sure all of your questions are answered before you leave.
2. If the instructor does not agree to an accommodation, ask for an alternative suggestion
3. Contact the Access Office if there are questions concerning your accommodations.

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## ROLE OF FACULTY IN THE ACCOMMODATION PROCESS

Faculty has the following responsibilities:

- To make an announcement at the beginning of each class regarding the willingness to discuss accommodations with students
- To include a statement in all syllabi regarding your willingness to accommodate students with disabilities
- To meet as quickly as possible with students who provide an Instructor Notification memo from the Access Office. Students should initiate this meeting, but faculty can take the initiative when students are reluctant to self-advocate
- To hold students with disabilities to the same academic and behavior standards as all students
- To ensure that the proposed accommodation does not substantially alter curriculum standards
- Three important questions to ask:
  1. What is essential to the course or program of study in content, teaching procedures, format of class presentation, and requirements?
  2. What are accepted levels of performance on these measures?
  3. Are the accommodations requested preserving or compromising the above-defined elements?
- To provide the accommodation listed on the Instructor Notification Memos such as volunteer notetakers, extended time for tests, etc.
- To contact the Access Office if there are questions about the appropriateness of a required accommodation
- To contact the ADA Compliance Officer on your campus if issues regarding appropriateness are not resolved with the Access Office
- To continue to provide the accommodation until a resolution has been determined
- To uphold the confidentiality of students' disability related issues
- To assist the student in contacting the Access Office when a student requests an accommodation without a accommodations memo from the Access Office
  
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# ACCOMMODATION POLICIES AND PROCEDURES



## ABSENCE POLICY - DISABILITY RELATED

The Americans with Disabilities Act specifies that case-by-case exceptions will be made to established policy in order to avoid discrimination on the basis of disability. To address this, the Access Office has developed a Disability Related Absence Policy and Procedure.

### VERIFICATION OF DISABILITY

Based on documentation provided by the student from a qualified professional, the Access Office will verify that the student's disability may cause the student to miss classes. When a student qualifies for this accommodation, a statement will be included on the Instructor Notification of Accommodations Memos.

**Students who present documentation after absences occur will not be eligible for retroactive accommodations.**

### INSTRUCTOR NOTIFICATION

The student should meet with the instructor at the beginning of the semester to present the Instructor Notification of Accommodation Memo and to discuss how absences may affect the completion of coursework should the student need to use this accommodation. An Access Office professional can attend this meeting upon request.

### EXAMPLES

Some examples of allowances that can be made by instructors as accommodations for disability related absences are:

- If a certain number of absences would result in a lowering of student's grade, the student may not be penalized.
- If there were a policy that allows no make-up of missed exams, the student may be allowed to make-up the exam.
- Arrangements may be made for taping of lectures
- Arrangements may be made for provision of notes

### PROCEDURE

When a disability-related absence occurs, the following procedures should be followed:

- The student should notify Instructors and the Access Office within 48 hours of absence. If a designated representative notifies the Access Office because the student is too ill to communicate, the Access Office or the Campus Nurse will notify the instructors. (The student should have indicated a designated representative on the Access Office Release form.)
- When the accommodation is questioned, the instructor, student, and an Access Office professional should discuss whether the disability related absence accommodation is reasonable.
- The College reserves the right to request documentation of the disability-related absence from a qualified professional.

## CONSIDERATIONS

The decision in determining whether this accommodation can be provided, should be based on the following considerations:

- Is the absence truly related to the disability? Routine medical appointments, transportation difficulties, work-related activities, etc., are not reasons to warrant the disability-related absence accommodation because they are not disability related.
- Will the absences cause the student to miss essential components of the class? (For example, missing group work in an oral communication class)
- Can the activities missed by the student be made up? (For example, making up a missed nursing rotation may cause an administrative burden.)

## MEDICAL WITHDRAWAL

In cases where absences will affect the ability of the student to demonstrate skills required to pass the course, the student/Access Office will consult with the instructor in regard to the advisability of a medical withdrawal from the courses. In the event of a medical withdrawal, the student must follow the College's medical withdrawal procedures, which can be obtained from the Registrar's Office. Upon student request, the Access Office will help the student apply for a medical withdrawal.

Any complaints related to accommodations should follow the ADA Grievance Procedures. Copies of this procedure can be viewed on the web or obtained from the campus Access Office.

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## ADAPTIVE FURNITURE

Students who request adaptive furniture should register with the Access Office and present documentation from their doctor verifying that they have a disability and are unable to use student desks. Instructor Notification Memos will be generated by the Access Office for the student to pick up and deliver to each instructor, notifying them of the adaptive furniture need.

Some of the types of adaptive furniture that may be available to students with disabilities are:

Adjustable table  
Chair with arms  
Chair without arms  
Chair with padding

Chair with straight back  
Stool  
Rolling table

- To ensure that the furniture is in place when needed, the requests need to be made at least six weeks in advance of need.
- If the College needs to purchase furniture, every effort will be made to assure prompt delivery. However, due to the College's purchasing procedures, there may be delays. Therefore, it is best to make requests early.
- Students who have the need for adaptive furniture should present an Instructor Notification Memo to each instructor.
- An item of a personal nature such as a cushion or an orthopedic support to use in a chair are not provided by the College nor is the College responsible for items left in the classroom.
- Accessible furniture provided by the College is not prescriptive in nature. Personally-prescribed items are to be provided by the student.
- If adaptive furniture has been arranged and is not in a student's classroom, call or e-mail the Access Office on your campus. Although the inconvenience is regrettable, unfortunately, there is no way to stop people from moving furniture.

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## ADAPTIVE PE

### **WHO MUST TAKE PHYSICAL EDUCATION CLASSES?**

All students who are seeking associate degrees from the college must complete 2 credits of PE. At least one of these courses must be an activity course.

### **I HAVE A DISABILITY. CAN THE PE REQUIREMENT BE WAIVED?**

Waivers are not necessary because the college offers two courses, Adaptive Activities I and II. These courses are designed for students who cannot take the regular PE courses. Individual therapeutic exercise and activity programs including aquatic, cardiovascular fitness instruction and resistance type activities are adapted to individual needs.

### **HOW DO I ENROLL IN ADAPTIVE ACTIVITIES?**

See your Access Office Advisor. Documentation of disability must support this request.

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## ADAPTIVE TECHNOLOGY

Today more than ever before, technological advances assist people with disabilities in the classroom. For example, students needing help with reading can use screen reading software. Students with problems in written communication or orthopedic disabilities can use speech recognition software. Documentation of disability will be required.

### **EACH CAMPUS HAS AN ADAPTIVE TECHNOLOGY SPECIALIST.**

Some adaptive devices will require training. Training can be obtained by contacting the Adaptive Technology Specialist on your campus.

Susan Kelmer at Meramec

314.984.7951

[skelmer@stlcc.edu](mailto:skelmer@stlcc.edu)

Kathy Stone at Forest Park

314.644.9984

[kstone@stlcc.edu](mailto:kstone@stlcc.edu)

Jim Weier at Florissant Valley

314.513.4162

[jweier@stlcc.edu](mailto:jweier@stlcc.edu)

### **SERVICES:**

- Provides adaptive equipment and instruction on the operation of adaptive hardware and software for students, faculty, and staff
- Assesses individual needs of students with disabilities and makes recommendations regarding technology use
- Oversees the updating, repair and general maintenance of existing adaptive equipment throughout the campus

For a list of Adaptive Technology that is available on each campus, see next page.

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## ADAPTIVE TECHNOLOGY RESOURCES

### KEY:

**FV = Florissant Valley Campus**

**MC = Meramec Campus**

**FP = Forest Park Campus**

**WW = Wildwood Campus**

**Note:** Some adaptive technology is available for check out from the Library. Students must understand that they are financially responsible for the equipment while it is checked out on the student I.D. card. If the equipment is lost or returned damaged the student will be held responsible for repair or replacement costs.

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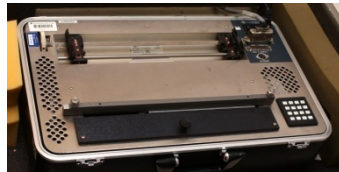
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## FOR BLIND AND LOW VISION STUDENTS



### 1. BRAILLE LITE BLT-M20-B REFRESHABLE BRAILLE DISPLAY - (FV)

This device allows a Blind user to take notes during a class lecture. It utilizes an 8-dot Braille keyboard. You can then transfer your notes to a computer or vice versa.



### 2. BRAILLE PRINTER (ENABLING TECHNOLOGIES) - (FV, MC, FP)

This printer enables you to print Word documents into Braille print using software such as Duxbury Braille Translator.



### 3. BRAILLE TRANSLATOR BY DUXBURY - (FV, MC, FP)

Duxbury Braille Translator (DBT) provides translation and formatting facilities that automate the process of conversion from regular print to Braille (and vice versa), and provide word-processing facilities for working directly with Braille.



### 4. CCTV MAGNIFIER - (FV, MC, FP)

This can be used with any television to produce a full-color, true-to-life CCTV magnification system.

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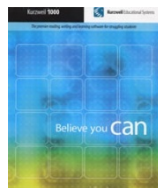
### 5. DRAFTSMAN TACTILE DRAWING BOARD – (FP)

Draftsman is a portable drawing board, especially designed for blind users. Place a sheet of special drawing paper on the double-layer rubber board and using a pen or sharp object, drawings are raised and immediately become tactile. Use it at work, at school or in the home to become familiar with the alphabet, numbers, geometry and other symbols, learn and practice signature writing, and prepare maps and diagrams.



### 6. JAWS FOR WINDOWS - (FV, MC, FP, WW)

Screen reader software that provides access to various Microsoft applications. With its internal speech synthesizer and the computer's sound card, information from the screen is read aloud, allowing access to a wide variety of information, education and job related applications. JAWS also outputs to refreshable Braille displays, providing unmatched Braille support of any screen reader on the market. A training tutorial is included. It can be installed in other classrooms/labs upon request.



### 7. KURZWEIL 1000 – (FP)

Kurzweil 1000 software makes printed or electronic text readily available to people who are blind or visually impaired. It combines accessibility, communication, and productivity tools to ease and enhance their reading, writing and learning experience. The software speaks text aloud in a variety of natural-sounding voices that can be modified to suit individual preferences. In addition, it provides users with document creation and editing as well as study skills capabilities for note taking, summarizing and outlining text.

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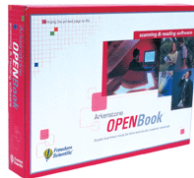
#### 8. *MAGIC SCREEN MAGNIFIER* – (WW)

Using Magic, students can magnify computer screens to see magnified documents and pictures. It can be installed in other classrooms/labs upon request.



#### 9. *MATHTALK* – (FV)

This software works in tandem with Scientific Notebook and enables you to speak mathematical equations (i.e. Algebra, Trigonometry, Calculus, and Statistics) into a document instead of typing them. The software uses Dragon Naturally Speaking in the background.



#### 10. *OPENBOOK* – (FV)

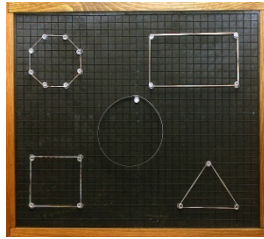
Converts printed documents into an electronic text format using accurate optical character recognition and quality speech. OpenBook's low vision tools allow you to customize how the document appears on your screen.



#### 11. *PERKINS BRAILLER* – (FV, FP)

The first Braille writing machine, the Perkins Brailer is a precision-made, all-purpose braillewriter. It contains 6 keys, one for each dot in the Braille cell.

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**12. TACTILE GRAPHICS AID MATHEMATICS BOARD – (FV)**

This board is designed to assist those who are blind and have low-vision, to learn in a tactile fashion, various mathematical principles. The board is ideal for learning geometric shapes.



**13. THE VIEW CCTV PORTABLE MAGNIFIER BY VTI – (FV, MC)**

The VIEW is for those with low visibility. It brings portability & capability together in this user-friendly, flat panel CCTV with distance, intermediate & desktop magnification. With its battery-powered option, this revolutionary portable video magnification device will meet any individual, education or business environment viewing need.



**14. ZOOMTEXT – (FV, MC, FP)**

Using Zoomtext, students can magnify computer screens to see magnified documents and pictures. It can be installed in other classrooms/labs upon request.

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## FOR STUDENTS WHO ARE DEAF AND HARD OF HEARING STUDENTS



### 1. PERSONAL FM SYSTEM (TELEX SOUND) – (FP)

Wireless FM amplification system with independent microphone and FM volume controls. It is designed for student/instructor use in a large or small classroom setting.



### 2. PERSONAL FM SYSTEM (WILLIAM SOUND) – (FV, WW)

Wireless FM amplification system with independent microphone and FM volume controls. Phonic Ear is designed for student/instructor use in a large or small classroom setting.



### 3. SUPEREAR PERSONAL SOUND ENHANCER – (FV)

This device amplifies sound for the hearing impaired.



### 4. TTY (TELECOMMUNICATION TYPEWRITER) - (FV, MC, FP)

The TTY is used to send typed messages back and forth over the telephone line for hearing or speech disabilities.

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# TypeWell

## 5. TRANSCRIPTION SERVICES – (FV)

TypeWell is a transcription system. Transcription is an effective learning tool for deaf and hard of hearing students, as well as those with visual, physical, or learning difficulties. Only found on the Dell laptops. Contact an Access Counselor for details on this service.



## 6. VIDEO PHONE-SORENSEN VP-200 – (FV)

The Sorenson VP-200 Video Phone is used with your broadband Internet connection to make high quality video conference calls. There is no need for a PC connection.

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## FOR STUDENTS WITH READING, WRITING AND LEARNING DISABILITIES



### 1. ALPHASMART 2000 – (FP)

Allows you to enter, save and edit text, then send it to a computer (Microsoft Word) for formatting or to a printer. Its portability allows students to use it anywhere and anytime - in the classroom, at home, or on field trips. The AlphaSmart 2000 has a built-in spell-checker.



### 2. ALPHASMART NEO - (FV, MC, FP, WW)

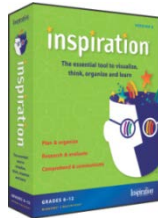
Allows you to enter, save and edit text, then send it to a computer (Microsoft Word) for formatting or to a printer. Its portability allows students to use it anywhere and anytime - in the classroom, at home, or on field trips. The AlphaSmart Neo has wireless capability, a built-in spell-checker, and Thesaurus.



### 3. DRAGON NATURALLY SPEAKING - (FV, MC, FP, WW)

Voice recognition system, which can control all the operations of a personal computer including word processors, spread sheets and web browsing. Users can dictate into virtually any windows-based application, at speeds up to 160 words per minute with good accuracy. This system can be operated by voice command or keyboard data entry. It can be installed in other classrooms/labs upon request.

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#### 4. *INSPIRATION* – (FV, MC)

Students use Inspiration software to plan, research and complete class projects successfully. With the integrated Diagram and Outline Views, they create graphic organizers and expand topics into writing. This software’s cross-curricular templates in language arts, social studies, science, planning, and thinking, makes starting assignments quick and easy.



#### 5. *KURZWEIL 3000* – (MC)

Kurzweil 3000 is the comprehensive reading, writing and learning software solution for any struggling reader, including individuals with learning difficulties, such as dyslexia, attention deficit disorder, or those who are English Language Learners.



#### 6. *LANGUAGE MASTER TALKING BY FRANKLIN* – (FV, FP)

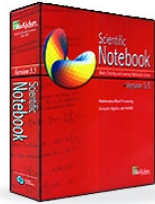
This device provides instant access to words, definitions, thesaurus, and phonetic spelling.



#### 7. *READ & WRITE GOLD* – (FP)

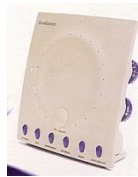
Read and Write Gold gives an added boost to people who need support with reading, writing, and learning. Displays as a toolbar on your screen and is used in tandem with standard Windows applications (i.e. Microsoft Word).

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### 8. *SCIENTIFIC NOTEBOOK* – (FV)

Scientific Notebook is ideal for reports, homework, and exams. With Scientific Notebook, you can create attractive documents that contain text, mathematics, and graphics. Scientific Notebook works for Algebra, Trigonometry, Calculus, Differential Equations, and Statistics.



### 9. *TRANQUIL MOMENTS RELAXATION SOUND SYSTEM (BROOKSTONE INNOVATIVE)* – (FV)

Tranquil Moments provides soothing authentic sounds of nature to cancel out unwanted background noise and provide a relaxing environment.



### 10. *WYNN WIZARD* – (FV, WW)

Innovative software designed to aid individuals to read and write more effectively. It helps people who have trouble reading or writing due to dyslexia, ADD, or other conditions that affect visual or auditory processing. Provides bi-modal access (highlighting text while it is spoken) to print, electronic, and Internet documents; the ability to customize text for easier reading; study tools to aid with comprehension and retention of the reading material; and tools to help with writing. **WYNN Wizard** provides optical character recognition (OCR), the ability to scan a printed page and convert it into electronic text. Speech synthesis enables this scanned text to be read aloud.

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## FOR STUDENTS WITH MOBILITY IMPAIRMENTS



### 1. DESKS-WHEELCHAIR ACCESSIBLE - (FV, MC, FP, WW)

Each classroom has at least 1 accessible desk for easy wheelchair access.



### 2. DRAGON NATURALLY SPEAKING - (FV, MC, FP, WW)

Voice recognition system, which can control all the operations of a personal computer including word processors, spread sheets and web browsing. Users can dictate into virtually any windows-based application, at speeds up to 160 words per minute with good accuracy. This system can be operated by voice command or keyboard data entry. It can be installed in other classrooms/labs upon request.



### 3. KEYBOARD/BOOK TRAY WITH CLAMPER BASE – (FV)

This tray can mount to a table or wheelchair to hold a book or computer keyboard close to the individual for ease of reading or to use a mouth-pointer in conjunction with the keyboard. This device is very beneficial for those with mobility issues.



### 4. MOUSE TRACK BALL – (FV, FP)

This mouse provides better comfort and usability for those who have hand and wrist problems (i.e. carpal tunnel syndrome) and cannot utilize a traditional mouse.

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## DIGITAL AND TAPE RECORDERS AND AUDIO BOOK PLAYERS



### 1. 4-TRACK CASSETTE PLAYER - BIT TALKMAN 3 - (FV)

This portable cassette player can play either 4-Track or 2-Track recordings. 4-track players allow you to listen to books on tape that are provided by the Recording for the Blind and Dyslexic (RFB&D).



### 2. 4-TRACK RADIO & CASSETTE PLAYER - (FV)

This portable radio cassette player can play either 4-Track or 2-Track recordings. 4-track players allow you to listen to books on tape that are provided by the Recording for the Blind and Dyslexic (RFB&D).



### 3. 4-TRACK CASSETTE PLAYER/RECORDER - (FV)

These 2-Track recorders can be used to record lectures or for use during study sessions.

4-Track players allow you to listen to books on tape that are provided by the Recording for the Blind and Dyslexic (RFB&D).

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#### 4. *BOOKCOURIER* - (FV)

Designed for visually impaired or those with disabilities that make reading difficult. This listening device frees you from cumbersome equipment such as cassette players, tapes, and bulky Braille devices. It makes it easy to listen to electronic text, voice files, and music.



#### 5. *OLYMPUS DIGITAL VOICE RECORDER VN-6200PC* - (FV)

These Digital Voice Recorders have 1GB of internal memory allowing for 444 hours of recording time. Its USB PC link capabilities, enables you to save the audio files to your PC in high-quality WMA format. You can play the voice files on your computer using Windows Media Player. Also has voice activation capability to save battery life and 3 recording modes: standard playback (SP), long playback (LP) or high quality (HQ) mode.



#### 6. *TELEX SCHOLAR DIGITAL TALKING BOOK PLAYER* – (FV, MC)

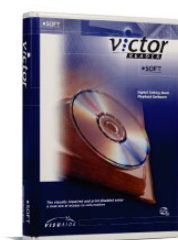
The Telex Scholar Talking Book Player is for blind/dyslexic users of all ages. It is the smallest DAISY CD Player in the industry and it will accept standard CDs and MP3 CDs. Primary controls are easily identified by their larger size and tactile rubber construction, while secondary controls are smaller and feature a chrome finish. The Scholar talking book player will provide instant access to specific page numbers and chapters in the DAISY structure, and includes a full numeric keypad with bookmarking feature. An LCD screen displays disc details for "at a glance" teacher monitoring. Lightweight headphones are included.

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### 7. VICTOR READER PRO CD-ROM TALKING BOOK PLAYER – (FV)

Victor Reader Classic is a portable CD player designed for students and professionals. It is well suited for both the visually impaired and print disabled with embossed tactile markings and with controls grouped in easy recognizable zones. Users can navigate faster and far more efficiently through reference works and complex textbooks. Also, lets you skip straight to a specific page, insert bookmarks to return to a specific section or mark important passages.



### 8. VICTOR READER SOFTWARE – (FV, FP)

Victor reader software allows our three pc's in the Access Department the ability to play RFB&D books on the pc's CD-ROM. A software program that allows the PC to perform the same hardware functions that a Victor Reader now does.



### 9. VICTOR READER VIBE/WAVE DAISY CD TALKING BOOK PLAYER – (FV, MC, FP, WW)

The Victor Reader Vibe/Wave is a portable CD player that plays Daisy CD's as well as MP3 and audio CD's. It offers full CD navigation functionality and it is recommended for students in grades 7-12, college students, and professionals. The Vibe/Wave will provide instant access to specific page numbers and chapters in the DAISY structure, and includes a full numeric keypad with bookmarking feature. Its advanced functionalities allow you to read highly structured books such as school manuals and reference books as well as novels and magazines. Lightweight headphones are included.

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# CALCULATORS – ADAPTIVE



## 1. CALCULATOR-BASIC LARGE KEY/LARGE DISPLAY – (FP)

Calculator provides low-vision users the ability to see the keys and the display more effectively.



## 2. CALCULATOR-SCIENTIFIC LARGE KEY/LARGE DISPLAY – (FP)

Calculator provides low-vision users the ability to see the keys and the display more effectively.



## 3. CALCULATOR-SCIENTIFIC TALKING – (FV, WW)

A calculator that has the ability to tell you what you are entering.

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# MULTIFUNCTIONAL ASSISTIVE TECHNOLOGY



## 1. PREMIER ASSISTIVE SOFTWARE – (FV, FP)

This company offers many types of accessible software bundled in a suite for students with various disabilities. Some of the types of software include:

**E-TEXT READER** is designed to help those who have trouble reading or comprehending the printed word. It is an “easy to use” reader that gives you the ability to change voices, read at any speed, and even allows you to make notes into the document you are reading.

**TALKING WORD PROCESSOR** is for those who require the need for reading, writing, and spelling assistance. It is an easy-to-use, fully-functional word processor with text-to-speech capability. It's compatible with all standard word processor files including the latest versions of Microsoft Word. Included with the Talking Word Processor are such features as word prediction, talking grammar check, a 250,000 word integrated dictionary, highlight and extract tools and much more.

**SCAN & READ PRO** can help those who require assistance reading. Scan and Read Pro changes printed text into understandable sound. The program helps you in reading and comprehension by highlighting each word as its read aloud.

**ULTIMATE TALKING DICTIONARY** is designed for those who require reading help, specifically pronunciation of words. Some of the programs capabilities include a comprehensive 250,000 word dictionary, thesaurus and has the ability to read all words and definitions to you.

**TALKING CALCULATOR** is specifically designed for those who are blind or have low visibility. It can be used with or without a screen reader. Every button and edit area talks. It is easy to use with large keys and contrasting colors. It has three display areas, so when the user adds a series of numbers, the total is always displayed,

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## Accessibility Options

### 2. *WINDOWS ACCESSIBILITY OPTIONS* – (FV, MC, FP, WW)

Accessibility features included in Windows are Sticky Keys and Mouse Keys. The options are designed to eliminate commands that require pushing and holding two buttons down at the same time. It adjusts drag for the mouse, and adjusts keyboard strokes to provide easier operations of the computer keyboard. In addition, Windows has:

**MAGNIFIER** is a display utility that makes the computer screen more readable for people who have low vision.

**NARRATOR** is a text-to-speech utility for people who are blind or have low vision. Narrator reads what is displayed on the screen.

**ON-SCREEN KEYBOARD** displays a virtual keyboard on the computer screen that enables people with mobility impairments to type data by using a pointing device or joystick.

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# HEADPHONES



## *1. HEADPHONES-NOISE CANCELLING – (FV)*

These headphones are perfect for use in noisy situations because of the built-in noise cancelling feature. They are ideal for use with dictation software like Dragon Naturally Speaking.

## *2. HEADPHONES-SMALL, MEDIUM, LARGE, & WITH MIC - (FV, MC, FP, WW)*

For listening in privacy as well as speaking to relay commands to the computer if using dictation software like Dragon Naturally Speaking.



## *3. VOICE RECOGNITION HEADSET – (FV)*

Parrott Voice Recognition headsets are the best possible microphone technology for the highest Speech Recognition accuracy. VXi's Parrott Voice Recognition Computer Products provide superior hands-free audio input and output for Speech Recognition, Internet phone calling and general computer use. High quality noise canceling microphones can remove background noise, breath pops and other sounds that can adversely affect speech recognition. These headsets are specially designed for use with popular voice recognition software such as Dragon Naturally Speaking.

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## SCANNERS AND SCANNING SOFTWARE



### *1. SCANNERS & SCANNING SOFTWARE – (FV, MC, FP, WW)*

The Canon CanoScan LiDE 30 Flat Bed Scanner allows you to easily convert hard copy text and pictures into digital format. This Cannon scanner also includes ArcSoft Photo editing software and Omnipage, which converts Optical Characters into text (OCR). The Canon DR-9080C High Speed Scanner can scan books with numerous pages in a short period.

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## SPECIAL REQUEST SERVICES

### 1. "SPECIAL REQUEST" SERVICES – (FV, MC, FP, WW)

- Closed & Open Captioning
- Notes, Textbooks, etc. in Alternate Format

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## MORE INFORMATION?

If you have any questions regarding these services or any service not listed above, please contact the Access Office Adaptive Tech Specialist at the respective campus:

[Florissant Valley](#): Jim Weier at 314-513-4162 or via email at [jweier@stlcc.edu](mailto:jweier@stlcc.edu).

[Meramec](#): Sue Kelmer at 314-984-7951 or via email at [skelmer@stlcc.edu](mailto:skelmer@stlcc.edu).

[Forest Park](#): Kathy Stone at 314-644-9984 or via email at [kstone@stlcc.edu](mailto:kstone@stlcc.edu).

[Wildwood](#): Jan Eudaley at 636-422-2011 or via email at [jeudaley@stlcc.edu](mailto:jeudaley@stlcc.edu).

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## ALTERNATE FORMAT

Students who cannot read regular print because of a visual disability, learning disability or other disability that affects cognitive processing may benefit from alternate format.

### TYPES OF ALTERNATE FORMAT

[Audio Recordings](#)

[Braille or Raised Line Drawings](#)

[Disks](#)

[Large Print](#)

### ALTERNATE FORMAT FOR TESTS

Tests may be requested in alternate format. It is best for the student to discuss this need with an Access Office advisor and with each instructor so this accommodation can be planned for the entire semester. Tests can be obtained in large print, Braille, audio format or on disk. If the student is taking tests in alternate format, he/she should indicate the alternate format need on an "Out-of-Class Test" form. If the instructor is providing the alternate format, the student should remind the instructor prior to each test.

### ALTERNATE FORMAT FOR TEXTS AND CLASS MATERIALS

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#### AUDIO RECORDINGS

##### **Textbooks:**

Students are encouraged to get a personal membership with Recordings for the Blind and Dyslexic (RFB&D). If they rely on text-on-tapes, they will need to know how to access this service for future adult learning opportunities. Students, who do not have a personal membership, can order texts-on-tape through the Access Office's institutional membership. If the book is not available through RFB&D, the book will need to be converted to the alternate format. This may take some time. Students are advised to register early and turn in requests as soon as possible.

### **Handouts and class materials:**

Students needing audio versions of handouts of class materials can use scan and read devices available on campus. These machines allow students to function independently as well as learn a skill that will be used in future adult learning settings. The Adaptive Technology specialist will be happy to show students how to do this.

Blind students and students with partial sight, who may not be able to determine the accuracy of scanned materials, can fill out an Alternate Format Request form for the Adaptive Technologist at least a week before the material is needed. The student is responsible for bringing the materials to the Access Office at the time of the request.

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## ***BRaille OR RAISED LINE DRAWINGS***

### **Textbooks:**

Braille textbooks can be ordered through the student's Rehabilitation Services for the Blind counselor or through the Access Office. If the book is not available in Braille, the book will need to be sent away to a Braille service. This takes several months. Students are advised to register for classes early and turn in their requests as soon as possible. If the book does not arrive on time, students can request that the Access Office provide Braille copies of the first chapters covered in the class.

### **Handouts and class materials:**

Students needing Braille or raised line versions of handouts and class materials should fill out an Alternate Format Request form for the Adaptive Technologist at least a week before the material is needed. The student is responsible for bringing the materials to the Access Office at the time of the request.

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## ***DISKS***

Students who want to scan their own documents and produce a disk should contact the Adaptive Technology Specialist for an appointment to learn how to do this on the college's equipment. This is a worthwhile skill to learn for future adult learning settings.

If a blind student or student with partial sight cannot determine the accuracy of the scan, a request to have the Adaptive Technology Specialist do the scan and proof for accuracy can be made. The student is responsible for bringing the materials to the Access Office at the time of the request.

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## ***LARGE PRINT***

### **Textbooks:**

Large print books can be ordered through the student's Rehabilitation Services for the Blind counselor or through the Access Office. Enlarging may take a long time. Students are advised to register for classes early and turn in their requests as soon as possible. If the book does not arrive on time, students can request that the Access Office provide enlarged versions of the first chapters covered in the class.

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## ***HANDOUTS AND CLASS MATERIALS:***

Students wanting to access large print independently can use Closed Circuit TV's (CCTV's) available on campus. These machines allow students to function independently as well as learn a skill that can be used in future adult learning settings. The Adaptive Technology specialist will be happy to show students how to use these machines.

Students needing large print materials for in class should fill out an Enlarged Copy Request form at least 2 working days before needed. The student is responsible for bringing the materials to the Access Office at the time of the request.

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## CALCULATOR / FACT SHEET POLICY

The Rehabilitation Act, Section 504, and the Americans with Disabilities Act specify that case-by-case exceptions of course policy need to be considered in order to avoid discrimination on the basis of disability. The College has designated the Access Office to certify whether a request for an accommodation due to disability is reasonable and necessary. The Access Office's decision to approve the use of a calculator/fact sheet as an accommodation is based upon the student's documentation of disability.

The Access Office has developed this Calculator/Fact Sheet Policy to address their use as accommodations.

- If a student has presented documentation of disability and been approved to use a calculator as an accommodation for an exam or in class assignment, the College will provide one.
- Calculator usage as an accommodation on exams is limited to a basic 6-function calculator and no graphing capability for Basic Math and Elementary Algebra. The instructor on a case-by-case basis can make exceptions.
- Students should discuss with their instructors what type of calculator is appropriate for more advanced classes.
- In some cases, especially when testing percentages and square root, a fact sheet may be a more appropriate accommodation for testing than a calculator. When this is determined, the student and instructor will consult regarding the contents of the fact sheet used during testing.
- If other students in the class are not allowed to use a calculator/fact sheet, the instructor may prefer that the student complete the test or in-class assignment out of class.
- A calculator/fact sheet is not an appropriate accommodation when:
  - The provision of a calculator/fact sheet fundamentally alters the nature of the exam.
  - The test is designed to measure skills that the calculator would eliminate. (ex: If the skill being tested is to calculate percentages, then a calculator may be an inappropriate accommodation. However, a fact sheet may be an appropriate alternative.)

[Due to the specific nature of some disabilities (visual impairments, physical impairments), a calculator may be the only way that students can have equal access.]

**The student and instructor should meet at the beginning of the semester to discuss the use of a calculator/fact sheet. If there are concerns about this accommodation, the student or instructor may ask an Access Office professional to attend this meeting.**

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## CAPTIONED FILMS

Captioning provides an integral link to visual media for individuals who are deaf and hard-of-hearing. It allows them to be part of society, without missing important visual concepts on screen, which may happen if he/she only watches an interpreter. Captions also have been used to improve comprehension and fluency of English for individuals whose native language is not English as well as students with learning disabilities. In order for this accommodation to be provided, documentation of disability will be required.

### WHAT ARE CAPTIONED FILMS?

There are two types of captioned films, closed captioned and open captioned.

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#### ***CLOSED CAPTIONED FILMS:***

Can be viewed with or without captions. In order to see the captions, a decoder box must be connected to the television. All televisions manufactured after 1990 should have caption ability without need of a decoder box.

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#### ***OPEN CAPTIONED FILMS:***

The captions automatically show all of the time and can be run on all televisions. No special decoder box is needed.

### WHO BENEFITS FROM CAPTIONED FILMS?

- All students who are auditory learners
- Deaf and hard-of-hearing students
- Students with an auditory processing learning disability
- Students with head injuries resulting in auditory processing difficulties
- Students with attention deficits

### HOW DO I KNOW IF THE FILM I AM SHOWING IN CLASS IS CAPTIONED?

Catalogues and film/videotape containers indicate whether a film is captioned.

### HOW DO I ORDER CAPTIONED FILMS/VIDEOS FOR MY STUDENTS?

Call Media Services and inform them that you need a captioned version of all films you are showing for the entire semester. The online library catalogue lists available captioned films.

After locating the film, call Media Services and inform them that you need a captioned version. (Not all films/videotapes are available with captions)

Media Services will send a decoder, if your film has closed captioning and the classroom television does not have decoding capabilities.

### **I HAVE A CAPTIONED FILM THAT I PLAN TO SHOW. NEED I DO MORE?**

The second challenge in showing captioned films is to know how to turn on captions for the particular media equipment being used. It is best to call Media Services ahead of time (at least the day before or earlier) and let them know when and where you plan to show a captioned film. They can show you how to turn on captions for the particular television that will be used.

### **MY STUDENT USES AN INTERPRETER. WHY WOULD SHE/HE NEED CAPTIONING?**

Many films are difficult to interpret due to fast dialogue. In addition, the student may lose important visual concepts shown on the film because she/he is watching the interpreter. For some students, captioning and interpreting provide the optimal situation. The student can then choose to watch the captioning and look to the interpreter for interpretation.

### **I USE A VIDEO TAPE THAT WAS MADE BY THE DISTRICT. CAN I GET THIS CAPTIONED?**

Talk to media services about getting such films captioned.

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## INFORMATION FOR STUDENTS WHO USE WHEELCHAIRS

- Accessible tables are provided in classrooms upon request at Access Office.
- Most of the rooms throughout the colleges are accessible. A few are not. Check with the Access Office regarding the accessibility of your classrooms.
- If you find that a classroom is not accessible on the first day, inform your teacher. Most of the time the Department Chair will be able to reassign the class to an accessible location.
- Accessible parking is available only for cars with state handicapped parking permits. The handicapped permit should be displayed in addition to the regular campus parking permit. Forms for State Permits are provided the Missouri Department of Motor Vehicles. Persons with handicapped parking permits may park in staff-designated spaces if accessible spaces are unavailable.
- Any elevator, door, or access problems you encounter on campus should be immediately reported to the Access Office so that Maintenance can be notified.

### THINGS TO THINK ABOUT

- Initiate a Buddy System
- Plan a route out of each building
- Carry a loud whistle
- Know the safe areas on campus and location of 911 emergency phones
- Carry a copy of information you want emergency personnel to know about you

The following are links to campus maps that have campus accessibility features.

[Florissant Valley](#)

[Forest Park](#)

[Meramec](#)

[Wildwood](#)

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## MEDICATION CONSIDERATIONS

For some students medication can greatly impact a student's academic performance because of side effects such as sleep problems, mood disturbances, appetite problems, or concentration difficulties. Following are some suggestions:

- Take your medication regularly.
- Do not stop taking your medication. Talk to your doctor first. Some medication can cause severe side effects if it is stopped suddenly.
- If possible, the best time to adjust to new medication is when you are not attending school. The semester is only 16 weeks and if your medication is not working effectively for even one week, it can seriously affect your grades.
- Take note of the affects of your medication. When do you notice that it is wearing off? Is this during class or study time? Should you discuss adjusting your medication schedule with your doctor?
- Communicate with your doctor and Access professional if your medication is causing difficulty.
- You can request accommodations related to the side effects of medication
  - Ability to drink or eat during class
  - Ability to leave class
  - Notetakers or tape lectures for concentration difficulties
  - Testing accommodations because of concentration difficulties

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# NOTETAKING SERVICES

## GENERAL INFORMATION

There are two kinds of notetakers: volunteer notetakers and paid notetakers.

- VOLUNTEER NOTETAKERS** are students enrolled in the same class as the student with a disability. The majority of our students use volunteer notetakers because they:
  - Have background information from attending the class and listening to the lectures
  - Will be familiar with the material covered in the textbook
  - Have a stake in understanding the material and therefore will take good notes
- PAID NOTETAKERS** are hired by the Access Office and are not enrolled in the class.

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## VOLUNTEER NOTETAKERS

### HOW DOES A STUDENT OBTAIN VOLUNTEER NOTETAKERS?

1. The student must present documentation of a disability to the Access Office and supporting evidence that a notetaker is needed.
2. The Access Office will generate an Instructor Notification memo that will be hand-carried to the instructor.
3. The student and instructor should meet to discuss the best notetaking method.
4. If it is agreed that a notetaker is needed, the instructor and student need to discuss how to obtain a volunteer.
  - Some students may wish to ask another student to volunteer without the aid of the instructor. The student should not be required to find his/her own notetaker. By law, the college has the responsibility of locating an effective notetaker.
  - If the student is uncomfortable asking someone, the instructor needs to assist the student in locating a volunteer.
  - Some students will ask the instructor to make an announcement to the class that there is someone in class who needs a notetaker. The instructor can ask that any volunteers stay to talk after class. The student and the instructor can then talk to the volunteers.
  - Some students are not comfortable with making an announcement in class and prefer that the volunteer be approached privately
  - Some students do not wish to be identified to the notetaker and the notes will need to be given to the student through the department office or the Access Office.

**NOTE: A volunteer notetaker should have been by the end of the first week of classes. If one is not found, the Access Office should be contacted.**

5. Whatever method you use to identify a volunteer, please know that the Access Office will be happy to meet with the student volunteer to discuss their role.
6. If a volunteer notetaker cannot be found, the student should have the instructor sign a Request for Paid Notetaking Form. The student should submit the form to the Access Office.

## **WHAT NOTETAKING ISSUES SHOULD BE DISCUSSED AT THE MEETING BETWEEN THE STUDENT AND INSTRUCTOR?**

- The following issues should be discussed:
  - Is notetaking needed for the class?
  - Note: The instructor and student should not automatically assume that notetaking is not necessary because the course is not a lecture class. If directions are given or discoveries made in learning situations, the student who needs notetaking assistance will need that information.
  - How will the student obtain notes?  
Volunteer Notetaker?  
Paid Notetaker?  
Instructor's notes?
  - Who will find the volunteer notetaker?
  - Is the student comfortable with an announcement in class or would the student prefer to be kept confidential?
  - What should the student do if the volunteer notetaker does not show-up? Should a back-up notetaker be found?

## **WHAT OTHER NOTETAKING METHODS OR IDEAS MIGHT A STUDENT OR INSTRUCTOR USE?**

- The instructor provides a copy of lecture notes
- Use two volunteer notetakers. Some of the most successful students use two notetakers
- Tape record the lecture
- Give the student access to a copy machine
- The instructor photocopies overhead presentations

## **WHAT IS NCR NOTETAKING PAPER?**

- The Access Office orders special NCR notetaking paper for use by students who need notetaking services.
- The NCR paper is lined, three-hole punched and assembled into 25-set pads. Each two-page set has a top white page and an attached yellow page. The paper is specially designed to make an automatic copy on the second yellow sheet.

- The NCR notetaking paper is available at the Access Office. There is no charge for students who have notetaking as an approved accommodation.
- It is the responsibility of the Student with disabilities to pick up the NCR paper from the Access Office and give it to his/her notetaker.

### **WHAT SHOULD THE VOLUNTEER NOTETAKER BE TOLD?**

- The volunteer notetakers are being asked to take notes because the student with disabilities has difficulty taking notes for themselves.
- The notetakers will be given a sufficient supply of NCR notetaking paper by the student with disabilities.
- The notetakers will need to tear off the paper one set at a time.
- The notetakers are taking notes for themselves and just giving a copy to the student with disabilities.
- If the notetakers wish to use their own notebook, they can place the NCR sheet under their page.
- If the notetakers know they will be absent, they should notify the student with disabilities so another notetaker can be arranged.
- The exchange of notes should occur after the class in order to prevent disruption of the class and the notetakers should be equipped with enough paper for the entire class period.
- The student with disabilities should discuss ways the notetaker can accommodate his/her disability, i.e. large print, black pen, lots of space between concepts, etc.
- Handouts are available in the Access Office that gives tips regarding how to take good notes. The student with disabilities should give the handout to his/her notetaker.

### **WHAT IF A VOLUNTEER NOTETAKER CANNOT BE FOUND?**

If it becomes apparent that an effective volunteer notetaker cannot be found, the PAID NOTETAKING procedures need to be followed.

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## PAID NOTETAKER SERVICES

### PROCEDURE FOR ACQUIRING A PAID NOTETAKER

1. The student obtains a Request of Paid Notetaking Services form from the Access Office and asks the Instructor to complete.
2. The student submits the form to the Access Office.
3. When a paid notetaker is assigned, the student and the paid notetaker will sign an agreement form.
4. The instructor will receive a copy of the student agreement form. This will notify the instructor that a paid notetaker has been assigned.

### GENERAL INFORMATION ABOUT PAID NOTETAKERS

- In most cases, the paid notetaker should be seated near the student with disabilities. To determine the best seating arrangements, please discuss with the student.
- To better prepare for notetaking, the paid notetaker may request a copy of the textbook from the Access Office. If you do not have an extra copy, the Access Office can obtain one. The paid notetaker should receive a copy of all the handouts that you distribute to your class.
- Please direct all comments you want to make to the student with disabilities directly to student not to the paid notetaker.
- When it is known ahead of time that the paid notetaker is ill or unable to be in class, the Access Office will make reasonable efforts to arrange for a substitute.
- The student with disabilities has been advised to select a classmate as a volunteer back-up notetaker. This should be done early in the semester. If the paid notetaker does not show up for the class, the student should ask the back-up notetaker to take notes for him/her.
- If the student with disabilities does not show up for class, the paid notetaker will wait:
  - 10 minutes for a 1 hour class
  - 15 minutes for a 1 1/2 hour class
  - 20 minutes for a 2 hour class
  - 30 minutes for a 3 hour class
- If the student with disabilities does not show up for class, it is his/her responsibility to obtain a copy of the notes from another classmate.
- If the student misses two classes in a row and does not call the Access Office, he/she will get a warning letter and/or a phone call from an Access Office professional. If he/she does not respond within one week, notetaking services will be stopped until a conference with the Access Office professional is held.

## **FACTS ABOUT PAID NOTETAKERS**

Usually paid notetakers are degreed professionals who have been hired by the college to provide services.

- Occasionally, paid notetakers are students who have successfully completed the class.
- All paid notetakers are carefully screened and trained by the Access Office.

## **ETHICAL GUIDELINES FOR PAID NOTETAKERS**

- The paid notetaker will take notes on all information presented in class (instructor's lecture, students' comments, films, slides, etc.).
- The paid notetaker will not actively participate in the class, or add anything to the situation, even when asked by the person(s) involved.
- The paid notetaker may ask for clarification of information presented to accurately record class notes for the student using the service.
- The paid notetaker cannot discuss any confidential information about the student obtained while notetaking.
- The paid notetaker is not responsible for the student's progress. Any problems or concerns about the student's performance or attendance should be directed to the student or the Access Office.
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## PERSONAL CARE ATTENDANT POLICY

St. Louis Community College makes every reasonable effort to accommodate individuals with disabilities as addressed by the Americans with Disabilities Act. In keeping with this commitment, Personal Care Attendants (PCAs) may be necessary to address the personal needs of a student so that he/she can participate in the College's activities, services, and programs. In order for the student who requires PCA services to have the same independent experience as all other college students, it is in the student's best interest to hire an impartial PCA, not a family member or close friend.

The College Board of Trustees has included this statement in the Administrative Procedures:

**An otherwise qualified student who requires personal attendant services must arrange to provide for his/her own personal attendant service. The College does not assume coordination or financial responsibilities for personal attendant services.**

### **IT IS THE STUDENT'S RESPONSIBILITY TO:**

- Secure a PCA prior to attending any college-related activity i.e. placement testing enrollment and class attendance. (The College will not be responsible for providing a PCA on an interim basis.)
- Ensure that each PCA registers with the Access Office and signs a Personal Attendant Agreement form.
- Ensure that if personnel changes occur during the semester, he/she and the new PCA registers with the Access Office.
- Direct the activities of the personal care attendant while at the College.
- Have a backup plan or alternative plan of action should the regular PCA not be available to work with them.
- Follow the College's policies and abide by the Student Rights and Responsibilities

### **A PCA IS EXPECTED TO:**

- Follow all applicable College policies, rules, regulations, and procedures.
- Assist the student before and after class but wait outside the classroom.
- Allow the student to take responsibility for his/her own progress or behavior.
- Refrain from asking questions of faculty, staff, or others on behalf of the student
- Refrain from intervening in conversations between the student and faculty, staff or other students
- Refrain from discussing any confidential information about the student with faculty, staff, or students.

- Follow the Access Office PCA Policy.

If a PCA fails to abide by the above policies and procedures, The Access Office may make a determination that the PCA will not be allowed to accompany the student to the classroom and/or other College sites.

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## PARKING: CLOSE-UP/ACCESSIBLE

### **WHO CAN PARK IN THE CLOSE-UP/ACCESSIBLE PARKING SPACES?**

Only State certified disabled parking plates or tags are legally allowed to park in ADA accessible spaces.

### **WHAT IF ALL OF THE ACCESSIBLE PARKING SPACES ARE TAKEN?**

Persons with State certified disabled parking plates or tags may also park in staff spaces.

### **WHERE CAN I GET AN APPLICATION FOR A STATE CERTIFIED TAG?**

Copies of the State applications are not available on campus. The applications must be obtained in person from the Missouri Department of Revenue.

### **WHAT IF I NEED CLOSE-UP/ACCESSIBLE PARKING AND I DO NOT HAVE A STATE CERTIFIED PARKING PERMIT?**

You must contact the College Police Chief in the event you need close-up temporary parking. You will need to apply for a State tag if you need close-up parking for an extended period.

### **PROBLEMS?**

Contact the Campus Police Chief:

Florissant Valley – Robert Stewart at 314.513.4300  
Forest Park – Richard Banahan at 314.644.9700  
Meramec - Paul Banta at 314.984.7667  
Wildwood – Robert Stewart at 636.422.2000

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## PRACTICUM, COOPERATIVE/EXPERIENTIAL EDUCATION AND CLINICAL ASSIGNMENTS

In many situations a cooperative or experiential education program or clinical is not only required for a specific program; but is also essential for assessing the student's abilities and skills as well as special needs in that field. For the student with disabilities, the practicum or co-op may present a unique challenge.

When a student is ready to register for a practicum or internship, etc. it is the assumption that, through completion of their prerequisite coursework, that they have demonstrated the classroom skills essential to their successful completion of a practicum. **However, the off campus site and ensuing duties may present a whole new set of accommodations that will need to be assessed and provided if possible.** The Access Office is available for help with suggestions on how to provide reasonable accommodations at a job, practicum, or co-op site. It is sometimes best to discuss accommodations with the site supervisor prior to start of the experience.

**It is important for the Career and Employment Services Office and the college instructor who places and supervises the student to understand the following facts related to these issues.**

### FACTS

- ADA requires that employers provide reasonable accommodations for employees who meet the criteria stated in the law.
- ADA and Section 504 require that schools, including institutions of higher education, make reasonable accommodations for students with disabilities.
- Practicum/clinical assignments/internships/experiential education, etc. are considered college courses; thus requires St. Louis Community College to provide for accommodations.
- Students are not required to disclose their specific disability to their instructor or practicum site supervisor, nor can they be asked information about their specific disability. The Access Office will require documentation of disability if the student needs accommodations.
- If the practicum site refuses to provide reasonable accommodations for the student with disabilities, then St. Louis Community College is responsible for providing them.
- St. Louis Community College staff may not disclose a student's disability to the off site location without the permission of the student.

## **SUGGESTIONS FOR ACCOMMODATIONS**

- Identify essential skills required in the practicum setting with the student and discuss the student's ability to perform those skills.
- If a student requests accommodations from their practicum supervisor, the Access Office will offer consultation for accommodations.
- If student does not self-disclose, the practicum site is not obligated to provide accommodations to the student.
- It is best for the Access Office, practicum site supervisor, and student to discuss accommodations prior to the placement.
- If the student has difficulty meeting the requirements of the practicum site with accommodations, faculty may refer the student to the Practicum Supervisor and/or the Access Office.

Information for this section was reprinted with permission from Sinclair Community College.

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## POLICY AND PROCEDURES FOR THE RECOMMENDATION OF REDUCED COURSE LOAD

Some students may request a reduced course load as an accommodation. The Access Office developed the following Reduced Course Load Policy. **Based on documentation provided by the student from a qualified professional, the Access Office will verify that the disability may cause the student to need a reduced course load.** Information regarding the College's documentation criteria can be obtained from the Access Office.

Each semester this accommodation requires the following procedures:

- Prior to the beginning of the semester, the student meets with an Access counselor/advisor to discuss accommodations for the semester. At this time, the student requests a reduced course load. Requests made after the beginning of the semester will be considered on a case-by-case basis. This usually occurs when the status of the student's disability changes. Accommodations are not retroactive.
- The student fills out the Reduced Course Load Request form kept in the Access Office. The following information is needed:
  - (1) The reduction of credit hours requested
  - (2) The student's reason for the request, which must be disability related.
  - (3) Information regarding other obligations, such as work, childcare, or other responsibilities (Documentation needed may include a copy of a recent pay stub)
- The student and Access Office counselor/advisor secure a copy of the student's schedule and attach it to the Reduced Course Load Request.
- The student and Access Office counselor/advisor discuss the impact a reduced course load may have on other student issues such as:
  - Scholarships requirements
  - Degree requirements
  - Class sequence requirements
  - Athletic eligibility
  - Child support requirements
  - Agency funding requirements
  - Insurance requirements
  - Length of time to complete student's goal

**Note:** It is the student's responsibility to know the requirements of his/her specific programs, activities, and services.

- The Access Office counselor/advisor will evaluate the documentation and indicate on the Reduced Course Load Request Form the support for granting or denying the request. Documentation such as transcripts, instructor evaluations, and record of appointments with the Access Office may be

used to support or deny the request.

- The Access Office Documentation Review Committee (DRC) will review the student's request. The decision to grant this accommodation will be based on the following:
  - (a) How does the student's disability substantially limit his/her ability to take a full course load?
  - (b) How do the demands of the current or proposed schedule impact the student's area of disability?
  - (c) How do other obligations such as work, childcare, etc. which are not disability related, affect the student's ability to take a full course load?
- The Access Office counselor/advisor will inform the student of the DRC's decision to grant the accommodation and the number of credit hours that will be considered equivalent to full time status. If the reduced course load request is denied, the student may appeal the decision through the ADA Grievance Procedure.
- Upon the student's request, the Access Office will send verification that a reduced course load accommodation has been recommended and should be considered equivalent to a full-time load. The Access Office will only provide this if the student is currently registered for classes.
- Access Office approval of a reduced course load does not guaranteed acceptance by the programs, activities, and services in which he/she is participating.
- Any changes to the student's schedule should be discussed with the Access Office.
- If the student drops below the approved number of credit hours, his/her full time status may be put in jeopardy.

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## SEIZURE INFORMATION

Students who experience seizures should:

1. Contact the Access Office for an Intake Appointment.
2. Use the seizure information form located after this article to prepare for the intake appointment with an Access Office professional.
3. Provide documentation of the seizure disorder from a doctor. After you have presented documentation of your seizure disorder from your doctor, the Access Office will print memos for each of your teachers stating that you have documented a seizure disorder.
4. Pick up your instructor notification memos from the access office.
5. Make an appointment with each of your instructors to give them the memos.

STUDENTS SHOULD KNOW THAT THEIR INSTRUCTORS HAVE BEEN TOLD TO DO THE FOLLOWING IN THE EVENT OF A SEIZURE:

- **CALL COLLEGE POLICE IMMEDIATELY.** THE COLLEGE POLICE HAVE BEEN TRAINED TO HANDLE MEDICAL SITUATIONS.
- TRY TO PLACE THE PERSON FLAT ON HIS/HER BACK.
- REMOVE CHAIRS, DESKS, OR OTHER NEARBY HAZARDS THAT THE PERSON MAY HIT.
- PROTECT THE PERSON'S HEAD FROM INJURY.
- DO NOT TRY TO HOLD THE PERSON DOWN OR IN PLACE DURING A SEIZURE.
- DO NOT PLACE ANY OBJECTS BETWEEN THE PERSON'S TEETH.
- DO NOT TRY TO REVIVE THE PERSON WITH FLUIDS, STIMULANTS, FRESH AIR OR WALKING.
- DO NOT PANIC. USUALLY THE SEIZURE WILL SUBSIDE AND THE PERSON WILL RECOVER.
- CAMPUS POLICE WILL DECIDE IF MEDICAL PERSONNEL NEED TO BE CALLED.
- **IF A SEIZURE OCCURS IN A CLASSROOM, PLEASE HAVE THE CLASS TAKE A 15 MINUTE BREAK UNTIL THE PERSON IS REMOVED BY COLLEGE POLICE OR EMERGENCY PERSONNEL.**

## SEIZURE INFORMATION FORM

Student's Name \_\_\_\_\_ Date completed \_\_\_\_\_

Seizure type \_\_\_\_\_

Description of the seizure \_\_\_\_\_  
\_\_\_\_\_

Possible triggers \_\_\_\_\_

Average length of time it lasts \_\_\_\_\_

Average Length of time until you can return to regular activities \_\_\_\_\_

Possible warning and/or behavior changes prior to the seizure \_\_\_\_\_  
\_\_\_\_\_

Average frequency \_\_\_\_\_

Usual time of day seizure occurs \_\_\_\_\_

Your reaction to the seizure \_\_\_\_\_  
\_\_\_\_\_

Medication currently being taken:

Name of medication \_\_\_\_\_

Possible side affects \_\_\_\_\_

Emergency contact information in the event of a seizure: \_\_\_\_\_  
\_\_\_\_\_

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## SERVICE ANIMAL: POLICY AND PROCEDURES

As part of the Americans with Disabilities Act (ADA) the College allows persons with disabilities to bring service animals with them to College activities, services and programs.

### **DEFINITIONS:**

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#### ***SERVICE ANIMALS:***

The ADA defines a service animal as "any animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals who are hearing impaired to intruders, pulling a wheelchair for a person, or fetching dropped items for a person with limited mobility." When an animal meets this definition, it is considered a service animal regardless of whether or not it has been certified by a training program. The College may not insist on proof of state certification before permitting the service animal to accompany the person with a disability. All service animals must be permitted to accompany a person with a disability. If there are any questions regarding the service animal, the Access Office should be consulted.

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#### ***THERAPY ANIMALS:***

Therapists often recommend the use of animals as a tool in therapy to promote the well being of their clients. Although therapy animals may be important to a person's treatment, they do not accompany the person at all times and are not covered by the ADA.

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#### ***REQUIREMENTS OF SERVICE ANIMALS AND THEIR PARTNERS/HANDLERS:***

- The handler/partner shall be in full control of the service animal at all times.
- The animal must be on a leash at all times unless the service animal user is unable to use a leash, using the leash would harm the handler/partner, if the animal must perform a task without the use of a leash, or the use of the leash is not appropriate for that type of animal.
- Dogs shall wear a vaccination tag; other animals must have current vaccinations appropriate for that type of animal. The College reserves the right to ask for proof of current vaccination.
- Each situation will be considered on an individual basis. Complaints may be made using the ADA grievance procedure.

If a service animal's behavior fundamentally alters the College's programs, activities and services; poses a direct threat to the health or safety of others; or displays threatening behavior toward others, the College may ask that the service animal be removed.

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## SPELLING ACCOMMODATIONS

A spelling accommodations statement, like the one below, might be approved and listed as an accommodation on the Instructor Notification Memo. The student must provide documentation of disability supporting this request.

"SPELLING DIFFICULTIES REQUIRE ACCOMMODATIONS SUCH AS USE OF SPELL CHECKING DEVICE, DICTIONARY, NO PENALTY FOR SPELLING ERRORS, USE OF A MICROCOMPUTER, ETC."

### **DOES THIS MEAN THE STUDENT CAN TURN IN WORK WITH SPELLING ERRORS?**

It depends.....

- For homework assignments and out-of-class projects, the student is responsible for turning in papers free of spelling errors just like any other student.
- For in-class assignment and tests, the student should receive spelling accommodations.

**NOTE:** If spelling is essential to the class, the Access Office ,faculty, and student will work together to determine if a reasonable accommodation can be found.

### **WOULD YOU EXPLAIN WHAT YOU MEAN BY SPELLING ACCOMMODATIONS?**

Spelling accommodations might be:

- Permission to use a spell checking device
- Permission to use a word processor with spell checking
- Permission to have the work proofed
- No penalty for spelling errors
- Permission to use an instructor-approved "word list"

### **HOW DO I KNOW WHICH METHOD OF ACCOMMODATION TO USE?**

Deciding which accommodation to use is dependent upon the purpose of the test or in-class assignment and the student's ability to use the technology. Sometimes the situation dictates which accommodation is appropriate. For example, it will take longer for the student to use a dictionary and if extended time is not possible, another method of accommodating might be necessary. A discussion between the student and the instructor usually results in finding a workable solution. The Access Office staff can also be called upon to discuss a workable solution.

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## SUPPORT PERSONNEL

The Access Office provides the following in-class support personnel:

### **SUPPORT PERSONNEL TABLE OF CONTENTS**

[Interpreters](#)

[Paid Notetakers](#)

[Reader/Writers](#)

[Science Lab Assistant](#)

[Speech to Text Transcribers](#)

[Visual Describers](#)

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## INTERPRETER SERVICES

The interpreters are degreed professionals hired by the college. All interpreters are required to abide by the National Registry of Interpreters for the Deaf Code of Ethics. Ethical guidelines are listed below as well as Access Office policies.

### HOW DO I GET AN INTERPRETER?

You can get an interpreter for college classes by making an appointment with the Access Office. Do this at least two weeks before the beginning of class. Documentation of disability will be required. Interpreting services cannot be guaranteed for late requests, but every effort will be made to arrange interpreter services within 48 hours notice. You will be asked to sign an Interpreting Service Agreement outlining the responsibilities of the Access Office and your responsibilities.

### CAN I GET AN INTERPRETER FOR FIELD TRIPS OR A CONFERENCE WITH MY TEACHER?

An interpreter will be provided for all College related activities such as instructor conferences, field trips, workshops, or extracurricular activities. Requests need to be made by the student at least (2) business days in advance of the activity.

### WHAT SHOULD I KNOW ABOUT MY INTERPRETER IN THE COLLEGE SETTING?

- The interpreter will interpret everything he/she hears or sees (instructor's lecture, students' comments, loud noises, etc.).
- The interpreter will not omit nor add anything to the situation, even when asked by the person(s) involved.
- All interpreting will be done in the manner intended by the speaker, using language that is most readily understood by the person(s) involved.
- The interpreter cannot discuss any information obtained while interpreting. He/she is not responsible for the student's progress.
- For optimum communication, the interpreter should be near the instructor, enabling the student to see both in one line of vision. Sometimes this means the interpreter will follow the instructor (i.e. math or art); other times he/she will sit in front of the room (i.e. history).
- To better prepare for the class, the interpreter may request a copy of the textbook from the instructor or the Access Office
- All of your comments, questions, and concerns about your class should be directed to the instructor, not the interpreter.
- Because the interpreter experiences mental and physical fatigue after interpreting for lengthy periods (approximately one hour), he/she will need a break.
- Interpreters are always striving to improve their skills. Observing other interpreters while they work is the best way to do this. The interpreter, therefore, may ask permission for others to come into your classroom to observe or for a video camera to be used to record him/her.

## **WHAT WILL HAPPEN IF I DO NOT SHOW UP FOR CLASS?**

- You should always try to contact the Access Office if you need to miss class. If you do not show up for class, the interpreter will wait:
  - 10min. for 1 hr. Class
  - 15 min. for 1 1/2 hr. Class
  - 20 min. for 2 hr. Class
  - 30 min. for 3 hr. Class
- If you call the Access Office and inform us that you are running late, the interpreter will extend the above waiting period.
- If you miss two classes in a row and do not call the Access Office, you will get a warning letter and/or a phone call from an Access Office professional. If you do not respond within one week, interpreter services will be stopped until a conference with the Access Office professional is held.

## **WHAT SHOULD I DO IF THE INTERPRETER DOES NOT SHOW UP FOR CLASS?**

If the interpreter does not show up for class, you should wait ten minutes. If the interpreter does not show up within this time, quietly leave the classroom, contact the Access Office, and then return to the classroom. The Access Office will make every attempt to send a substitute interpreter.

## **WHAT TESTING ACCOMMODATIONS CAN I USE?**

- Extended time: Some students require more time in order to understand the language of the test. Your instructor may give you the extended time themselves or they may ask you to arrange this through the Access Office.
- Interpreting services and extended time: Some students may ask to take tests out of the classroom so that the interpreter may interpret the test. You and your instructor will need to sign an "Out Of Class Testing Interpreter Request" form at least (2) two business days before the test.

## **CAN I GET AN INTERPRETER TO GO TO THE WALK-IN LEARNING LABS?**

A student who needs to work in an out-of-class lab (Reading Lab, Writing Center, Math Lab, Typing Lab, Science lab) can arrange for an interpreter for three (3) hours per week. If the more time is needed the Access Office will need to be consulted.

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## READER/WRITER SERVICES

The need for this accommodation must be supported by the student's documentation of a disability. This accommodation will be stated on the Instructor Notification Memo. Students receiving reader/writer services may include:

- A student with a visual impairment that interferes with print access
- A student with a learning disability in the area of reading or written expression
- A student with a physical disability who has difficulty with the physical act of writing

### WHY MIGHT I NEED A READER/WRITER?

You might need a Reader/Writer for any of the following reasons:

- You need to do library research
- You have in-class writing assignments
- You may need one for tests

### BE INDEPENDENT WHEN POSSIBLE

It is best to try and find ways to do your work on your own. With all of the advanced equipment and technology available on campus, it is expected that you will be able to do most without the assistance of a Reader/Writer (training on the equipment is available). You can talk with the Access Office about ways to increase your independence.

### POLICIES

- All reader/writers are carefully screened and trained by the Access Office staff.
- This accommodation will be provided for tests, quizzes, in-class assignments, and pre-arranged library assistance. It is not provided for homework.
- Students should submit their requests for reader/writer services to the Access Office at least 2 working days prior to their test, quiz, or in-class assignment.
- If a reader/writer is needed for every class throughout the semester, students should submit their request to the Access Office at least 6 weeks prior to the beginning of the semester.
- When possible, the reader/writer from the Access Office will be provided during the scheduled class or test time. Exceptions to scheduled times may need to be arranged due to a class schedule conflict or the availability of a reader/writer at the class time. The instructor will be consulted regarding acceptable times.
- If the reader/writer is not arranged or the student is late, the student may have to miss the quiz or test. It is the decision of the instructor whether or not the student may make up the test.
- If the student is late for class, the reader/writer will wait the following amount of time:
  - 10 minutes for a 1 hour class
  - 15 minutes for a 1 ½ hour class
  - 20 minutes for a 2 hour class
  - 30 minutes for a 3 hour class
- If the student does not show up for services two consecutive times, the student will be contacted by the coordinator. If the student does contact the coordinator within one week, service will be suspended until the student meets with the person who coordinates the service.

- The reader/writer should not actively participate in the class. He/she is there only to read or write for the student.
- The reader/writer is not responsible for the student's progress. Any problems or concerns about the student's performance or attendance should be directed to the student.

### **WHERE DO READERS/WRITERS WORK WITH STUDENTS?**

For tests, quizzes, and in-class assignments, instructors may arrange a place for the reader/writer to work with the student. Usually it is done outside the classroom. If the instructor chooses, he/she may have the Access Office arrange a working space. Meramec students often arrange to take their tests in the Assessment Center.

### **WHAT IS THE ROLE OF THE READER/WRITER DURING TESTS?**

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#### **READER:**

- A reader may only read what is printed on the test.
- A reader may spell words for clarification for a blind student.
- A reader may also verbally describe charts, diagrams, pictures to a student who is blind.
- Readers do NO interpretation of information on tests or quizzes.

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#### **WRITER:**

A writer may only write what the student dictates. This may be handwritten or word-processed. If spelling and punctuation are essential components of this course, the student must spell the terms and tell the writer where to insert specific punctuation.

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## ROLE OF LAB ASSISTANTS FOR STUDENTS WITH DISABILITIES

Some students may need assistance in performing lab experiments. They can request lab assistants by presenting documentation of disability to support the request to the Access Office. Lab assistants can be volunteers from class or hired by the Access Office depending on the extent of assistance necessary. Volunteers may be inappropriate if the student requires extensive assistance because it will interfere with the volunteer's ability to learn. A discussion regarding the use of a volunteer or paid lab assistant should involve the student, Access Office, and lab instructor. The Access Office and the lab instructor need to screen all persons performing lab assistant duties and to withdraw anyone who does not meet the following qualifications or who does not adhere to the duties as outlined below.

### QUALIFICATIONS

- The lab assistant has been approved by the Access Office and lab instructor.
- The assistant has been trained in ethics involved in impartially carrying out the duties of a lab assistant.
- The assistant has been trained in safety practices for lab settings.

### DUTIES

The amount of assistance may vary from experiment to experiment. The instructor and the student should assess each experiment to determine appropriate assistance.

### WHEN ASSISTING A STUDENT WHO CANNOT PHYSICALLY DO THE EXPERIMENT:

The assistant will:

- follow the directions given by the laboratory instructor and student
- physically manipulate the lab experiment as needed
- discuss the procedure with the student before proceeding whenever possible
- not solve problems for the student
- permit the student to participate as much as possible in the process
- will not discuss the student's experiment with the instructor or anyone else without the student's presence and permission
- follow all of the lab safety rules and adhere to all lab policies as outlined in the syllabus, lab manuals, and other pertinent written materials

### WHEN ASSISTING A STUDENT WHO CANNOT WRITE LAB NOTES

The assistant will:

- follow the directions given by the laboratory instructor and student
- write only what the student directs
- not solve problems for the student
- expect the student to be prepared to assist if the assistant does not know how to write a symbol, draw a picture, or write a formula
- not discuss the student's experiment with the instructor or anyone else without the student's presence and permission

- follow all of the lab safety rules and adhere to all lab policies as outlined in the syllabus, lab manuals, and other pertinent written materials

### **WHEN ASSISTING A STUDENT WHO CANNOT SEE**

The assistant will:

- describe the components of the experiment
- read all printed materials such as directions, labels, charts, etc.
- follow the directions given by the lab instructor and student
- physically manipulate the lab experiment as needed
- wait for the student's instructions before proceeding whenever possible
- not solve problems for the student
- permit the student to participate as much as possible in the process
- not discuss the student's experiment or progress with the instructor or anyone else without the student's presence and permission
- follow all of the lab safety rules and adhere to all lab policies as outlined in the syllabus, lab manuals and other pertinent written materials

If the student requests assistance beyond those outlined, the lab assistant and student should discuss the concern with the lab instructor or the Access Office.

It is the student's responsibility to be prepared for all lab activities. It is also the student's responsibility to inform the lab instructor of problems with lab assistant's services.

It is the student's responsibility to be prepared for all lab activities. It is also the student's responsibility to inform the lab instructor of problems with lab assistant's services.

I understand and agree to the duties as outlined above.

\_\_\_\_\_ LAB ASSISTANT

\_\_\_\_\_ STUDENT

\_\_\_\_\_ COLLEGE STAFF

Information for this section came from Teaching Chemistry to Physically Handicapped Students, by The American Chemical Society Committee on the Handicapped, Kenneth M. Rose, Editor and reprinted from Metropolitan Community Colleges' Faculty Handbook with permission.

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## SPEECH-TO-TEXT TRANSCRIPTION SERVICES

### WHAT IS TRANSCRIPTION SERVICE?

A transcriber listens and types a message in real time, as it is spoken. This service can be provided for students who:

- Have hearing losses but do not know sign language
- Cannot take notes

At St. Louis Community College, there are two types of transcription services available:

**TYPEWELL**© With this system, both the transcriber and the student use laptops. The student reads the meaning-for-meaning transcription on one laptop (provided by the transcriber) as the transcriber types on a second laptop.

**CART**- The lecture is transcribed verbatim, word for word, all spoken text as it happens. The student can read the transcription as it is typed. This service is provided at Meramec. At the end of class, the student can receive edited notes from the transcriber via e-mail or a printed copy in their mail folder in the Access Office.

### WHAT IS THE DIFFERENCE BETWEEN “MEANING-FOR-MEANING” AND “WORD FOR WORD” TRANSCRIPTION?

Some transcription services, such as television captioning and courtroom reporting, are *word-for-word*. In *word-for-word* transcription, the transcriber types *every word spoken* in the primary message as well as audible background responses to the message.

In *meaning-for-meaning* transcription, the transcriber listens to the broader message and presents a *summary of the message*. While the transcription will not include every word spoken, it will portray the primary message of the speaker and include specifics and new vocabulary. When possible, the transcriber will also present audible background responses to the message, such as students’ questions and answers.

### HOW DO I GET A TRANSCRIBER

Students can get a transcriber for college classes by calling the Access Office and finding out who coordinates this service. Requests for transcribers must be made at least two weeks before the beginning of classes. Documentation of disability must support the need for this accommodation.

## **TRANSCRIPTION SERVICE AGREEMENT**

Each semester, before a transcriber can be provided, you must sign a Transcription Agreement Form. This form outlines all the policies necessary for retaining your service.

## **SCHEDULE CHANGES**

If you make any changes in your schedule, you must inform the person who coordinates the service in the Access Office.

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## VISUAL DESCRIBERS

St. Louis Community College makes every reasonable effort to accommodate individuals with disabilities as addressed by the Americans with Disabilities Act. In keeping with this commitment, Visual Describers may need to accompany a student in the classroom to describe classroom materials and activities to students who are blind or have partial sight. The visual describer is hired and trained by the Access Office. The student's documentation of disability must support the need for a visual describer.

The student and visual describer will sign the Visual Describer Agreement form below. Copies will be provided for the student, instructor, and Access Office.

### **Visual Describers:**

- Shall describe to the best of their ability classroom materials and activities
- Are not responsible for a student's progress or behavior
- Shall not carry on conversations with the student during class that are personal in nature
- Shall carry-out their duties with the least amount of disruption possible
- Shall not participate in class or intervene in conversations between the student and faculty, staff or other students
- Shall not discuss any confidential information about the student with faculty, staff or students
- Shall follow the college's requirements for employees

I understand and agree to the guidelines as outlined above.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Visual Describer

\_\_\_\_\_  
Access Office Staff

\_\_\_\_\_  
Date

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## TESTING ACCOMMODATIONS

Students with disabilities frequently use testing accommodations on our campuses. Types of accommodations vary from student to student. Accommodations are based on documentation held in the Access Office. Each semester, students will hand-carry their *Instructor Notification Memos* to their instructors. These memos will list precise test-taking adaptations needed for each student.

### TYPES OF TEST-TAKING ACCOMMODATIONS

Examples of test-taking accommodations provided by the Access Office are:

- Readers/Writers
- Extended time with proctor
- Use of computer or closed circuit TV (CCTV) with proctor
- Use of adaptive equipment with proctor
- Enlargement of test
- Interpreter
- Use of calculator and/or formula sheets
- Use of spell-checking device
- Distraction-reduced environment
- Tape recorded tests

### WHO IS RESPONSIBLE FOR PROVIDING THESE ACCOMMODATIONS?

Ultimately, college faculty and teaching staff are responsible for providing all reasonable test-taking accommodations, if the adaptation does not change the essential function of the test.

### THERE ARE TWO AVENUES FOR PROVIDING TESTING ACCOMMODATIONS:

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#### 1. INSTRUCTORS

Often instructors are able and prefer to provide the accommodations without Access Office assistance. The accommodations that instructors are most likely to provide include:

- enlarged tests
- extended time

When providing accommodations, instructors must be aware of what is necessary and appropriate in the situation. Discussing needs privately with the student will help in setting up the provision effectively. The Access Office is also available for consultation.

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#### 2. ACCESS OFFICE

The Access Office will assist faculty who cannot provide the testing accommodations. In many cases, accommodations must be provided by the Access Office staff because of specialized personnel and/or equipment involved.

### GENERAL TESTING POLICIES:

- Test must be taken *on the scheduled date and time* that is on the request form.

**NOTE:** From time to time, it becomes necessary for the Access Office to change the date/time due to personnel changes. Instructors will be consulted before changes are made.

- Instructors' policies regarding absences from test apply to "Out-Of Class" testing.
- If an emergency causes the student to be absent from a scheduled test, the student is to call the instructor immediately.

**NOTE:** Rescheduling a test requires another request form and at least two business days prior to the new test date.

- If a student is more than 15 minutes late for a test, the test administrator may not be able to administer the test. If the test is administered, the amount of time the student is late will be deducted from the total test time.
- Unless instructors specifically note special instructions for administering the test, the Access Office proctor will NOT allow students to bring items into the testing session.
- Students are expected to complete test in a fair and ethical manner. The Access Office adheres to the College's policy regarding the issue of cheating.

Each of the three campuses has a slightly different procedure. On the next pages are brief descriptions of each campus' out-of-class testing policies and procedures. Please call the respective office for more information.

## FLORISSANT VALLEY OUT-OF-CLASS-TESTING PROCEDURE

At least two days prior to the test the student will:

- acquire an out-of-class testing form from The Access Office
- complete the "Student" portion of the form
- present the form to the instructor

In the presence of the student, the instructor will:

- complete the "Instructor" portion of the form
- sign the form
- return the form to the student

The student will then turn the form into the Access Office no less than two business days prior to the test.

The instructor is responsible for making the test available to the Access Office. Instructors can:

- Request that the Access Office personnel pick up the test in the department office
- Bring the test to the Access Office
- Send the test via e-mail
- Send the test via campus mail. (Allow plenty of time for delivery of the test. We prefer that tests sent through campus mail arrive in the Access Office 24 hours in advance. This allows time for us to track down tests that have not been received.)

These arrangements can be made via the telephone or e-mail.

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## FOREST PARK OUT-OF-CLASS TESTING PROCEDURE

### *FOREST PARK OUT-OF-CLASS TESTING PROCEDURE*

At the beginning of the semester, the student will:

- Meet with Access Office testing coordinator and acquire an out-of-class testing form;
- complete the "Student" portion of the form;
- present the form to the instructor;

In the presence of the student, the instructor will:

- complete the "Instructor" portion of the form;
- sign the form;
- return the form to the student,

The student will then turn the form into the Access Office.

At least two days prior to each test, the student will:

- complete the out-of-class accommodation request form
- return the form to the testing coordinator for scheduling

If the student cannot come to the Access Office to schedule his/her test, he/she may contact the testing coordinator via phone or e-mail.

The instructor is responsible for making the test available to the Access Office. Instructors can:

- Request that Access Office personnel pick up the test in the department office
- Bring the test to the Access Office.
- Send the test via e-mail.

**These arrangements can be made via the telephone or e-mail.**

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## MERAMEC OUT-OF-CLASS TESTING PROCEDURE

The out-of class testing procedure must be started early but at least 2 days prior to the scheduled test date. The instructor must have time to forward the test to the appropriate testing site. (See Out-of-Class Testing form)

### *STEPS IN SCHEDULING A TEST*

1. Student completes Part-time A of the Out-of-Class Testing Form.
2. Student gains written authorization for out-of-class testing from the Access Office. (See Section B of the Out-of-Class Testing Form)
3. Student contacts the Assessment Center (7596) to make a testing appointment. This is indicated in Part- time C.
4. Finally, the student ensures that the Out-of-Class Testing Form is delivered to the instructor. As the instructor, you complete Part D. The faculty may indicate other accommodations allowed, such as open book, use of notes, as well as other accommodations the instructor deems appropriate for that particular student .The instructor then sends the form and the test to the Assessment Center at Meramec. If the test is being held at the South County Education and University Center or the West County Center, contact the Access Office at Meramec for the appropriate information.
5. The completed testing form and completed test will be returned to the instructor by the staff in the Assessment Center or the Reading and Study Skills Center as soon as the test is complete.

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## *wildwood out-of-class testing procedure*

At least two days prior to the test, the student will:

- acquire an out-of-class testing form from Disability Support Services
- complete the "Student" portion of the form
- present the form to the instructor

In the presence of the student, the instructor will:

- complete the "Instructor" portion of the form
- sign the form
- return the form to the student

The student will then turn the form into the Disability Support Services no less than two business days prior to the test.

The instructor is responsible for making the test available to the Disability Support Services. Instructors can:

- Request that Disability Support Services personnel pick up the test in the department office
- Bring the test to the Disability Support Services.
- Send the test via e-mail

These arrangements can be made via the telephone or e-mail.

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## TAPING LECTURES AS AN ACCOMMODATION

### **CAN AN INSTRUCTOR FORBID A STUDENT WITH A DISABILITY TO USE A TAPE RECORDER IN CLASS?**

No, not if it has been approved as an accommodation for the student's disability in providing meaningful access to the educational experience. Tape recorders are one of the accommodations specifically mentioned in Section 504 of the Rehabilitation Act of 1973.

#### **According to the regulations:**

- Students with disabilities who are unable to take or read notes have the right to tape record class lectures only for their personal study.
- Lectures taped for personal study may not be shared with other people without the consent of the lecturer.
- Tape-recorded lectures may not be used in any way against the faculty member, other lecturers, or students whose classroom comments are taped as part of the class activity.
- Information contained in the tape-recorded lecture is protected under federal copyright laws and may not be published or quoted without the express consent of the lecturer and without giving proper identity and credit to the lecturer.

### **INSTRUCTOR'S RIGHT TO PRIVACY IN THE CLASSROOM**

If an instructor objects to the use of a tape recorder, it is typically because they maintain that their right to privacy of information discussed in the classroom is being violated. The instructor's right to privacy does not override the student's right to accommodation. It is the responsibility of the Access Office to see that the instructor's concern for privacy is respected and addressed while still assuring the availability of accommodation for the student. In many instances, this has been accomplished through the adoption of a contract between the instructor and student that details the specific limited use of the tapes and arranges for their disposal when the function has been fulfilled.

### **CLASSES THAT INVOLVE SELF-DISCLOSURE FROM STUDENTS:**

Occasionally, instructors object to the use of a tape recorder in classes that involve a great deal of self-disclosure from students as part of the class, fearing that the tape recorder will inhibit students from freely sharing. The use of a tape recorder is to replace the student's notetaking ability. If these open discussions are not appropriate subject matter for any student to be taking notes, it would be appropriate to ask the student with disability to turn off the tape recorder during these periods.

### **TAPE-RECORDING AGREEMENT**

Initial and sign below.

- I understand that, as a student enrolled at the institution, who has a disability that affects my ability to take or read notes, I have the right to tape record my class lectures for use in my personal studies only.

- I realize that lectures taped for this reason may not be shared with other people without the written consent of the lecturer.
- I also understand that tape recorded lectures may not be used in any way against the faculty member, other lecturer, or students whose classroom comments are taped as part of the class activity.
- I am aware that the information contained in the tape recorded lectures is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer and without giving proper identification and credit to the lecturer.
- I agree to abide by these guidelines with regard to any lectures I tape while enrolled as a student at the institution.

Student Signature \_\_\_\_\_ Lecturer Signature \_\_\_\_\_

Signature of Witness \_\_\_\_\_ Date \_\_\_\_\_

Copy:        Access Office  
               Student  
               Instructor

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# RESOURCES



## RESOURCES

[Missouri College Guidebook](#)

[Missouri Division of Vocational Rehabilitation \(DVR\)](#)

[Rehabilitation Services for the Blind](#)

[What Are the Characteristics of Successful Students?](#)

### **LEARNING DISABILITIES AND ADHD DIAGNOSTIC REFERRAL LIST**

For a list of professionals who are qualified to perform LD and ADHD diagnostic evaluations, contact the Access Office.

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## SUGGESTIONS FOR THOSE THAT MAY REQUIRE ASSISTANCE DURING AN EMERGENCY EVACUATION AT ST. LOUIS COMMUNITY COLLEGE (STLCC)

*The content of this document is for informational purposes only.  
It is not intended for medical or legal advice.*

**While on campus at STLCC or elsewhere, people who may need assistance during an emergency should take responsibility in developing their personal emergency evacuation plans. Below, are some suggestions for developing a personal plan.**

### TIPS FOR DEVELOPING A PERSONAL PLAN

If you have a disability **such as a health issues, loss of mobility, vision impairments, hearing loss, or a seizure disorder**, you are encouraged to read the following tips and fill out the ***Individual Emergency Plan form*** which is available at the end of these tips.

- While at STLCC, you should study the safe area maps posted in each building and the evacuation routes posted in each room. Develop two escape plans: one assuming help is available, and one assuming it is not.
- When possible, set-up a **buddy system** (see "Buddy System," below).
- Think about your needs for **preparedness kits**, for example, disability related equipment, communication devices, service animal food, and if applicable list of all your medications (name, dose, frequency, and doctor) in a sealed envelope with three days worth of medication.
- Ensure that you have **easy access to emergency contact information** at all times.
- When held, participate in drills and **review effectiveness of your plan**.
- If you have personal attendant, family member or friend who cares for you, be proactive by providing them with **copies of your health information**, evacuation plans, and other emergency documents and **making arrangements before an emergency for him/her to check on you immediately after an emergency. This will require planning for how to contact each other** in an emergency. Telephones may not be functioning, so devise a backup.
- Make sure that you have the number for campus police programmed in your cell phone:  
Florissant Valley 314.513.4300                      Forest Park 314.644.9700  
Meramec 314.984.7667                                Wildwood 636-422-2000
- You may want to set-up speed dial for 911 and or campus police.

## BUDDY SYSTEM

- In order to set-up a buddy system, you need to find someone who is willing and capable of assisting in an evacuation.
- The person with a disability and the buddy must be able to contact each other quickly.
- It is recommended that you find at least one buddy for each on-going situation. The buddy should be in the same building (preferably same room) as in most situations, no one will be allowed to enter a building that is being evacuated. In some situations, you may want to consider having two people to assist you in case one or the other is absent.
- Once you identify your buddy(s), you are the best person to let the buddy know how he/she can assist you in the event of an emergency.

## EVACUATION OPTIONS

**Horizontal Evacuation:** Use building exits to the outside ground level or that go into unaffected wings of multi-building complexes.

**Stairway Evacuation:** Use stairs to reach ground level exits if at all possible. If not, stay in the safe area or area of refuge until help can reach you.

**Area of Refuge:** Usually the safest area of refuge is an enclosed stairwell. These safe areas should be clearly marked. Use a cell phone to report your location to Campus Police or the community police department.

**Stay in Place:** If an area of refuge is not identifiable or if you know that the building has sprinklers, stay in place. Unless danger is imminent, remain in a room with an exterior window and a closed, solid or fire resistant door. Again, use a cell phone to report your location to Campus Police or the community police department.

## TIPS FOR PERSONS WITH DISABILITIES

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### *GENERAL GUIDELINES – WHEN IN AN EMERGENCY*

- Call Campus Police or community police department and contact your “buddy.”
- Determine need to evacuate or stay in place.
- If evacuating, inform the Campus Police or community police department or first responder where you are heading and type of assistance needed.
- If unable to contact emergency personnel, move to planned designated area.

- Ask others to notify the Campus Police or community police department or first responders of your need for assistance.
- If trapped, get the attention of others by calling out or striking objects together to make noise, or write on a wall or window with a marker.
- If not in immediate danger, stay in place or move to area of refuge until emergency personnel determine nature of the situation.
- A person with a disability may not have to evacuate for false alarms or isolated and contained fires. Campus Police or community police department will decide to evacuate or not and will tell the individual their decision.

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## ***SUGGESTIONS FOR SPECIFIC DISABILITIES***

### ***TIPS FOR PERSONS WHO USE WHEELCHAIRS***

- Preparedness kits should include:
  - Heavy gloves for making your way over glass or debris
  - Extra battery for electric wheelchairs
  - Patch kit for punctured wheels
- In earthquakes, once you are in a safe and protected place, preferably along an interior wall or doorframe, lock your wheels, bend over your knees, and cover your head.
- If you are out of your wheelchair during an earthquake, attempt to seek cover under a desk or a table.
- During an evacuation, if a small stair landing is chosen as the area of refuge, consider waiting until heavy traffic has passed before entering.

### ***TIPS FOR DEAF OR HARD OF HEARING INDIVIDUALS***

- Preparedness kits should include:
  1. Pen and paper and a flashlight to communicate in the dark
  2. Extra hearing aid batteries
  3. Batteries for phone equipment
  4. Be careful of falling things as you leave a building.

### ***TIPS FOR PERSONS WHO ARE BLIND OR HAVE LOW VISION***

- When preparing your evacuation plan ask for needed information in alternate formats if needed.
- If you are working with an Orientation and Mobility specialist to become familiar with campus or the environment, include training in escape routes.
- Give thought in advance, to whether you will need someone to guide you during an evacuation. Safety is the priority, so whether or not you normally use a human guide, you are responsible for recruiting a volunteer and providing instructions on how to assist you.
- Your guide may feel that he or she is no longer needed once you are evacuated from the building. If you want someone to stay with you in the unfamiliar surroundings, let them know that you continue to need their help.
- Even if you feel that you do not need a guide, you may want to recruit a volunteer to walk alongside you in case something on the way out interferes with clear evacuation.
- Know where the nearest telephones and pull alarms are located.
- Know how to describe your location.
- Disaster supplies kit should include:
  1. Extra folding white cane
  2. Heavy gloves for feeling your way over glass or debris
  3. Colored cape or poncho worn for visibility by others
- Mark emergency supplies with large print or Braille, if helpful.
- Practice your evacuation route periodically both with your service animal and white cane.
- A smoke-filled room could possibly impair a guide dog's sight or sense of smell.
- Low vision individuals may find their remaining vision decreased due to darkness or smoke.
- Be cautious of obstructions and falling objects during an earthquake.
- During an earthquake, remember to drop, cover, and hold.

### ***TIPS FOR PERSONS WITH A SERVICE ANIMAL***

- Include instructions in your plan for service animals.
- If the only stair rail is on your left side, where your service animal should typically be, accustom the animal to heeling down the right side, or work the animal on the steps.
- Be cautioned that if your animal typically stops at each new flight, others behind you may panic.

### ***TIPS FOR PERSONS WITH LEARNING DISABILITIES WHO REQUIRE ALTERNATE FORMAT***

- When making your plan for evacuation:
- Ask for information in alternate formats if needed
- Review general building evacuation guidelines and ask questions if you do not understand something
- See if your evacuation routes have signage that is easy to follow.
- Ask someone to guide you during an evacuation if you feel you need help.
- Ask someone to write down information if you have a hard time understanding oral directions.

### ***TIPS FOR PERSONS WITH LIMITED COMMUNICATION***

- Determine how you will best communicate with others during an emergency.
- Consider having personal evacuation and emergency instructions written down on a card, placed in an easy view location, and carry it with you at all times.
- Have batteries for communication equipment in preparedness kit.

### ***TIPS FOR PERSONS WITH PSYCHOLOGICAL DISABILITIES***

- Preparedness kit should include at least three days worth of needed medication.
- When developing plan, consider strategies to reduce stress of the emergency by carrying a cell phone and determining who you can call.
- Consider carrying a preprinted message such as “I have a panic condition. If I panic and appear very anxious, speak to me calmly and slowly. Be patient. Ask me if I need my medication and I will direct you. You may need to ask me more than once. Please stay with me until I calm down.”

### ***TIPS FOR PERSONS WITH MEDICAL CONDITIONS***

- Medical conditions include, for example, pregnancy, respiratory or cardiac problems.
- Ask for assistance walking down stairs.
- Remember to bring medication or inhalers when evacuating.
- Depending on the degree of urgency, consider taking rest periods during evacuation if possible.

Much of the information was copied with their permission from Pacific Lutheran University's "Emergency Planning Guide for Persons with Disabilities."

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# INDIVIDUAL EMERGENCY PLAN

People who may have difficulty in the event of an emergency evacuation are encouraged to complete this planning form and keep it with them at all times in order to consider the optimal method of safe evacuation in the event of an emergency

Name: \_\_\_\_\_ Student Number: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ E-Mail: \_\_\_\_\_

**Disability:** Check all that apply and describe where appropriate.

- Blind
- Deaf or hard-of hearing  Uses an interpreter  does not use an interpreter
- Health \_\_\_\_\_
- Developmental Disability \_\_\_\_\_
- Learning Disability
- Low Vision \_\_\_\_\_
- Mobility, non-wheelchair user
- Mobility, power wheelchair user
- Mobility, manual wheelchair user
- Psychiatric \_\_\_\_\_
- Limited Communication
- Service Animal
- Other \_\_\_\_\_

1.) Emergency Information: Describe the most appropriate way to assist you in an emergency.  
(medical, equipment, communication, lift/carry)

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2.) Warnings: List those actions individuals trying to assist you should not attempt.

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3.) Plan for when you are alone.

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4.) Are you carrying an Emergency Supply Kit?  Yes  No

If yes, list items.

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5.) Emergency contacts:

a. Name: \_\_\_\_\_ Relation: \_\_\_\_\_

Phone: \_\_\_\_\_ Cell: \_\_\_\_\_ E-Mail: \_\_\_\_\_

b. Name: \_\_\_\_\_ Relation: \_\_\_\_\_

Phone: \_\_\_\_\_ Cell: \_\_\_\_\_ E-Mail: \_\_\_\_\_

c. Name: \_\_\_\_\_ Relation: \_\_\_\_\_

Phone: \_\_\_\_\_ Cell: \_\_\_\_\_ E-Mail: \_\_\_\_\_

6.) Medications: \_\_\_\_\_

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## WHAT ARE THE CHARACTERISTICS OF SUCCESSFUL STUDENTS?

### **PRIOR TO THE START OF THE SEMESTER, SUCCESSFUL STUDENTS:**

- Self-identify as a student with disabilities to the Access Office 6 weeks prior to the start of the semester
- Find out what is needed to document disability
- Provide current documentation of disability
- Understand how the disability affects learning
- Request specific accommodations in order to obtain equal access
- Meet with the Access Office to learn about procedures for using accommodations

### **DURING THE FIRST WEEK OF THE SEMESTER, SUCCESSFUL STUDENTS:**

- Pick up Instructor Notification memos from the Access Office
- Make an appointment with each teacher and discuss the accommodations
- Inform the Access Office and instructors of problems related to accommodations and suggest possible solutions

### **THROUGHOUT THE SEMESTER, SUCCESSFUL STUDENTS:**

- Follow the College's policies and procedures
- Schedule regular appointments with an Access Office Professional
- Take responsibility for their own successes and learn from their failures
- Continue to advocate for themselves and their accommodation needs
- Request accommodations, such as out-of-class testing, in a timely manner
- Attend classes regularly
- Arrive on time to every class
- Inform the instructor if it is necessary to miss class
- Find out about materials covered in class and missed assignments, if absent

- Take advantage of extra credit opportunities
- Check to make sure their notes are effective
- Plan to at least 2-3 hours of study time for every hour in class (12 hours of class=24-36 hours of study)
- Balance time between school, work, and family
- Care about grades and the learning experience
- Take advantage of the College's resources such as learning labs, tutors, supplemental instruction, etc
- Take advantage of meeting with instructors during their office hours
- Participate in class
- Ask questions
- Communicate with the instructor about grades, about comments made on their papers, and about upcoming tests
- Make sure all assignments follow instructor guidelines.
- Turn in all work assignments on time.
- Be aware of important dates such as syllabus information dates, midterms, deadline to withdraw, dates of registration, etc.

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