

Independence Community College

Accessibility Policy and Procedures Manual

Office of Accessibility

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Guidelines for Accommodations

This guide is meant to serve as an informational source and reference regarding services available at Independence Community College for students with disabilities. It is an individual's choice whether to self-identify, as well as if and when to use accommodations.

- 1 This guide is to be used as a reference.
- 2 The services listed are the ones commonly provided, but individual needs are also considered.
- 3 If service requests are not listed, please talk with the person responsible for coordinating services.
- 4 It is the student's responsibility to self-identify, provide appropriate documentation, and each semester request services in a timely manner.

Students with disabilities should complete an Academic Accommodations request at www.indycc.edu/learning/accessibility or complete a paper request with the Vice President for Academic Affairs. If the VPAA needs clarification to process a request an intake interview will be conducted. During this meeting, discussion will focus on how the disability affects the student and what accommodations will be needed. Early contact is encouraged as it can take weeks (or months in the case of recorded textbooks and Assistive Technology) for accommodations to be arranged.

Students will be required to furnish appropriate documentation of their disability. The documentation must follow the guidelines as outlined in this handbook. Documentation must state current functioning and include justification for the requested academic accommodation.

The VPAA will determine if the documentation is adequate to both establish the existence of a qualifying disability and to support the requested accommodations.

Students must request accommodations each semester and requests should be made as **far in advance as possible**. Students should make the request prior to the start date of the scheduled class for each semester.

Students must notify the VPAA of any schedule changes.

What Disabilities Qualify for Accommodations?

The following is a list of **some** of the qualifying disabilities to receive accommodations:

- Acquired Brain Injury
- Attention Deficit Disorder
- Health or Medical Disability
- Hearing Disability
- Learning Disability
- Mental/Emotional Disability
- Physical Disability
- Speech Disability
- Visual Disability

Accommodations & Services Provided

Types of accommodations may include, but are not limited to:

- Notification of instructors concerning needed accommodations
- Notetaker, Scribe or recorded lecture
- Course exam accommodations
- Recorded textbooks / materials
- Sign Language Interpreters
- Large print materials
- Braille materials
- Library accommodations
- Assistive technology

Accommodations & Services NOT Provided

ICC does not provide:

- Reduced standards for academic performance.
- Exemptions to graduation requirements, although course substitutions may be allowed in extreme circumstances.
- Personal care assistance (for example, assistance in pushing a wheelchair or assistance with bathroom needs.)
- Accommodations that fundamentally alter the essential nature of the program and /or class.

Other Accommodations

Students requesting additional services should contact Vice President for Academic Affairs. Additional services will be considered on a case-by-case basis. Factors affecting the additional services will be dependent upon disability, documented need, and the compliance requirements of the Americans with Disabilities Act and Section 504 of the 1973 Rehabilitation Act.

Equipment/Aids/Assistive Technology

Independence Community College provides equipment and aids to students on a case-by-case basis dependent on disability, documented need and the compliance requirements of the Americans with Disabilities Act and the section 504 of the 1973 Rehabilitation Act. Examples of equipment/aids/assistive technology that may be available include:

- JAWS
- Pearl Vision
- Microphone
- Audio Enhancing Stethoscope
- Pen Recorder

Notetaking

Students must provide disability documentation to the Accessibility Office supporting the need for note-taking accommodations using the request form found on the Accessibility web page. Once this accommodation has been approved, the VPAA will contact the instructor to recruit a volunteer notetaker in the class.

If class notes or PowerPoint slides are available on-line from the instructor, note taking may not be indicated.

Notes will be provided to students within 48 hours.

Typically students are required to attend class in order to receive notes.

Recorded Lecture

Students must provide disability documentation to the Accessibility Office supporting the need to record classroom lectures using the request form found on the Accessibility web page. Students receiving approval to record classroom instruction can do so for personal academic use only.

Service Animals

Students planning to use a service animal on campus should complete the Accommodation Request Form found on the Independence Community College Accessibility web page. Service Animals are animals that are individually trained to perform tasks for people with disabilities such as guiding people who are blind, alerting people who are deaf, pulling wheelchairs, alerting and protecting a person who is having a seizure, or performing other special tasks. Service Animals are working animals, not pets. Service Animals may be allowed to accompany a student on campus, in classrooms, and in ICC Housing. Requirements for Service Animals:

- Vaccination: Service Animals must be immunized against diseases common to that type of animal. All vaccinations must be current. Dogs must wear a rabies vaccination tag.
- Animals must be leashed at all times, unless the owner/keeper's disability makes this impossible.
- Animals must be controlled by the owner/keeper at all times. The care and supervision of a service animal is solely the responsibility of the owner/keeper.
- The owner/keeper of a services animal is responsible for cleaning up after the animal.

For more information about emotional support animals in ICC housing, please contact Indy Villas at (620) 331-8332.

Removal/Prohibition of a Service Animal

A Service Animal may be excluded from an Independence Community College facility or program if the animal's behavior or presence poses a direct threat to the health or safety of others. For example, a Service Animal that displays vicious behavior towards people may be excluded. Service Animals may also be excluded in areas where the presence of a Service Animal fundamentally alters the nature of a program or activity or is disruptive. Examples may include, but are not limited to, research labs, areas requiring protective clothing, and food preparation areas. Animals not covered under the ADA Service Animal definition can be asked to leave an ICC facility or program. Questions related to the use of service animals on campus should be directed to the Vice President for Academic Affairs. Students will adhere to the Service Animal Guidelines and Agreement. This agreement will be reviewed and signed by the student after the accommodation has been approved and prior to the support animal entering student housing. Any appeal and/or grievance related to accommodations should follow the ICC Accommodation Grievance Procedures. Copies of this procedure can be viewed on the web or obtained from the Vice President.

Short Term Accommodations

Short term accommodations are available for students suffering from concussions, broken arms, etc. Independence Community College recognizes the need to accommodate students in the classroom when these situations arise. ICC will follow the same process used for semester accommodations, including requiring documentation. A special "Concussion Zone" chart has been developed for use in short term accommodations necessary due to m-TBI (concussion.) See Appendix D and E.

Pregnant and Parenting Students

Under Title IX regulations, an institution that receives federal funding “shall not discriminate against any student or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student’s pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom.” According to the DOE, appropriate treatment of a pregnant student includes granting the student leave “for so long a period of time as is deemed medically necessary by the student’s physician,” and then effectively reinstating the student to the same status as was held when the leave began.

Independence Community College will treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery from pregnancy, and related medical conditions in the same manner and under the same policies as any other temporary disability. As with all temporary disabilities, the Office of Accessibility may request a physician’s note or other documentation. The Office of Accessibility, in consultation with the Title IX Coordinator, has the authority to determine that an accommodation is reasonable, necessary and appropriate.

For the purpose of this policy, reasonable accommodations are changes in the academic environment or typical operations which enable pregnant students or students with pregnancy-related medical conditions to continue to pursue their education and to enjoy the equal benefits of ICC. The ICC need not provide an accommodation if the accommodation would cause the undue hardship.

An accommodation will be deemed to cause undue hardship if it would:

- Fundamentally alter the nature of the course and/or program;
- Pose a safety risk to the individual seeking the accommodation or to others; or
- Create an undue administrative or financial burden.

Determination of fundamental requirements and essential elements of a program and/or course are reviewed, as necessary, by the program director and/or division chairs and the Vice President for Academic Affairs.

Reasonable accommodations may include, but are not limited to:

- Extending deadlines and/or allowing the student to make up tests, quizzes, papers, presentations, or assignments missed for pregnancy-related absences;
- Offering remote learning options;
- Excusing medically-necessary absences (this must be granted, irrespective of classroom attendance requirements set by a faculty member or department);
- Providing accommodations requested by a pregnant student to protect the health and safety of the student and/or the pregnancy (such as allowing the student to maintain a safe distance from hazardous substances);
- Making modifications to the physical environment (such as accessible seating);
- Providing mobility or other ergonomic and assistive supports typically provided by the Office of Accessibility;
- Granting leave per ICC’s pregnancy medical leave policy (when applicable) or implementing incomplete grades for classes that will be resumed at a future date; or
- Allowing breastfeeding students reasonable time and space to pump breast milk in a location that is private, clean, and reasonably accessible. Bathroom stalls do not satisfy this requirement.

Lactation facilities are clearly designated and are available to students, employees and guests of ICC. For more information regarding locations and use of lactation facilities, please contact the Office of Accessibility or the Title IX Coordinator.

Pregnancy Medical Leave

A pregnant student may be eligible for a medical leave if prescribed by the student's physician. In that situation, the pregnant student must provide a physician's note or documentation regarding the need for medical leave to the Vice President for Academic Affairs, who will approve, coordinate, and implement an appropriate accommodation plan for the student. To the extent possible and pursuant to normal operating procedures of the ICC, the College will take reasonable steps to return pregnant students to the same position of academic progress as they were in when they took medical leave.

In situations such as clinical rotations, performances, labs, and group work, ICC will work with the student to devise an alternative path to completion, if possible. In progressive curricular and/or cohort-model programs, medically necessary leaves are sufficient cause to permit the student to shift course order, substitute similar courses, or join a subsequent cohort when returning from leave.

As with disability accommodations, information about pregnant students' requests for accommodations will be shared with faculty and staff only to the extent necessary to provide the reasonable accommodation. Faculty and staff will consider all information associated with such requests as private and will not disclose this information unless necessary.

Administrative responsibility for these accommodations lies with the Vice President for Academic Affairs who, in cooperation with the Title IX Coordinator, will maintain all appropriate documentation related to accommodations. No artificial deadlines or time limitations will be imposed on requests for accommodations, but the ICC is limited in its ability to impact or implement accommodations retroactively.

The Vice President for Academic Affairs, in consultation with the Title IX Coordinator, will coordinate the development and implementation of reasonable and appropriate accommodations. Students are encouraged to work with their faculty members and ICC support systems to devise a plan for how to best address the conditions as pregnancy progresses, anticipate the need for leaves, minimize the academic impact of their absence, and get back on track as efficiently and comfortably as possible. The student's academic requirements will be adjusted, and deadlines postponed as appropriate, in collaboration with the Accessibility Office, the Title IX Office, and the relevant academic department(s).

Students are advised to consult with the appropriate departments concerning how a medical leave for parenting students may affect financial aid, employment, non-immigrant status, or other concerns.

II. Harassment and Retaliation

Harassment of anyone, or by anyone, associated with Independence Community College is prohibited.

This policy applies to members of the Board of Trustees, all students, administrators, staff, faculty, visitors, guests, vendors, and volunteers of the College while on campus or in any way associated with the College off campus. The College will, to the best it is able, take steps to ensure the elimination of any form of harassment through (depending upon the nature of the claim) disciplinary actions, sanctions or referral to law enforcement for prosecution.

Harassment can be generally defined as consistent, persistent or unwelcome behaviors, comments (written or spoken) or physical contact that in any way promotes an environment of violence, hostility, degradation, exploitation, intimidation, or fear.

The types of harassment prohibited include, but are not limited to: bullying, sexual harassment, racial harassment, age-based harassment, country of origin harassment, belief-based harassment, Veteran status-based harassment, disability-based harassment, tenure-based harassment, hazing, stalking, mobbing, and abuse.

Title IX and Pregnancy

Title IX requires faculty and administrators to treat pregnancy, childbirth, and related medical conditions in the same manner and under the same policies as any other temporary disability.

Pregnant students must be provided the same accommodations and support services available to other students with similar medical needs.

If you have a concern regarding your status as a pregnant or parenting student at ICC, please contact the Title IX Coordinator or the Office of Accessibility.

Definition of Pregnancy Discrimination

Pregnancy discrimination includes treating an individual affected by pregnancy or a pregnancy-related condition less favorably than similar individuals not so affected. It may also occur through a failure to provide legally mandated leave or accommodations.

Attendance

Absences due to documented pregnancy, childbirth, or related medical conditions must be excused and cannot be treated or penalized like unexcused absences. A pregnant student may be eligible for a medical leave if prescribed by the student's physician. In that situation, the pregnant student must provide a physician's note or documentation regarding the need for medical leave to the Vice President for Academic Affairs, who will approve, coordinate, and implement an appropriate accommodation plan for the student.

To the extent possible and pursuant to normal operating procedures of the College, ICC will take reasonable steps to return pregnant students to the same position of academic progress as they were in when they took medical leave.

After returning from an excused absence or medical leave, faculty must allow a reasonable amount of time to make up missed assignments and tests. The makeup assignments and tests must be reasonably equivalent to those missed but need not be identical. If a faculty member provides specific "points" or other advantages to students based on class attendance, you must be given the opportunity to earn back the credit from classes missed due to pregnancy.

While faculty may have a strict attendance policy, the ICC is bound by federal civil rights law. Title IX requires that the ICC ensure all faculty and staff comply with the law and do not discriminate against pregnant and parenting students. An individual faculty member's policy is not okay if it breaks the law. Please contact the Title IX Coordinator if you have questions about your faculty member's attendance policy as it relates to your pregnancy or parental responsibilities.

Special Academic Services

Title IX requires ICC to provide pregnant students with any special services provided to students with any other type of temporary disabilities. Please contact the Vice President for Academic Affairs.

Internships, Apprenticeships, Off-Campus Programs

Your program must allow you to continue participating in off-campus programs. If your program provides opportunities to “work in the field,” you cannot be excluded based on your pregnancy. Faculty cannot require a doctor’s note for continued participation unless faculty requires one for all students who have a medical condition that requires treatment by a doctor. If a faculty member asks for a note, the faculty member cannot second-guess your doctor’s decision.

Title IX requires ICC to prevent and address sex-based harassment, including harassment based on pregnancy. If you experience this sort of treatment, you should immediately contact the ICC Compliance Officer. The law prohibits anyone from retaliating against you for filing a complaint or raising a concern.

Concurrent/Dual Enrollment Accommodations

High school students that enroll in ICC NOW courses are eligible for academic accommodations under the same standards and using the same process as any ICC student. The requirements and process for applying for academic accommodations are outlined in ICC’s accessibility handbook available at on ICC’s website at www.indycc.edu/learning/accessibility.

Academic accommodations provided to ICC NOW students as a condition of a high school IEP are subject to review by ICC’s Office of Accessibility to ensure that academic accommodations provided by the high school do not fundamentally alter the nature of ICC NOW coursework. ICC NOW liaisons are required to report all academic accommodations provided to students as part of an ICC NOW course to ICC’s Office of Accessibility to ensure that the academic accommodations provided are appropriate for the course.

Limited English Proficiency

Independence Community College will take reasonable steps to ensure that persons with Limited English Proficiency (LEP) have meaningful access and an equal opportunity to participate in our services, activities, programs and other benefits.

Language assistance will be provided through the use of competent bilingual staff, contracts or formal arrangements with local organizations providing interpretation or translation services, or technology and telephonic interpretation services.

Independence Community College will conduct a regular review of the language access needs of our student population, as well as update and monitor the implementation of this policy and these procedures, as necessary.

PROCEDURES:

1. IDENTIFYING LEP PERSONS AND THEIR LANGUAGE

Independence Community College will promptly identify the language and communication needs of the LEP person. If necessary, staff will use a language identification card (or “I speak cards,” available online at www.lep.gov) or posters to determine the language.

2. OBTAINING A QUALIFIED INTERPRETER

The Vice President for Academic Affairs is responsible for:

- Maintaining an accurate and current list showing the name, language, phone number and hours of availability of bilingual staff
- Contacting the appropriate bilingual staff member to interpret, if an interpreter is needed, or if an employee who speaks the needed language is available and is qualified to interpret;
- Obtaining an outside interpreter if a bilingual staff or staff interpreter is not available or does not speak the needed language.
- Sharing software or translation websites with staff in the instance a qualified interpreter is unavailable.

3. PROVIDING WRITTEN TRANSLATIONS

When translation of vital documents is needed, each department will submit documents for translation into frequently-encountered languages to the Vice President for Academic Affairs. Original documents being submitted for translation will be in final, approved form with updated and accurate information.

ICC will provide translation of other written materials, if needed, as well as written notice of the availability of translation, free of charge, for LEP individuals and will set benchmarks for translation of vital documents into additional languages over time.

4. MONITORING LANGUAGE NEEDS AND IMPLEMENTATION

On an ongoing basis, ICC will assess changes in demographics, types of services or other needs that may require reevaluation of this policy and its procedures. In addition, ICC will regularly assess the efficacy of these procedures, including but not limited to mechanisms for securing interpreter services, equipment used for the delivery of language assistance, complaints filed by LEP persons, feedback from students and community organizations, etc. Currently, ICC is committed to translating vital documents into Spanish.

Auxiliary Aids

Independence Community College will take appropriate steps to ensure that persons with disabilities, including persons who are deaf, hard of hearing, or blind, or who have other sensory or manual impairments, have an equal opportunity to participate in our services, activities, programs and other benefits offered by ICC.

All staff will be provided written notice of this policy and procedure, and staff that may have direct contact with individuals with disabilities will be trained in effective communication techniques, including the effective use of interpreters.

Procedures for identification and assessment of need:

ICC provides notice of the availability of, and procedure for, requesting auxiliary aids and services through notices in our brochures, handbooks, letters, print, radio and television advertisements, etc. and through posted notices. When an individual self-identifies as a person with a disability that affects his or her ability to communicate or to access or manipulate written materials or requests an auxiliary aid or service, the Accessibility Office will consult with the individual to determine what aids or services are necessary to provide effective communication for a particular situation.

Provision of Auxiliary Aids and Services:

ICC shall provide the following services or aids to achieve effective communication with persons with disabilities:

1. For Persons Who are Deaf/Hard of Hearing
 - a. For persons who are deaf/hard of hearing and who use sign language as their primary means of communication, the Vice President for Academic Affairs is responsible for providing effective interpretation or arranging for a qualified interpreter when needed. In the event that an interpreter is needed, the VPAA is responsible for obtaining an outside interpreter if a qualified interpreter on staff is not available.
 - b. Communicating by Telephone with Persons Who Are Deaf or Hard of Hearing - ICC utilizes relay services for external telephone with TTY users. We accept and make calls through a relay service. The state relay service number is 1-800-766-3777.
2. For Persons Who are Blind or Who Have Low Vision
 - a. Staff will communicate information contained in written materials by reading out loud and explaining these forms to persons who are blind or who have low vision; using qualified readers; reformatting into large print; taping or recording of print materials not available in alternate format; or other effective methods that help make visually delivered materials available to individuals who are blind or who have low vision.
 - b. Staff are available to assist persons who are blind or who have low vision in filling out forms and in otherwise providing information in a written format.
3. For Persons with Speech Impairments
 - a. To ensure effective communication with persons with speech impairments, staff will contact Vice President for Academic Affairs who is responsible to provide aids and services, including writing materials and computers, in a timely manner.
4. For Persons with Manual Impairments
 - a. Staff will assist those who have difficulty in manipulating print materials by holding the materials and turning pages as needed, or by providing one or more of the following: note-takers; computer-aided transcription services; speaker phones; or other effective methods that help to ensure effective communication by individuals with manual impairments.
 - b. For these and other auxiliary aids and services, staff will contact ***Taylor Crawshaw 620-332-5457*** who is responsible to provide the aids and services in a timely manner.

Additional Resources

Independence Community College is home to the federally funded TRIO Student Support Services. Student Support Services (SSS) serves low-income students, first generation college students and students with documented disabilities. Please contact 620.332.5423 for more information. Applications are available in the Tutoring Center.

DREAM (Disability. Rights. Education. Activism. Mentoring) is an online community for college students with disabilities. DREAM offers confidential help finding resources for questions or problems related to disability and college, a bi-annual conference, weekly email, monthly mentoring sessions and care packages. For more information contact DREAM@ahead.org (DreamCollegeDisability.org)

Tutoring

Tutoring is not a required accommodation under either the ADA or Section 504 of the 1973 Rehabilitation Act. ICC does offer many tutoring programs to its students. Students with disabilities are guaranteed equal access to all Independence Community College tutoring programs for which they are eligible.

Equal Opportunity/Non-Discrimination Statement

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment and all unions or professional organizations holding negotiated agreements or professional agreements with the institution are hereby notified that this institution does not discriminate on the basis of race, religion, color, national origin, sex, age, tenure, disability or any other factors that cannot be lawfully considered in its programs and activities as required by all applicable laws and regulations, in admission or access to, or treatment or employment in its programs and activities. Any person having inquiries concerning Independence Community College's compliance with the regulations implementing Title VI, Title IX and Americans with Disability Act of 1990 is directed to contact the coordinators who have been designated to coordinate the educational institution's efforts to comply with the regulations implementing these laws.

ADA/Equal Access

Independence Community College is complying with the Americans with Disabilities Act, and is committed to equal and reasonable access to facilities and programs for all employees, students and visitors. Those with ADA concerns or who need special accommodations should contact Independence Taylor Crawshaw, 620.332.5457, tcrawshaw@indycc.edu

Rights and Responsibilities

Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990 continue to provide direction and guidance to the College, as it reaches new levels of access in all areas. As such, both the College and student have rights and responsibilities stated as follows.

Institutional Rights and Responsibilities:

Independence Community College has the right and responsibility to:

1. Maintain the academic standards of the college;
2. Request qualifying disability documentation in order to verify eligibility for disability accommodations, academic adjustments and/or auxiliary aids;
3. Discuss student's eligibility with diagnosing professionals given signed consent;
4. Select from among equally effective and appropriate accommodations, adjustments, and/or auxiliary aids in consultation with the student;
5. Deny requests for accommodations, academic adjustments and/or auxiliary aids when disability documentation does not identify a specific disability, fails to verify the need for the requested services or is not provided in a timely manner; and
6. Deny requests for accommodations, adjustment and/or auxiliary aids that are inappropriate or unreasonable based on disability documentation including any that:
 - a. Pose a direct threat to the health and safety of others
 - b. Constitute a substantial change or alteration of an essential course element/program standard, or
 - c. Pose undue financial or administrative burden on the college.

Student Rights and Responsibilities:

Every qualified student with a disability has the right to:

1. Equal access to educational and co-curricular programs, services, activities and facilities available through ICC;
2. Reasonable and effective accommodations, academic adjustments and/or auxiliary aids as determined on a case-by-case basis;
3. Maintain confidentiality regarding disability information including the right to choose to whom the disclosure of disability is made except as required by law; and
4. Receive information in reasonably accessible formats (i.e., if the request meets request deadlines to ensure availability).

Every student with a disability has the responsibility to:

1. Meet qualifications including essential technical, academic and institutional standards;
2. Identify as an individual with a disability and request accommodations in a timely manner;
3. Provide documentation from an appropriate professional source verifying the nature of the disability, functional limitations and the rationale for specific accommodations being recommended; and
4. Follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments and/or auxiliary aids as outlined.

Confidentiality

The Accessibility Office is committed to ensuring that confidentiality is protected. Therefore, the accommodations office will not disclose any relationship with our office nor information contained in the student-client file that is considered part of your educational record and is protected from disclosure under the Family Education Rights and Privacy Act (FERPA). ICC will adhere to the following guidelines regarding confidentiality:

1. Identifying information:

- A. The Accommodations Office will not release any identifying information about students to any person unless it is necessary to provide access at ICC or with your written consent, which only allows release of information from educational records.
- B. When a student has not given formal written consent, ICC will only discuss related general information, policies and procedures.

2. Disability-related information

- A. Disability-related information includes documentation, correspondence, file notes and accommodation records.
- B. Access to disability-related information is shared only on a need-to-know basis and to ensure appropriate access to education and facilities.
- C. At the student's request or in response to an inquiry, disability-related information will be shared with ICC faculty and staff to ensure appropriate access and accommodation.

3. E-mail communication

- A. No e-mail message is secure and confidential. Your screen name, identification, computer designation or other personal information is transmitted with e-mail and could be intercepted by others.
- B. To facilitate confidentiality, the Accommodations Office is willing to conduct all business by U.S. mail, phone and in person.
- C. Independence Community College have in place appropriate physical, electronic and managerial procedures to safeguard and help prevent unauthorized access to e-mail; however, we cannot guarantee that e-mail communications are secure and confidential.

Accepted Forms of Documentation

Independence Community College prefers to accept tertiary documentation for documentation purposes. This may include but is not limited to: **educational or medical records, reports and assessments created by health care providers, school psychologists, teachers, or the educational system.** This information is inclusive of documents that reflect education and accommodation history, such as Individual Education Program (IEP), Summary of Performance (SOP), and teacher observations. External documentation will vary in its relevance and value depending on the original context, credentials of the evaluator, the level of detail provided, and the comprehensiveness of the narrative. However, all forms of documentation are meaningful and will be reviewed and considered as requested.

ICC prefers documentation dated within the last 3 years. However, documentation may be accepted so long as it is current and relevant.

Guidelines for Documentation of a Learning Disability

Students requesting accommodations based on a learning disability at Independence Community College are asked to submit documentation to determine eligibility in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). A diagnosis of a learning disability does not necessarily qualify a student for academic accommodations under the law.

To establish that a student is covered under Section 504 and the ADA, the documentation must indicate that the disability substantially limits some major life activity, including learning.

Therefore, the documentation submitted must meet the five criteria listed below. This will ensure that the documentation is complete and supports the request for accommodations. ICC will determine eligibility and appropriate services, case by case, based on the quality, documentation and completeness of the documentation submitted. The following requirements provide students, schools, and professional diagnosticians with a common understanding of the components of documentation that are necessary to validate the existence of a learning disability, the impact on the individual's educational performance, and the need for academic accommodations.

These guidelines follow the guidelines adapted by the National Association of Higher Education and Disability (AHEAD) and the Kansas affiliate of AHEAD (KanAHEAD).

Any costs associated with the provision of documentation is the sole responsibility of the student.

1. A Qualified Professional Must Conduct the Evaluation

The assessment must be administered by a trained and qualified (i.e., certified and/or licensed) professional (e.g., psychologist, school psychologist, neuropsychologist, educational diagnostician, or student clinicians who is being supervised by a qualified professional) who has had direct experience with adolescents and adults with learning disabilities.

2. Documentation Must be Current

Reasonable accommodations are based on the **current** impact of the disability on academic performance. In most cases this means that a diagnostic evaluation should be age appropriate and relevant to the students learning environment, and show the students **current** level of functioning. If a documentation does not address

the individual's current level of functioning, the student will be required to obtain an evaluation. ICC Prefers documentation dated within the last three years.

3. Documentation Must Include a Specific Diagnosis

The report must include a clear and direct statement that a learning disability does or does not exist including a rule out of alternative explanations of learning problems. Terms such as "learning difficulty," "appears," "suggests," or "probable" do not support a conclusive diagnosis.

4. Documentation Must be Comprehensive

The documentation must include a summary containing relevant historical information, instructional interventions, related services, and age of initial diagnosis.

The documentation must also include objective data regarding aptitude, achievement and information processing. Test scores (*standard scores, per-centiles, and grade equivalents*) must be included in the documentation.

5. Recommendations for Accommodations

A diagnostic report may include specific recommendations for accommodation(s). A prior history of an accommodation, without a demonstration of a current need, does not in and of itself warrant the provision of a like accommodation. Each accommodation recommended by an evaluator should include a rationale. The evaluation should support the recommendations with specific test results or clinical observations. If an accommodation (s) is not clearly identified in the diagnostic report, ICC will seek clarification and, if necessary, more information, and will make the final determination as to whether appropriate and reasonable accommodations are warranted and can be provided. ICC reserves the right to request reassessment when questions regarding previous assessment or previous service provision arise.

Examples of Typical Measures Used in Adult Assessment of Learning Disabilities (This is not intended to be a complete list, but rather serve as a guide for clinicians)

Aptitude

- A. Wechsler Adult Intelligence Scale-3rd Edition (WAIS-III)*
- B. Wechsler Adult Intelligence Scale-Revised (WAIS-R)*
- C. Stanford Binet Intelligence Scale-4th and 5th Edition (SB IV, V)*
- D. Woodcock-Johnson Psycho educational Battery-3rd Edition: Tests of Cognitive Ability*
- E. Woodcock-Johnson Psycho educational Battery– Revised: Tests of Cognitive Ability*
- F. Kaufman Adolescent and Adult Intelligence Test*

Achievement

- A. Wechsler Individual Achievement Tests II (WIAT II)*
- B. Wechsler Individual Achievement Tests (WIAT)*
- C. Woodcock-Johnson Psycho educational Battery-3rd Edition: Tests of Achievement (WJ-III)*
- D. Woodcock-Johnson Psycho educational Battery-Revised: Tests of Achievement (WJ-R)*

E. Stanford Test of Academics Skills (TASK)

F. Scholastic Abilities Test for Adults (SATA)

Note: Screening tools such as the **Wide Range Achievement Test (WRAT-III)** are not considered comprehensive measures of achievement and must be accompanied by a comprehensive measure such as one of those listed above. All instruments selected to measure these areas must be age appropriate.

Information Processing

A. Subtests of the WAIS-R or WAIS-II

B. Subtests of the Woodcock-Johnson Psycho educational Battery: Tests of Cognitive Ability

C. Wechsler Memory Scales-Revised or 3rd Edition

Additional Documentation

Independence Community College uses the following guide during the intake interview and as a tool when determining the accommodation request approval. It has been included in the manual in its entirety for reference purposes.

Disability Resource Professional's Guide to Exploring and Determining Access Standing Committee on Professional Development

Many disability resource professionals have used AHEAD's 2012 Documentation Guidance to assist them in modifying their documentation practices to be more responsive to the broader definition of disability put forward in the ADA as amended. However, since AHEAD recommends a flexible process rather than providing a standard list of documentation characteristics, implementing the Guidance can be challenging. The intentionally fluid and individual approach described requires professional judgment and the ability to listen, question, trust, reflect and analyze.

The following seven steps are offered as a guide for maximizing the wealth of information that can be discovered during conversations with students, processing it, and determining whether it is adequate to respond to a student's request for accommodation. Depending on the student's experiences and fluency and the disability professional's knowledge and observations, there may be no or limited need for external documentation following a complete student interview.

7 Step Guidance on Utilizing the Student Conversation as an Effective Resource

1. Listen to the student's story (or read if an email conversation).

A. Based on conversation, determine...

- Why has the student contacted the office in the first place?
- What barriers to access has the student described?
- What is the student requesting?

B. Questions to assist in developing the story and in learning about the barriers present:

- What brought you here today?
- What environments create barriers/challenges for you? What barriers/challenges in the classroom or otherwise are you experiencing currently?
- How does X experience impact you?
- What type of classroom environment do you prefer?
- What solutions have worked in the past?
- What solutions might work in this situation based on your assessment?
- How is X class designed? How are you graded?
- What kind of exams or assessments work well for you?
- What is it about Y test (class, paper, etc.) that meant you didn't need accommodations for it?
- What types of assignments do you enjoy? What types of assignments challenge you?
- What is your experience when reading (focus, comprehension, etc.)?
- How is the housing experience going?
- What accommodations did you use in high school?
- When a student does not indicate a specific condition or impairment in conversation or in answer to the above questions, you may need to explore more specifically to understand whether the situation is related to an underlying disability. While that exploration will likely result from questions that flow naturally from the conversation, the following may be helpful:
 - "I understand the barrier /challenge you've described, but wonder if you can tell me more about why you think X situation may be a problem for you but not for other students?"
 - "You've described the barrier clearly but have not mentioned a disability/impairment/underlying condition. Can you tell me more about that?"

2. Initial professional observations

- Does a disability-related barrier exist?
- Is there a clear connection between the barrier and the student's condition?
- What makes sense based on your conversation with the student?
- Did the student provide any external documentation that is helpful? Is it consistent with the student's report and your observations?
- Is anything not adding up for you at the moment? Start to recognize any gaps in your understanding of the situation.
- Are there factors the student may not have mentioned that could have an impact on the situation, such as the impact of pain or medication?
- Are there any red flags cycling through your internal filter?
- Do your concerns have to do with determining access or are you thinking about creating a success plan for the student? Keep in mind that accommodations are about access.

3. Any known environmental barriers, considerations, or fundamental components in play?

- What is the role of the environment in creating and/or maintaining the barrier?
- Is it immediately obvious that accommodations could create access based on the information provided?
- Is the requested accommodation clearly related to the student's disability but inappropriate in the context (such as a request for note-card on exams that test primarily measure recall)? Accommodations that undermine academic integrity are not reasonable regardless of a clear connection to the disability.
- Consider what might warrant additional consultation with others on campus.
- Is the requested accommodation likely to effectively remove the barrier for the student in that environment?

4. Any gaps between what the student requests, details in the environment and what you believe would create access?

- Put the story, initial observations, and environmental variables together.
- Can any adjustments in the environment be made, such as seeing if the professor would modify the course to remove the barrier without accommodations?
- Based on all information gathered, determine where reasonable accommodations can clearly create access (extended time on tests, computer for essay exams, note-takers, etc.) when environmental changes are not feasible.
- Does the student specifically seek something that does not make sense to you based on the information gathered? This is the gap that needs to be addressed...
- Are there other questions that you can ask to get to this information?
- Do you need to let the student know you need time to consider the request?
- Can you talk to others on campus about the situation, including getting more information from faculty, housing, etc.?
- Would a review of the student's academic transcript provide any beneficial information?
- Could you experiment with certain accommodations (a modified response to intervention process) to see what impact it has on the barriers?

5. Your judgment and assessment matter!

- Trust your instincts and common sense abilities.
- Trust the student.
- How have similar situations been handled on your campus? What (good and bad) can be learned from past experiences?
- Do you not trust your ability to make a decision? If so, what is missing for you to have that trust?
- Is there anything you fear about making a decision in this case?
- Your judgment and assessment can be documented to support decisions made.

6. Use 3rd party documentation to fill gaps in understanding.

- Before requesting additional 3rd party documentation, ask yourself how it will assist in your decision-making.
- Will it really be a difference-maker in the end?
- What will it address that you cannot address within your office or in consultation with others on campus?
- Why would you feel more confident making the decision with this additional information than without it?
- Request documentation that specifically fills in gaps that cannot be filled otherwise...gaps must be about access only, not treatment or success plans.

- The requested information should clarify the connection between the condition and the environmental barrier for which accommodations are requested.

7. Student or disability office consults with course and department as necessary.

- What next steps does the student need to take?
- Does the disability office need to get involved with access outcomes in some way?
- Might the accommodation result in a fundamental alteration requiring that you consult with faculty, housing, etc. before making a decision?
- Keep the conversations going as necessary, including as changes evolve either with the person or within the environment.
- Identify the appropriate path of action based on the situation at hand.

Access: The Core Mission of the Disability Office

While the student interview is an important step in considering accommodations, disability professionals should always approach these conversations with a clear understanding that the goal of all accommodations is to create access. This requires a fundamental understanding of the two terms: “access” and “accommodation.”

Definition of Access -- An equitable opportunity to full participation resulting from either:

An environment that is designed (proactively) to work for a majority of people; OR

Effective, reasonable modifications to policies, practices, procedures and other environmental barriers (reactive) that result in access.

Using Accommodations as a Path to Access

Reasonable accommodations, such as the ones typically discussed in our field and communicated to faculty through “letters” of accommodation, are retrofits to inaccessibly designed environments put in place on an individual basis to create access. They are not the only course of action.

Access can be achieved through accommodations or when:

An environment is proactively designed from the outset (such as all course videos including captions);

Creative alternatives outside the norm are identified (such as when a professor agrees to facilitate access by giving a student a paper version of a test when all other students take the test online);

The values, behaviors, beliefs, attitudes and/or level of awareness of others are shifted.

Disability professionals often need to facilitate creative solutions to the barriers that exist by learning about and analyzing environmental variables and working proactively to reframe notions of access for faculty and other campus personnel. While some accommodations may not be reasonable because they would fundamentally alter the nature of an academic experience, design modifications and shifts in attitudes can provide access while also removing stigma from students with disabilities and creating an improved experience for all.

Contributors

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Grievance Procedure

If an individual feels he/she has been denied equal access to a program or activity because of a disability, the ICC Accessibility Grievance Procedure should be followed as outlined below.

The first step is to obtain and complete a Grievance Report form (Appendix F) or submit a grievance to the Vice President for Academic Affairs through ICC's Office of Accessibility's electronic reporting system located on ICC's website at <https://www.indycc.edu/learning/accessibility/index>.

After reviewing the grievance, the VPAA will conduct an investigation ... attempt to resolve the matter informally among the parties involved.

If an informal resolution cannot be worked out, the complainant may file a written grievance within five working days of the informal conference to the Vice President of Academic Affairs. The complainant will submit his/her grievance and additional written documentation or other evidence electronically through the College's electronic reporting system at <https://www.indycc.edu/learning/accessibility/index>.

The complainant and Vice President of Academic Affairs shall meet within five class days after receipt of the grievance materials. The Vice President of Academic Affairs shall provide the complainant with a written decision within five class days following the meeting, with a copy of the written decision going to the VPAA.

If the initial formal decision is adverse to the student, he/she may appeal the decision to the President of the College within five working days thereafter by submitting his/her appeal electronically through the College's electronic reporting system at <https://www.indycc.edu/learning/accessibility/index>.

The President will be provided copies of all previously considered materials and forms from the complainant and written materials from the Vice President of Academic Affairs on which the earlier decision was based. The President will review all supporting materials submitted as well as any other relevant materials and will meet with the complainant and the Vice President of Academic Affairs (individually or together, at the discretion of the President) within five working days thereafter to further discuss and clarify the question at issue.

The President will render a written decision to the complainant and the Vice President of Academic Affairs within five additional working days. The decision on appeal at this level is final.

Additional Information

- The decision shall be final if the complainant fails to employ the steps and time periods of the Accessibility Grievance Procedure.
- If a College official fails to follow the procedure, the complainant will be allowed an additional opportunity to file a grievance at the next step.

Requesting Accommodations Process and Procedures

1. Student completes intake interview and/or completes **Accommodation Request Form** online or in person with required documentation. See **Appendix A** or www.indycc.edu/learning/accessibility
2. Case file created in Maxient.
3. Accommodations Committee reviews request and documentation. Committee approves/denies request and signs **Academic Accommodation Approval Form. Appendix B.**
4. Vice President for Academic Affairs reviews and signs paperwork.
5. Student is notified of accommodation approval/denial by email through Maxient.
6. **Academic Adjustment Form** is created for individual courses and emailed to instructors using Maxient. Appendix C.
7. Instructor and student discuss accommodations to determine a plan for execution.
8. Instructor returns signed form to VPAA.
9. All documentation is kept in Maxient.

Appendix A. Accommodation Request Form



Academic Accommodation Request

Semester _____ Year _____

Student's Name _____ ID# _____

Phone Number: _____

Accommodations:

What educational accommodations are you requesting this semester?

By signing this document, I acknowledge that I have read and understand the information contained within.

I am requesting the above accommodations for the current semester.

I understand I must complete a new request form each semester.

I understand that I must provide recent documentation by a qualified professional in the area of assessment or in the medical field to the Office of Academic Advising before services will be considered.

I understand that the Academic Accommodation request will be reviewed by the committee and consideration will be given on a case by case basis.

I understand that by signing the Academic Accommodation request form, I am giving the Vice President for Academic Affairs permission to contact my instructors and/or Tutoring Center personnel regarding my disability and need for academic accommodations.

If I have requested a note taker or interpreter, I give the Office of Tutoring and Accessibility the permission to give my name and phone number to the individual selected.

I understand that it is my responsibility to personally deliver a copy of the Academic Adjustment form to my instructors, discuss it with each instructor, obtain their signature, and return the signed copy to the Office of Tutoring and Accessibility, in order to finalize accommodations for each course.

Student Signature

Date

Appendix B. Academic Accommodation Approval



Academic Accommodation Approval

Semester_____ Year_____

Student's Name: _____ ID#_____

The student listed on this form has provided recent documentation from a qualified professional in the area of assessment or the medical field which supports evidence of a disability covered under ADA or the Rehabilitation Act Section 504.

The information in the documentation supports the following disability and/or functional limitations:

The following academic accommodations/adjustments are recommended by the committee in order to provide reasonable access to programs and services.

Committee Signatures:

_____	_____
_____	_____
_____	_____

Committee Vote: _____

Chief Academic Officer/Dean of Instruction Date

Tutoring Center Coordinator Date

Appendix C. Academic Adjustment Form



ACADEMIC ADJUSTMENT

Semester: Year:

To:

From: Vice President for Academic Affairs

Re:

Course:

The student identified on this form has provided Independence Community College with documentation supporting the need for accommodations or academic adjustments to help offset the functional limitations of a disability. As required by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, ICC has an obligation to make accommodations available.

If a student with a disability is unable to perform certain academic tasks in the traditional manner, alternative methods can usually be found to enable his or her full participation in classroom activities and on evaluations. Such academic accommodations are provided below in the spirit of equalizing opportunity rather than lowering standards or waiving requirements. *Please meet with the student individually to discuss specific course requirements, identify areas that may be affected, develop a plan of action, and work out logistics for providing the accommodations listed below.*

Please return the original copy of this form to Taylor Crawshaw with completed signatures. It is suggested that you make a copy of this academic adjustment and retain it for your files.

If you have any concerns about these accommodations compromising an essential requirement of your course, please contact Taylor Crawshaw to discuss these concerns and work out alternatives.

Thank you for your assistance.

Instructor

Date

Student

Date

Appendix. D



Short Term Academic Accommodation Request

Time Period:

Student's Name _____ ID# _____

Phone Number: _____

Accommodations:

What educational accommodations are you requesting this semester?

By signing this document, I acknowledge that I have read and understand the information contained within.

- I am requesting the above short term accommodations
- I understand these accommodations are temporary and will be reviewed on a weekly basis
- I understand that I must provide recent documentation by a qualified professional in the area of assessment or in the medical field to the Office of Accessibility before services will be considered.
- I understand that the Academic Accommodation request will be reviewed by the committee and consideration will be given on a case by case basis.
- I understand that by signing the Academic Accommodation request form, I am giving Vice President for Academic Affairs permission to contact my instructors and/or Tutoring Center personnel regarding my disability and need for academic accommodations.
- If I have requested a note taker or interpreter, I give the Office of Tutoring and Accessibility the permission to give my name and phone number to the individual selected.

Student Signature

Date

Appendix E.

Concussion Return to Learn Plan Zoning Criteria			
Zone	Definition	Instructional Modifications	Definition
RED	*No classes	*Not attending classes	<p>This student has suffered a concussion and should be resting both cognitively and physically in their room. This student has been instructed to avoid all academic work to avoid increasing symptoms.</p> <p>Through daily clinical evaluations, an update will be provided for when this student can return to class. The student will work with their instructors via their Navigator upon return to develop a plan for gradual completion of assignments as the student progresses.</p>
ORANGE	*Limited academic day *Limited class attendance	*Student class attendance is limited *Clear desk, auditory only *Limited classwork/testing *Utilizing professor notes *Peer note-taking *Student may benefit from periodic breaks in active classroom participation *Minimal reading	<p>This student has suffered a concussion and may need to limit the amount of time in particular classes. They will most likely not have completed some assignments. This student may benefit from significant instructional modifications.</p> <p>The student should develop and maintain a schedule for completing assignments. Please be observant of any changes in the student's behavior upon return to class and please report these changes to Taylor Crawshaw. In addition, please communicate with the student and Navigator about their progress so that they can feel comfortable with the return to academics and comfortable sharing information about their recovery with you.</p>

YELLOW	<ul style="list-style-type: none"> * Full academic day * Limited participation with possible cognitive breaks 	<ul style="list-style-type: none"> * Class participation as tolerated * Clear desk, or desktop only (no screens) * Limited classwork * Student may benefit from periodic breaks in active classroom participation, while actively listening * Emphasis on formative vs. summative assessments * Develop and maintain a schedule for completing assignments 	<p>This student will be attempting to complete all classes, but may need to limit time attending specific classes that exacerbate their concussion symptoms. Depending on the class content, time of day and method of instruction, this student may benefit from instructional modifications. Please continue communicating with the student and Navigator regarding assignments, class participation and overall recovery.</p>
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BLUE	* Full class attendance with instructional modifications	* Student attends full class * Instructional modifications determined by professor based on this individual student's needs and course content * Increasing participation in classwork/testing, including summative assessments * Actively completing missed assignments	This student should be attending and participating in all classes with minimal instructional modifications. Any instructional modifications may be utilized to reduce any residual concussion symptoms and foster the most appropriate learning environment during the final stages of concussion recovery. Please alert an athletic trainer if the student is not able to maintain classroom attendance due to concussion symptoms.
GREEN	* Full class without instructional modifications	* Student attends full class without instructional modifications	The student should be attending all classes, physically and mentally with no instructional modifications.

Appendix F.



GRIEVANCE REPORT FORM

Title VII, Title IX, Section 504, and the ADA

If you believe that you have been denied equal access to any ICC program, activity, or employment because of race, color, religion, national origin, gender, age, marital status or disability, complete the following form and return it to Compliance Officer – Jessica Morgan-Tate. Please follow grievance procedures as stated on page 17 of this handbook. Attach additional sheets as necessary. This form can also be completed using the “Concerns, Comments and Complaints” link located on any ICC web page.

NAME: _____ DATE: _____
ADDRESS: _____
PHONE #: _____

PROBLEM: Please describe the problem in detail, giving specific dates, names, times and locations:

RECOMMENDED SOLUTION: What solution do you recommend to the problem described above?

SIGNATURE DATE FILED
RECOMMENDED RESOLUTION: (Completed by ICC staff)

STAFF SIGNATURE DATE FILED