Clatsop Community College
Student Access Services
Student Handbook

Student Access Services
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It is the policy of Clatsop Community College that there will be no discrimination or harassment on the grounds of race, color, sex, gender, marital status, religion, national origin, age, sexual orientation, gender identity or expression or disability in any educational programs, activities, or employment. Questions or complaints should be directed to Desiree Noah, Affirmative Action/Gender Equity (Title IX) Officer, Towler Hall, Suite 110, dnoah@clatsopcc.edu 503-338- 2450; TDD 503-338-2468. The Director of Student Access Services, Mallory Vollner, is located in Columbia Hall, Room 111, mvollner@clatsopcc.edu 503-338-2474.

Mission Statement

It is the purpose of the Office of Student Access Services to meet the individual needs of Clatsop Community College's students with disabilities by continually improving accessibility to buildings, programs, classes and services in order to ensure an equal-opportunity educational experience.

General Information

Location:	Columbia Hall, Rm 111
Hours:	M-F, 9am-5pm
Who:	Mallory Vollner, Director of Student Access Services
Email:	mvollner@clatsopcc.edu
Phone:	(503) 338-2474
TDD:	(503) 338-2468
Online appointments:	https://ccc.appointlet.com

Clatsop CC SAS Website: https://www.clatsopcc.edu/services/support-services/student-access-services/

Services Include, but are not limited to:

- Facilitate accommodation process
- Review disability documentation
- Proctoring of accommodated testing
- Classroom auxiliary aids and services
- Alternative formats of textbooks and other educational materials
- Student advocacy
- Registration assistance
- Faculty consultation/liaison services
- Resource referrals

Section 1: Student Rights and Responsibilities

Students with disabilities have the **right** to:

1. An equal opportunity to learn. Students have the right to reasonable accommodations. The accommodations must not fundamentally alter the program of study or create an undue financial or administrative burden on the college.
2. An equal opportunity to participate in and benefit from all facets the academic community.

Students with disabilities are **responsible** for:

1. Schedule an intake meeting with Student Access Services. Use the contact information at the front of the handbook to make your appointment. In this meeting you will:
    a. Register with Student Access Services.
    b. Submit documentation of your disability. Please see documentation guidelines. Documentation must be from a qualified professional
    c. If documentation is sufficient, reasonable accommodations will be determined.
    d. Request accommodations for the current or upcoming term.
2. Students must request their accommodations for *each term*.
3. Students are encouraged to meet with their instructors to discuss their accommodations. The student does **not** have to disclose their disability to the instructor.
4. Notify the Student Access Services office of any issues or concerns in receiving accommodations.

Remember that you are responsible for your academic success. Accommodations are intended to create equitable access to programs and activities, not lower academic standards or modify curriculum. Know your strengths and weaknesses in relation to your disability, and be pro-active. Access on-campus resources such as the writing center or math lab as soon as necessary.

Student Access Services (SAS) is **responsible** for:

1. Ensuring that programs, services, and activities of CCC are reasonably accessible to all students, regardless of disability status.
2. Provide notice of accommodations to instructors in a timely manner.
3. Maintain the confidentiality of your disability documentation.
4. Determine and decide reasonable accommodations through an interactive process. Notification of types of documentation needed to support your accommodation request when a request is denied. When necessary, the college can refer the student to providers of services not covered by the SAS Office.
5. Maintain and conduct a grievance procedure to resolve complaints relating to accessibility or accommodations provided by the college.
6. Purchase and maintain accessibility software for the institution. Student Access will work with IT to ensure that this software is available on all lab computers available for student use and placement testing. Student Access will provide training to faculty this software, accessible materials, and legal requirements under Section 504 and Title II.

Section 2: Determining and Requesting Reasonable Accommodations

Determining Reasonable Accommodations

A **reasonable accommodation** is one which provides modification or adjustment to a course, program, activity, service, or event that allows a qualified student with a disability to have an equal opportunity to attain the same level of achievement, engagement, benefits, or privileges as are available to students without disabilities. To determine reasonable accommodations, Student Access Services may request information from college personnel or faculty in regards to essential or technical standards for such courses, programs, activities, services, or events.

During an intake meeting with SAS, an interactive process will be used to determine if an accommodation is reasonable and if the need for the accommodation is supported through documentation. Some information that will be reviewed during the determination of accommodations are:

- Barriers resulting from the impact of the student's documented disability.
- Accommodations that may alleviate or remove the barrier
- Review of whether or not the essential elements of the course, program, activity, service, or event will be fundamentally altered by the accommodation.
- An accommodation must not:
    - Lower academic standards
    - Alter or remove essential requirements
    - Fundamentally alter the nature of the academic program
    - Present an undue financial or administrative burden on the college
    - Pose a threat to the safety of others or the public.

Requesting Accommodations

Students must request accommodations on a quarterly basis through MyCCC. During the intake meeting, SAS will instruct and assist the student on how to request accommodations. See appendix for detailed instructions on how to request accommodations through MyCCC. See Testing Accommodations section to review the process for requesting SAS for test proctoring services.

Section 3: Accommodations Overview

The following are examples of the most common accommodations utilized by students. This is not a comprehensive list of accommodations. Accommodations are determined through an interactive process during an intake meeting with the Director of Student Access Services.

Examples of Accommodations

Testing Accommodations

Extended time, distraction reduced, use of a scribe or reader are frequent requests. Often instructional faculty will provide the testing accommodations themselves. Proctoring for accommodated tests is also available through Student Access Services.

Note-taking Support

Students are encouraged to try out different note taking technologies (e.g. Livescribe pen, digital

recorder, note taking applications) before requesting peer note taking services. When note taking technologies are not appropriate, the SAS office can arrange for a peer note-taker in lecture based classes.

Alternative Text Formats

Students with print disabilities can receive their textbooks in electronic, audio, or braille formats.

Readers

Reading services for testing or in-class reading activities are available upon request. Readers for homework are **not** provided by the college. Alternative text formats for use with various assistive technologies may be provided for all required reading.

Assistive Technologies

There are many software and hardware products available to assist students. Please contact the Disability Services Director for further information.

Adjustable Furniture

Special lumbar support and adjustable chairs, as well as adjustable tables, are available upon request.

Accessibility Guide and Map

A detailed campus guide and map is available from Student Access Services, indicating accessible routes and accessible parking.

Mobility Assistance

An individually tailored tour of the college campus to determine accessible routes can be provided. Please contact Student Access Services to make an appointment.

Accessible Parking:

Parking permits for Towler Hall or the Art building can be requested through the Student Access Services Coordinator on a quarterly basis. These permits are issued because there are no DMV spots at these buildings due to the slope. A state issued disabled permit is typically required for all disabled parking on campus, however those without a disabled permit may be issues a Disability spot with sufficient documentation of physical limitation.

Personal FM Systems and Audio Loops

Personal FM Systems are available for loan.

Interpreters (ASL, Oral):

Interpreting services for classes, meetings with instructors and advisers, social or club activities, plays, guest lectures, workshops, or other college sponsored events are available upon request. Please contact Student Access Services at least 2 weeks before the interpreter is needed to ensure availability.

Other Services Include

Advisement for students regarding individual needs and the appropriate resources for meeting those

needs. Advocacy for appropriate accommodations (e.g., alternative testing situations and modes, preferred accessibility aids).

Equipment and Other Technology

Students may check out the following equipment from the Student Access Services Director:

- iPads with various accessibility applications
- Livescribe pens
- Noise reducing headphones
- Digital recorder
- Transformer: portable electronic magnifier
- FM loop system

All equipment may be checked out for one quarter and must be returned to Student Access Services by the last day of finals week each quarter. Failure to return equipment will result in you being charged for the cost of replacing the equipment plus any rush shipping charges if the item is needed right away for another student. A hold will be placed on your account until you have either returned the item or arranged for payment.

Testing Accommodations Protocols

In order to receive testing accommodations, you must first meet with Student Access Services to determine if and what kind of testing accommodations are appropriate. You are responsible to contact the Student Access Services Director a minimum of 5 business days ahead of when you want test accommodations. Proctoring services cannot be guaranteed if the test is scheduled less than 5 business days in advance. SAS will make every effort to proctor exams in a timely manner.

Proctors will follow directions on the test. In addition:

1. Please have your instructor complete a test proctoring form (see appendix) and drop off the form with SAS office. You must submit this form at least **one week** prior to the test date; this is especially important if reader or scribe services are needed.
2. Readers will read questions clearly and distinctly.
3. The Reader will repeat questions as many times as you desire, but will **not explain, rephrase, define words, or give hints to the answers**.
4. If the Proctor is scribing for you, the Proctor will wait for the answer to come from you and will write your response word-for-word.
5. If the Proctor is scribing an essay, you must tell the Proctor all of the punctuation, beginnings of new paragraphs, spelling of unusual words, etc., unless otherwise specified by the instructor.
6. If the Proctor is scribing mathematics, chemistry, or other sciences, the Proctor will wait for instructions from you regarding when to carry numbers during addition, subtraction, etc.
7. Books, notes, study material, etc., are not allowed into the testing site, unless otherwise specified as allowed by the instructor on the test proctoring form.
8. All non-test related items (e.g. backpacks, cell phones) are not allowed in the testing room and must be left in the possession of the SAS Director.

Alternative Text Formats

Students should register for classes as early as possible so that Student Access Services can start working on obtaining and converting textbooks to alternative formats such as electronic, audio, or braille. Please note that students **must purchase or rent their textbooks** before the SAS office will provide the alternative format.

Parking

Student Access Services will disburse parking permits for Towler Hall and the Art building, as these parking areas do not meet standards for official DMV disabled parking. A state issued disabled permit is typically required for all disabled parking on campus, however those without a disabled permit may be issues a Disability spot with sufficient documentation.

- To obtain an official DMV disabled parking permit, you need to have your medical provider certify your need on the disabled parking application. To obtain an application visit –

  http://www.oregon.gov/ODOT/DMV/Pages/DriverID/disparking.aspx

Each quarter a Parking Permit Request (see appendix) must be on file with Student Access Services.

- You must display your parking permit on the dashboard of your car when using CCC permit parking. If you do not display the parking permit you may be ticketed or towed.
- If you see a vehicle that is parked in permit parking and does not have a visible permit:
  - Note the license plate number, and the make and model of the car.
  - Contact Student Access Services, who will notify facilities and the vehicle will either be ticketed or towed.

Section 4: Working with Interpreters & Note-Takers

When note taking technology is not appropriate due to disability, the college will offer peer note taking services. These note takers are contracted by the college as needed, and are not regular employees of CCC.

Working with Note-takers

- Note-takers are usually fellow students in your classes who are being paid to share their notes with you. Note-takers will deliver their notes to the Student Access Services office within 24 hours. after class; Student Access Services will decide upon a method of delivery with the student.
- Note-takers will only provide you with notes if you are present in the class. This includes students who share a note-taker. Any exceptions to this must be cleared with the Student Access Services Director.
- Student Access Services encourages clear, ongoing communication between you and the SAS office about note-taking. If you intend to miss class, please give the SAS office at least 24 hours advance notice. If the notes you are receiving are not meeting your needs, please make an

appointment with the SAS office to discuss your concerns.

If you have any questions or concerns about the services being provided, make an appointment to speak to the Student Access Services Director.

Working with Interpreters

- Try to meet with your instructors before the first class to introduce yourself and explain your communication needs.
- The Interpreter will stand outside of the classroom and wait for you.
- The Interpreter will introduce him/herself to the instructor and will explain the role of the Interpreter in the class.
- The Interpreter will try to locate a place that provides the best distance, lighting, back ground and angle for your viewing of the interpreted lecture and the instructor. If you prefer other arrangements, please inform the Interpreter.
- Inform the Interpreter of your language mode or sign choice preferences. Discuss all concerns relating to the interpreting process with the Interpreter as soon as they arrive.
- The Interpreter will interpret the lecture material as accurately as possible. It is your responsibility to prepare for class so that you will understand the information being interpreted.
- Please do not socialize with the Interpreter during class. Communication is a two-way process; the instructor has the right to request that the Interpreter interpret all of your comments.
- Interpreters have the responsibility to arrive to all classes on time. If you want to communicate with the instructor or another student after a class, please check with the Interpreter to see if there is enough time before his/her next scheduled assignment. If the Interpreter is not available, you can schedule an appointment with the instructor and request an Interpreter for that meeting through Student Access Services.
- At times you may find that a person who interprets for you for one course is a classmate of yours in another course. Respect that individual's right to participate in the class, of which they are a member, and do not ask them to interpret for you.
- Interpreters, as professionals, dress keeping in mind all the assignments they will do throughout the day. If you have specific clothing preferences or requirements (such as a lab setting), please let the Interpreter know. Interpreters will do their best to accommodate your preferences; however, this is not always appropriate or possible.
- If you have concerns about the services being provided, first approach the Interpreter involved. If further discussion or information is needed, make an appointment with the Student Access Services Office.
- The Interpreter will maintain confidentiality regarding class information, test scores, and student identification.
- Remember that mutual courtesy and respect are important factors in every good working relationship.

Cancellation/No Show Policies

Students who utilize services through the Student Access Services Office are required to sign a copy of the Cancellation/No Show Policy at the beginning of each academic year.

Cancellation

It is your responsibility to notify the Student Access Services Director if you will not be attending a class meeting, event, etc., for which you have requested services (for example, an interpreter or captionist). If the Instructor of a class cancels a scheduled session or gives notice in the syllabus that a class meeting will not occur, the student is responsible for notifying the SAS office as soon as possible. Whenever possible, the Student Access Services Director needs to receive 24 hours advance notice that you will not be present for the class, meeting, or activity. SAS realizes that in emergency situations, the student may not be able to provide 24 hours' notice. However, failure to provide 24-hour advance notice for known absences may result in a suspension of interpreter services. To notify the SAS office the student may use one or more of the following venues: Call SAS at 503-338-2474; Email SAS at mvollner@clatsopcc.edu or studentaccess@clatsopcc.edu

No Show Expectations for Interpreters

Service providers (e.g., interpreter) will wait by the designated area (for example, outside the classroom) for you to arrive. If you are late, the service provider will wait 15 minutes for classes lasting 90 minutes or less and 30 minutes for classes longer than 90 minutes. If you do not arrive within the specified waiting time, the service provider will leave. The service provider will immediately return to the Student Access Services Office and complete Cancellation/No Show documentation. She/he will then check for other assignments which may need to be covered.

No Show Consequences for Students

Failure to provide 24-hour advance notice will result in the following actions:

1. First occurrence: An e-mail will be sent to the student reminding the student of the cancellation/no-show policy and procedures

2. Second occurrence: A letter and e-mail will be sent to the student notifying the student that failure to give 24-hour advance notice has occurred two times, and that failure in a third instance will result in the suspension of services. The letter and e-mail will also remind the student of the cancellation/no-show policy and procedures.

3. Third occurrence: Services will be suspended and a letter and e-mail will be sent to the student regarding cancellation/no-show policy and procedures. The letter will also indicate that services will remain suspended until the student meets with the Student Access Services Coordinator to discuss reinstatement of services.

4. Fourth occurrence: Services may be suspended indefinitely. The student will be required to meet with the Student Access Services Director before a reinstatement of interpreter services will be considered. You may appeal this decision to the Office of Student Success.

Service Provider No Show

If the service provider doesn't show up for an assignment, the student should contact the Student Access Services Director as soon as possible. If there is another service provider available, they will be sent as a substitute. The Student Access Services Director will follow up with the service provider concerning the "No Show" and take appropriate action.

Section 5: Service Animals Definitions & Policies

Service Animal Definition:

A service animal is any dog or miniature horse that has been individually trained to perform tasks for the benefit of a person with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals are not service animals for the purpose of this definition. The work or tasks performed by the service animal must be directly related to the individual's disability. Tasks may include, but are not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, pulling a wheelchair, alerting individuals to take their medication, or serving as a barrier between crowds and a person with PTSD.

The crime deterrent effects of an animal's presence or the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition. Service animals not trained to perform tasks that mitigate the effects of a disability are not considered service animals and are not allowed on College premises.

Emotional Support Animal Definition

An emotional support animal (ESA) may well provide a benefit to the individual, but in a general manner that is not protected by the ADA. This animal does not have to be a dog and does not have to undergo any training. These animals do not have public access rights under the ADA, but may be allowed in housing where pets are not normally allowed under the FHA. Since the College does not provide housing, ESAs are not allowed on campus.

Therapy Animal Definition

A therapy animal is most commonly a dog (but can be other species) that has been obedience trained and screened for its ability to interact favorably with humans and other animals. The primary purpose of a therapy animal is to provide affection and comfort to people in hospitals, retirement homes, nursing homes, schools, hospices, and disaster areas. They may be therapeutic visitors, engage in animal therapy or be a facility animal. These animals do not have access rights under the ADA and must be registered, as they are not service dogs. Therapy animals may be allowed on campus for specific events arranged through the Vice President, Student Success' office.

Responsibilities of Individuals Using Service Animals

An individual with a service animal is responsible for the following:

1. Ensure the animal is under control of its handler by means of a harness, leash, or tether. In instances where a person's disability or the service animal's performance of tasks precludes the use of such devices, the animal must still be under the control of the handler through voice control, hand signals, or other effective means. If an animal is out of control and the animal's handler does not take effective action to control it, the matter will be referred to the Vice President, Student Success.
2. Be responsible for the care and supervision of the service animal.

3. Ensure that service animals are housebroken. Individuals with physical disabilities who cannot pick up and dispose of the animal's fecal matter should work with the Student Access Services Director to identify appropriate service animal toileting areas.

Requirements for Faculty, Staff, and Students

Members of the College community are responsible for the following:

1. Allowing service animals to accompany the person they are assisting in all areas of campus where members of the public, participants in services, programs, or activities, or invitees are allowed to go.
2. Not distract a service animal in any way. Do not pet, feed, or interact with the animal without the handler's permission.
3. Not separating a disabled person from his or her service animal.
4. Clarifying an animal's status as a service animal only when it is not readily apparent that an animal is a service animal. In such cases, College personnel may not ask about the nature or extent of a person's disability, but may make **two** inquiries to establish whether the animal is a service animal:
    a. Is the animal required because of a disability?
    b. What work or task has the animal been trained to perform?

The College may take disciplinary action against any individual who fails to abide by these guidelines.

Other questions regarding the status of a service animal should be directed to the Student Access Services Director. Please note that per the ADA, individuals with service animals are not required to register with the SAS Office. If an individual chooses to notify the SAS Office of their service dog it can eliminate the need for the individual to continuously answer the two allowable questions stated above.

Restrictions and Exclusions

The College may impose restrictions or remove from campus a service dog that is out-of-control, not housebroken, poses a direct threat to the health and safety of others, or whose presence fundamentally alters a program, service, or activity. Restrictions or removals are considered on a case-by-case basis in accordance with state and federal laws.

In determining whether a service animal poses a direct threat to the health or safety of others, the College will make an individualized assessment, based on reasonable judgement that relies on current medical knowledge or on the best available objective evidence, to ascertain: the nature, duration, and severity of the risk; the probability that the potential injury will occur; and whether reasonable modifications of policies, practices, procedures or the provision of auxiliary aids or services will mitigate the risk.

In circumstances where a service animal is believed to fundamentally alter a service, program, or activity, the College has the burden of proving a fundamental alteration would occur. The disabled individual must be provided with a written statement of the reasons for reaching that conclusion.

In the event that restriction or removal of a service animal is determined to be necessary, the College will take other actions to ensure that the disabled individual will still be offered the opportunity to participate in services, programs, and activities without having the service animal present.

Protocol for Exclusion of Service Animals

Any member of the College community may report a concern regarding a service animal to the Vice President of Student Success.

1. In response to an immediate concern, the College may determine a service animal must be removed from campus on a temporary basis. The VP of Student Success will notify the animal's owner and notify the Student Access Services Director.
2. The Student Access Services Director will investigate all reported concerns and cases where service animals have been temporarily removed from campus and will consult with the animal's owner and the appropriate college personnel to determine whether or not the animal should be excluded from campus on a permanent basis.
3. If it is appropriate for the animal to be excluded from campus permanently, the Student Access Services Director will work to ensure the individual receives appropriate accommodations in the place of the service animal.
4. An individual who does not agree with the resolution may use the college's grievance process and/or file a complaint or the with the Office of Civil Rights.

Conflicting Disabilities

Individuals with medical issues that may be impacted by the presence of service animals, or have a concern about exposure to a service animal, should communicate with the Student Access Services Director. The individual will be asked to provide documentation that identifies a disability and the need for an accommodation. The Student Access Services Director will facilitate a process to resolve the conflict that considers the disability related needs of all persons involved.

Section 6: Documentation Guidelines

Determining disability limitations and accommodations is an interactive process with specifics determined on a case-by-case basis. The **primary** sources of information used to determine accommodations are student self-report and the recommendations of qualified professionals who are familiar with the student. Additionally, a written, comprehensive psychological and/or medical evaluation explaining the student's functional limitations and recommended accommodations[1] may be required to support accommodation requests. The information below outlines what type of written reports may be requested to support the accommodation request.

ADD/ADHD

ADD/ADHD must be substantiated by a clinician with expertise in the diagnosis of

[1] Recommended accommodations are not guaranteed to be implemented, as they may not be seen as reasonable in the college academic environment.

ADD/ADHD, such as a licensed therapist, educational psychologist, psychologist, psychiatrist, neurologist, or physician.

Documentation must include:

- Clinician's name, title, license number, phone number, and address; summary of all instruments and procedures; date(s) of examination
- History**:** Written summary of educational, medical, family histories and behavioral observations
- Diagnosis**:** A clear statement of DSM or ICD diagnosis
- Interpretive Summary**:** summary of evaluation results, including all standardized scores for any testing conducted.
- If applicable, information relating to the current use of medication to treat ADD/ADHD and the impact of the medication on student's ability to meet academic demands
- Statement of specific functional limitations relating to academic performance
- Recommendations for specific academic adjustments supported by rationale.

Psychological Disorders

Diagnosis and discussion of the severity of a disabling condition must be provided by a qualified treating professional (e.g. psychologist, psychiatrist, clinical social worker, licensed professional counselor). The provided documentation must include a detailed description of how this impairment significantly limits a major life activity in an educational setting.

Documentation should include -

- Information from which the diagnosis was made.
- A description of the student's functional limitations in an educational setting, and the severity and longevity of the condition (temporary/ongoing).
- A description of the effectiveness of current treatment.
- Recommendations for accommodations in the educational setting.

Learning Disability

Student must provide documentation of a learning disability that includes standardized cognitive and achievement testing. This documentation must be provided by a trained specialist (e.g. educational psychologist, psychiatrist, neurologist) and include the date and location in which testing was conducted. For testing that was done when the student was under the age of 18, documentation must be current with testing having occurred within the previous three years. High school I.E.P.'s or 504 plans are acceptable **if** they contain complete testing information that was conducted, reviewed, and/or updated within the previous three years. Testing that was conducted using adult normed standardized testing is acceptable regardless of when it was done.

In addition to testing results, documentation should include a summary analysis and recommendations by the professional as to which accommodations may be most appropriate for assisting the student in an academic setting.

Acceptable Test Instruments:

The Student Access Services Office is committed to providing reasonable accommodations to ensure access to CCC. Documentation is an important part of the interactive process of determining which accommodations are reasonable and appropriate. The following test instruments may be used to support the need for certain accommodations. On a case by case basis, the SAS Director may accept an assessment instrument which is not on the following list.

Cognitive (IQ) Assessment

A complete intellectual assessment with all subtests and standard scores reported.

- Wechsler Adult Intelligence Scale - Revised or 3rd Edition (WAIS-R, WAIS III)
- Woodcock-Johnson Psychoeducational Battery – Revised, Standard, and Supplemental Batteries (WJPEB-III)
- Standford - Binet Intelligence Scale (4th ed.)
- Wechsler Intelligence Scale for Children-Revised (WISC-R or WISC III or IV)

Academic Achievement Assessment

A comprehensive academic achievement battery is essential with all subtests and standard scores reported for those subtests administered. The battery should include current levels of academic functioning in relevant areas such as reading (decoding and comprehension), mathematics, and oral and written language.

- Scholastic Abilities Test for Adults (SATA)
- Standford Test of Academic Skills
- Woodcock-Johnson Psychoeducational Battery - Tests of Achievement, Standard Battery
- Wechsler Individual Achievement Test (WIAT)

Physical Disability/Other Health Issues

A certified medical professional will need to provide a written document stating the nature and extent of any physical disability which may need to be accommodated while on campus. Disability is a condition that "currently substantially limits some major life activity, including learning."

The letter should indicate if this is an ongoing or temporary disability. If temporary, an approximate timeline for services needed should be included. This letter should also indicate, specifically, how this disability may impact the student in an educational setting, and list recommendations.

Autism Spectrum

Written diagnostic report from a licensed clinical professional that includes client history, DSMIV TR diagnosis, level of severity, symptoms, functional limitations, diagnostic procedures, and recommendations

Traumatic Brain Injury

- Written diagnostic report from a licensed clinical professional that includes etiology, location and severity of the injury, residual symptoms, functional limitations and recommendations.
- When applicable, include a summary of cognitive and achievement testing used and evaluation results including subtest standard/scaled scores and percentiles.

Hearing Impairment

- Diagnostic statement from a licensed clinical professional that includes etiology, type and severity of the hearing loss, functional limitations, and recommendations.
- When applicable, include information regarding speech recognition threshold and use of amplification devices.

Vision Impairment

- Evaluation report from a licensed clinical professional including all measurements, data, visual fields, and visual acuity for each eye, with or without correction, if worn.
- Diagnostic statement including etiology, diagnosis, symptoms, prognosis and treatment(s).
- When applicable, include phorias, fusional ranges, depth perception and visual accommodation measurements.

Section 7: ACCUPLACER Testing

Most students at Clatsop Community College are required take the ACCUPLACER assessment unless they have previously completed college level writing and mathematics course work at a regionally accredited college, or meet other pre-approved criteria. As an open-admissions institution, Clatsop Community College does not use test scores to determine which students are eligible for admission. Scores received after taking the ACCUPLACER assessment are used to place students into appropriate reading, writing, and mathematics courses.

The ACCUPLACER assessment includes the following features:

- The entire ACCUPLACER test is untimed.
- All students are provided with scratch paper and pencils.
- Students may not bring a calculator to the ACCUPLACER testing. A computer-based calculator is provided during appropriate sections of the math placement test.
- A student may request earplugs/headphones to block out noise distractions.
- A student may take the entire ACCUPLACER test at one time or may break it into multiple parts: reading, writing and math.

Students, who need accommodations while taking the ACCUPLACER exam, may request accommodations through the Student Access Services Coordinator. Accommodations may

include: screen magnification, a trac-ball, sign language interpreters to help with instructions, scribes, and text readers.

Section 8: Federal Law and Disabilities

The Department of Education's Office for Civil Rights (OCR) protects the rights of persons with disabilities under two federal laws. One is Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination based on disability in programs and activities operated by recipients of federal funds. It states:

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

The other law is Title II of the Americans with Disabilities Act Amendments Act (ADAAA), which prohibits discrimination based on disability by public entities, regardless of whether they receive federal financial assistance. Title II states:

> "[N]o qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity."

What is a Disability?

Section 504 and Title II do not contain a specified list of disabilities. Instead, they use a functional definition of disability. Under this approach a person has a disability if he or she: (1) has a physical or mental impairment that substantially limits one or more major life activities of that person; (2) has a record of such an impairment; or (3) is regarded as having such an impairment. Congress has made clear that the definition of disability should be understood to allow for broad coverage. A few examples of impairments that can be disabilities are blindness, deafness, autism, learning disabilities, Attention-Deficit Disorder (ADD), diabetes, food allergies, cancer, and depression.

What is the Office of Civil Rights (OCR)?

OCR enforces Section 504 in all elementary and secondary schools, colleges and universities, and other educational institutions – public or private - that receive federal financial assistance from the US Department of Education. OCR, along with the Department of Justice, enforces Title II at all public educational institutions, including public elementary and secondary schools, colleges and universities, as well as public libraries. The protections of Section 504 and Title II, which are generally the same in the context of education, cover all aspects of these institutions' programs and activities. Both laws cover colleges and universities of all sizes whether or not they are public or private.

The goals of these civil rights laws is to provide equal opportunity and fundamental fairness for students with disabilities, including access to academic adjustments at colleges and universities; accessible technology; accessible programs, services and facilities; and the right to equal treatment and benefits.

A hallmark of these laws is that, in order to ensure that equal opportunity is provided to students with disabilities and to avoid discriminating on the basis of disability, the laws require schools, colleges and universities to sometimes treat students with disabilities differently from students without disabilities. Another hallmark is the imperative to address the particular needs of each student with a disability. Thus, these laws recognize that not only are there many different disabilities, but students with the same disability may not have the same needs.

To Contact OCR:

Seattle Office
U.S. Department of Education
915 Second Avenue Room 3310
Seattle, WA 98174 - 1099

Telephone: 206 - 607 - 1600
FAX: 206 - 607 - 1601
TDD: 206 - 607 - 1647
email: OCR.Seattle@ed.gov

What is IDEA?

The Individuals with Disabilities in Education Act (IDEA) is a law that allows students with disabilities to receive a free and appropriate public education in a K-12 institution from age 3-21, and ensures that special education services, including Individualized Education Programs (IEPs), are provided when deemed appropriate. The provisions of IDEA do not apply to post-secondary education. OCR enforces Title II/ADA and Section 504 of the Rehabilitation act to support students with disabilities who are enrolled in post-secondary education.

Section 9: Complaint and Grievance Procedures

Clatsop Community College Student Complaint/Grievance Resolution Procedures (Procedure 6.220P; adopted 6-30-97 as part of Procedure 6.210P; revised 6-7-05)

Complaint resolution procedures include both informal and formal processes. Clatsop Community College provides procedures for students to use to address concerns or initiate formal complaints including, but not limited to: alleged violations of college policies or procedures, the denial of a refund petition, grade disputes, disqualification from financial aid, another student(s) conduct which violates the College's Student Code of Conduct, or charges of faculty or staff misconduct.

Step 1: Initiate the informal process

The goal of the informal process is to establish communication between the student and the appropriate staff member for the purpose of providing a forum in which the student's questions or concerns can be addressed.

The student must meet with the Student Access Services Director and discuss his/her concerns. If resolution cannot be reached by meeting with the appropriate staff member or when contact with that individual would be unduly distressful or embarrassing, the student may discuss alternatives with the staff member's immediate supervisor. Students can receive assistance in locating the appropriate supervisor by contacting the office of the Vice President of Student Success.

Step 2: File a Formal Complaint Form with the Vice President of Student Success's Office.

If the attempt to resolve the situation informally is not successful, the student may file a formal written complaint. Clatsop Community College's Formal Complaint Form is available at the Welcome Center, the Human Resources Office, Learning Resource Center (Library), South County Campus and MERTS. Forms should be returned to the office of the Vice President of Student Success. The Vice President will be responsible for ensuring that the complaint is forwarded to the Student Issues Committee or the appropriate supervisor. If the complaint is regarding the Vice President of Student Success, the student's formal complaint form should be submitted to the President's Office. Students shall not be retaliated against for filing a complaint. Correspondingly, irresponsible use of the complaint procedure may result in disciplinary action.

In order to facilitate resolution of a complaint, it is important that the complaint be filed in a timely manner. Students must file formal complaints alleging violation of a college policy or procedure or allegations of staff or student misconduct within twenty (20) days of the date that the incident or event occurred. Complaints received after this time period has expired will be processed only if there are extenuating circumstances and the supervisor agrees to extend the timeline. An explanation of the reason for the delay must be attached to the complaint form along with a request for an extension of the time.

A. Outcome of Formal Complaint
Procedure:
The Student Issues Committee or appropriate supervisor will conduct an investigation of the student's complaint. A written response to the student's formal complaint will be mailed directly to the address that the student listed on the complaint form no later than twenty (20) days from the date the complaint form was received in the office of the Vice President of Student Success.

B. Appeals:
All decisions of the Student Issues Committee may be appealed to the Vice-President of Instruction except in the case of an appeal for sanctions invoked as a result of a violation(s) of the Student Code of Conduct. Appeals of sanctions are subject to the guidelines established under the Student Discipline Procedure (6.215P). The request for an appeal to the Vice-President of Instruction must be received, in writing, within ten (10) days of the student receiving the decision of the Committee. The following will be considered grounds for appeal: (A) A procedural error or irregularity which materially affected the decision. (B) New evidence of a substantive nature not previously available at the time of the hearing that would have materially affected the decision. (C) Demonstrated bias on the part of the Committee or supervisor that materially affected the decision. Evidence of bias must be included with the appeal. Appeals of

decisions made by a supervisor should be submitted to the office of the Vice President of Student Success. The request for an appeal of the decision of a College supervisor must be received, in writing, within (10) ten days of the student receiving the decision. Appeals of management decisions are subject to the same criteria as those outlined for appeals of decisions made by the Student Issues Committee. The Vice President of Student Success will forward the appeal to the appropriate administrator who will determine whether or not the criteria for an appeal has been met.

If the criteria for an appeal is met, a written response from the Vice-President of Instruction or the appointed administrator will be mailed to the student no later than fifteen (15) days from the date the petition was received. The decisions of the Vice-President of Instruction or the appointed administrator will be final.

Grade Disputes:

Students with extenuating circumstances affecting grades posted to their transcripts as a result of the college enforcing its policies or procedures should report their concerns to the Registrar's Office. If the Registrar's office is unable to make the requested change, the student may submit a Formal Complaint Form to the office of the Vice President of Student Success. Complaints regarding grades must be filed no later than the term following the one in which the grade was received, with an exception made for spring term. Spring term grade disputes must be submitted no later than the end of fall term. Complaints filed after these specified time periods have passed will not be processed.

Reinstatement of Financial Aid Eligibility and Appeal Process:

Financial aid eligibility may be reinstated when the student raises his/her CGPA to a 2.0 and has achieved a cumulative completion rate of two-thirds (66.67%) of all credit hours attempted. Reinstatement of financial aid eligibility may also occur upon approval of a Satisfactory Academic Progress Appeal.

Satisfactory Academic Progress Appeal Process

A student may request consideration for reinstatement of financial aid eligibility through a formal appeal process by completing the Satisfactory Academic Progress Appeal form with appropriate documentation. An appeal must be received and approved prior to or during a term for which aid is being requested. Aid will not be awarded retroactively for a prior term in which financial aid eligibility was suspended or during which satisfactory progress was not made.

A student may appeal if the reason for failure to meet the minimum satisfactory academic progress standards was the result of extenuating circumstances and if the situation that caused the poor performance has been resolved. Documentation of extenuating circumstances may be required. Extenuating circumstances are; significant and usually documentable, are unforeseen and beyond a student's control, occurred during the term and had a direct impact on a student's ability to successfully complete the term. A student cannot appeal more than once for a specific extenuating circumstance and how that circumstance was resolved.

The Financial Aid Issues Committee and/or Financial Aid Director will review petitions and notify the student of the decision in writing. If approved, the student will be in Financial Aid Probation Status and must complete the conditions outlined in the petition decision. If denied a student will need to successfully complete the deficiency whether it was credit completion and/or CGPA to be considered for all types of financial aid.

Appeals may result in any one of the following actions:

• Reinstatement on probation

• Reinstatement on an academic plan where the student will be held to specific requirements • Denial of reinstatement

Complaints Regarding Another Student(S) Conduct (6215/6.215P)

The procedures for complaints regarding the conduct of another student(s) are outlined in the College's Student Discipline procedures (6.215P) published in the Student Handbook.

Charges of Faculty or Staff Misconduct (4.505/4.505P)

Faculty and staff members are subject to collective bargaining agreements and formal disciplinary rules that cannot be superseded by these procedures. By law, certain procedures must be followed before discipline can be imposed. If the outcome of the informal process is not successful, students may file a formal complaint. Formal complaints may be made by completing the College's Formal Complaint Form and must be submitted no later than twenty (20) days after the date that the incident or event occurred. Complaints received after this time period has expired will be processed only if there are extenuating circumstances and the supervisor agrees to extend the timeline. An explanation of the reason for the delay must be attached to the complaint form along with a request for an extension of the time.
Formal complaints regarding the misconduct of a faculty or staff member will be forwarded to the appropriate supervisor and shall be subject to resolution procedures as detailed in the College's Discipline and Dismissal policy and procedures (4.505/4.505P).
Note: Any time limit noted in this procedure may be extended by the College for five (5) working days with notice to the complainant. Timelines may be further modified, if necessary, by mutual agreement.

Office of Civil Rights Complaint Procedure

Once a student has gone through the Clatsop Community College Student Complaint/Grievance Resolution Procedures and is not happy with the outcome or, the student feels his/her civil rights have been violated he/she may file a formal complaint with the Office of Civil Rights. Please refer to the Office of Rights web page,
http://www2.ed.gov/about/offices/list/ocr/complaintprocess.html , to see more information describing the OCR complaint procedure.

Student Code of Conduct

Please see the Clatsop Community College Student Handbook for current Code of Conduct and Disciplinary Procedures.

Appendix

STUDENT ACCESS SERVICES TEST PROCTORING

Instructor Name: _____ Date: _____

Course Name and Number**:** _____

Earliest date & time test may begin: _____

Latest date & time test must be completed by: _____

Minutes allowed for test in class*: _____

*this number will be used by SAS office to calculate 1.5x or 2x minutes

☐ Student may have as much time as they need

Special Instructions: (it will be assumed that the student can use no resources unless otherwise noted below – please be specific)

_____

_____

_____

_____

_____

_____

_____

Instructor signature: _____

LOCATION FOR RETURN:

_____In person (room: ___) _____ Mailbox (room: ____) _____Other

STUDENT ACCESS SERVICES INTAKE FORM

Date: _____

General Information

Student Name: _____ Student ID no: _____-_____

Phone Number: _____

Email: _____

Disability Information:

Disability type(s): _____

Physical Limitations/Needs:

_____

_____

Are you currently on medication for this disability? ☐ ye s ☐ no

If so, please list medications: _____

_____

Do you have previous experiences with accommodations? ☐ yes ☐ no

If so, what experience do you have? What was most and least helpful?

_____

_____

What program are you enrolled in or plan to enroll in? _____

Are you currently or planning to receive financial aid? ☐ yes ☐ no

Are you receiving any of the following outside services?

☐Commission for the Blind ☐Vocational Rehabilitation ☐DD Services

☐Another Agency (please list): _____

Does your disability effect (check all that apply)?

☐Access to the Classroom ☐Ability to write (physically)

☐Ability to take tests ☐Ability to get information in class

Requested Accommodations (approve noted by SAS initials):

☐Alternate Format Textbooks (Electronic/Audio, Braille, etc)____
☐Calculator____
☐Classroom Seating____
☐ Digital Recorder____
☐ Enlargements____
☐ FM Loop/Personal Listening System____
☐ Interpreter____
☐ Limited Standing/Walking____
☐ Math Formula Sheet____
☐ May need to stand in class____
☐ May need to leave class unexpectedly____
☐ Medical Alert (alerts instructors to possible emergency protocols or precautions) ____
☐ Note taking technology____
☐ Parking____
☐ Smart Pen____
☐ Testing: Extended time ☐ 1.5x ____ ☐ 2x____
☐ Testing: Distraction Reduced____
☐ Testing: Reader (or reader tech when applicable) ____
☐ Testing: Scribe____
☐ Testing: Other_____
☐ Other: _____

Student Signature: _____ Date: _____

Disabilities Signature: _____

Office Use Only

☐ Documentation provided ☐Documentation needed by: _____
☐Accommodations are temporary only – Expected end date: _____

Notify for:
☐Elevator Out ☐Emergency Drills/Evac