

PROCEDURES FOR SERVICES to Students with Disabilities

EQUAL EDUCATIONAL OPPORTUNITIES

Finger Lakes Community College is committed to providing an equal educational opportunity for all qualified students as outlined in the College vision statement. The College does not discriminate on the basis of age, race, color, religion, creed, national origin, sex, marital status, sexual preference, arrest record, conviction record, veteran status, or disability in its education programs, activities, admissions, and employment.

The Americans with Disabilities Act (ADA) of 1990 prohibits discrimination on the basis of a disability and mandates that **equal access and reasonable accommodations** be provided to qualified individuals with disabilities. Under the ADA, any person with a physical or mental impairment that substantially limits one or more of his or her major life functions is defined as disabled. Students with disabilities may not be segregated and are fully included in the institution's existing programs and activities.

AVAILABLE SERVICES

Students with learning disabilities are provided services through the Coordinator of Services to Students with a Learning Disability in the Developmental Studies Department, 585.394.FLCC, ext. 7390.

Students with physical and/or psychological disabilities are provided services through the Coordinator of Services to Students with a Disability in the Student Health Center, 585.394.FLCC, ext. 7441.

The College does not have any formal program of study for special populations. FLCC believes that the needs of each person with a disability are individual and unique. Therefore, **services are provided on an individual basis**. The range of services may include, but is not limited to:

- Pre-admission academic counseling
- Assistance with academic advisement
- Tutorial services
- Alternative testing arrangements
- Notetakers, scribes, or readers
- Computer assistance
- Study skills workshops
- Support group
- Texts on tape
- Referral to community agencies

Please note: The College does not provide personal aides or attendants.

ELIGIBILITY

Services and reasonable accommodations are granted to students who complete the Disabilities Services Intake Form and submit complete written documentation of the disability from an appropriate and qualified source (e.g. licensed psychologist). The documentation must be current (within three years). It should clearly state a detailed diagnosis and include specific recommendations for academic accommodations. Services cannot be provided for a student who does not submit the necessary documentation. Finger Lakes Community College does not provide evaluations.

To ensure that accommodations/services are in place at the beginning of the semester, it is strongly recommended that students complete the aforementioned process at least 30 days prior to the beginning of the given semester (e.g. by August 1 for the Fall Semester, by January 1 for the Spring Semester, or by May 1 for the Summer Sessions).

GUIDELINES FOR DOCUMENTATION

Each individual student must provide documentation that contains two elements:

1. **A diagnosis of the specific disability** (type of disorder) from a qualified professional. The diagnostician is encouraged to use direct language in the diagnosis. Note: individual "learning styles," "learning differences," "test anxiety" do not constitute a learning disability.

2. **A rationale (clinical summary) for the requested accommodations** based on testing, diagnostic interview (case history), etc. The data should logically reflect a substantial limitation to learning and relate to the specific functional limitations that necessitate accommodation.

The statement of disability, or diagnosis, provides the proof of disability and helps to determine the individual's accommodations and services. Previous provision of services or lack thereof does not guarantee or preclude College services.

Appropriate documentation for students with learning disabilities may typically include:

- A. A complete intellectual assessment (preferably the WAIS-R) with all sub-tests and standard scores reported.
- B. A comprehensive achievement battery with all subtests and standards cores reported. The battery should include current levels of academic functioning in relevant areas such as reading (decoding and comprehension), mathematics, and oral and written language. Acceptable instruments include, but are not limited to:
- Woodcock-Johnson Psycho-Educational Battery-Revised (WJ-RACH)
 - Wechsler Individual Achievement Test (WIAT)
 - Stanford Test of Academic Skills (TASK)
 - Scholastic Abilities Test for Adults (SATA)
- C. An assessment of information processing (e.g. short and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning and motor ability). Acceptable instruments include:
- Detroit Tests of Learning Aptitude
 - Information from sub-tests on WAIS-R
 - Woodcock-Johnson Psycho-Educational Battery Revised: Tests of Cognitive Ability
- D. A clinical summary/diagnostic summary is a necessary component of the assessment report. The clinical summary should include:
- Indication of how patterns in the student's cognitive ability, achievement, and information processing reflect the presence of a learning disability.
 - Specific recommendations for accommodations as well as an explanation as to why each accommodation is recommended. The evaluator should support recommendations with specific test results or clinical observations.
 - Any record of prior accommodations or auxiliary aids, including any information about specific conditions under which the accommodations were used (e.g. standardized testing, final exams, licensing, or certification examinations).

Appropriate documentation for students with a physical and/or psychological disability may typically include:

- A. Documentation ideally includes diagnosis, prognosis, and medications. It should also meet the rationale requirements as stated under "Guidelines for Documentation" (above).

HANDLING OF RECORDS AND CONFIDENTIALITY

Records related to student disabilities are kept on file in the appropriate services office. The College has the responsibility to **maintain confidentiality** of these records. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34CFR 99.31):

- School officials with a legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to a specific State law

The student with a disability is not required to reveal the nature of the disability to an advisor or an instructor. However, the student is strongly encouraged to discuss his/her accommodations and/or modifications with their instructors and advisor.

REQUESTING REASONABLE ACCOMMODATIONS

1. The responsibility for initiating the request for accommodations/services lies with the student.
2. Requests for services/accommodations will not be processed until documentation of the disability is received and reviewed by the appropriate coordinator.
3. Requests for services/accommodations can be made anytime during the year. However, to ensure that accommodations/services are in place at the beginning of the semester, it is strongly recommended that students complete the Disabilities Services Intake Form and submit complete written documentation of the disability at least 30 days prior to the beginning of the given semester (e.g. by August 1 for the Fall Semester, by January 1 for the Spring Semester, or by May 1 for the Summer Sessions). Although the College makes every effort to process requests for accommodations/services in a timely manner, late requests may result in a delay in receiving support services.

PROCEDURES

Once written documentation is on file and the accommodations/services are agreed upon, a general procedure is followed: A student signs a release form granting permission for an "Academic Accommodations Profile" to be sent to each instructor. This profile states classroom and testing accommodations that the student is entitled to receive. It is also the student's responsibility to notify the instructor of the need for accommodations. The faculty member and student should discuss the accommodations and determine if there are any clarifications needed as to how and when the accommodations will be provided.

WHEN SPECIAL TESTING ACCOMMODATIONS ARE NEEDED

The student must notify the appropriate coordinator (either the Coordinator of Services to Students with a Learning Disability or the Coordinator of Services to Students with a Disability) by **filling out the Student Test Accommodation Form at least one week before each test.**

The student must notify the instructor. The instructor will fill out the Instructor Test Accommodation Request Form (including special instructions for administering the test, permission to use a calculator, notes, etc.). The form, with the test, will be returned to the Coordinator prior to testing.

Please note: Students may not deliver their own tests. All tests must be delivered by the instructor. Testing accommodations will only be provided when these steps have been completed.

WHEN A TUTOR IS NEEDED

The student must make a request in writing to the appropriate coordinator.

WHEN A NOTETAKER IS NEEDED

The student must make a request in writing to the appropriate coordinator.

COURSE WAIVERS

Required courses in a degree program may not be waived. Please note: The physical education requirement will NOT be waived for any student. The Department of Physical Education and Integrated Health Care offers a variety of physical education courses to meet students' needs. Students may contact the Department of Physical Education and Integrated Health Care at 585.394.FLCC, ext. 7294, to discuss concerns relative to physical education courses.

STUDENT RESPONSIBILITIES

The student is responsible for:

- Initiating the intake process.
- Providing current and complete written documentation of the disability from an appropriate and qualified source.
- Notifying the appropriate coordinator when he or she cannot attend class if the following services are provided: interpreter, notetaker, and/or scribe. An ongoing, consistent pattern of absences without appropriate notification may result in a discontinuance of services. When a service is discontinued, the student may meet with the appropriate counselor to seek reinstatement of the service.
- Notifying instructors in advance of an anticipated absence from class(es).
- Initiating and advocating to his/her instructors regarding approved accommodations/services. Each semester, the student should obtain his/her "Academic Accommodations Profile" to share with instructors.

GRIEVANCE PROCEDURES

Discrimination Complaints

Students who feel they are being discriminated against may contact the Dean of Student Services at 585.394.FLCC, ext. 7211. The process for resolving discrimination complaints appears in the Student Code of Conduct Policy and Grievance Procedures. Please note: The Academic Regulations and Student Code of Conduct section cited in the Finger Lakes Community College Catalog applies to all students without exception.

Accommodations/Services Complaints

The student may appeal modification(s) and/or denial(s) of accommodations/services to the Disability Services Review Board comprised of the Vice President of Academic Affairs, Vice President of Administration, a faculty member elected annually by the Faculty Alliance, a professional staff member elected annually by the Professional Association, and a student who is endorsed by the Student Corporation.

Appeal Process

1. The disability accommodations/services appeal must be submitted in writing to the Dean of Student Services Office within five College working days from the date of the mailing regarding the status of accommodations/services. The appeal must contain the student's name, address, and phone number, and describe the rationale/need for the modified and/or denied accommodations/services. Supporting documentation may be included with the written appeal.
2. The Dean of Student Services will notify the Disability Services Review Board of the appeal and coordinate a hearing date.
3. The hearing will occur not sooner than three College working days following receipt of the written appeal. The student is responsible for presenting his/her appeal to the Board. The hearing will be closed to the public. The student shall be permitted to be advised and assisted at the hearing by another person of his/her choice. The student shall also have the right to submit evidence in support of the appeal.
4. The hearing shall be recorded on equipment supplied by the College. The student may request a transcript of the hearing by submitting a written request to the Dean of Student Services Office. The transcript shall be made available to the student not sooner than three College working days following the hearing.
5. At the close of the hearing, the Board shall deliberate privately as to whether the appeal has merit. Within ten College working days after the close of the hearing, the Board shall report its findings to the Dean of Student Services.
6. The Dean of Student Services will notify the student of the Board's decision in writing.
7. The Board's decision is final. Please note: In rare instances, the Dean of Student Services or designee may approve temporary accommodations/services pending the final decision of an appeal.

ONLINE RESOURCES

1. For students with disabilities who are preparing for post-secondary education: www.ed.gov/about/offices/list/ocr/transitionguide.html
2. The Post-Secondary Disabilities Consortium of Central New York: www.pdccny.org
3. For transition services for students with disabilities: www.ccdanet.org

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