



Kilgore College Student Procedural Manual for Disability Services

Disability Support Services - Student Handbook

Purpose

The purpose of The Office of Disability Services (ODS) is to adapt the College's general services to the specialized individual needs of otherwise qualified students with disabilities, for the purpose of providing equal access to all programs and facilities. Consistent with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, Kilgore College is committed to equality of educational opportunity and ensures that no qualified person shall by reason of a disability be denied access to, participation in, or the benefits of any program or activity operated by the College. Each qualified person shall receive reasonable accommodations to ensure equal access to educational opportunities, programs, and activities.

Student Referral Process

Kilgore College students wanting to disclose a disability in order to request accommodations may do so by contacting the Coordinator of Disability Services, Hollyann Davis, at 903-983-8206 for an appointment. The Office of Disability Services is located in the DeVall Student Center at 1100 Broadway, Kilgore Texas 75662-3204.

Registering with Disability Services

The student will:

1. Meet with Coordinator of Disability Services before placement testing to complete an Intake Appointment.
2. Secure and submit documentation of a disability and/or disabilities to the Disability Services Office.
3. Meet with Coordinator of Disability Services to develop an Accommodation Plan.
4. You will need to fill out the accommodation request form at the counseling reception desk before the beginning of each semester in order to have accommodation letters ready prior to the start of each semester. If the schedule is turned in late, there is a 48 hour turn around for letters to be ready.
5. Pick up Accommodation Letters from personnel of Disability Services at the beginning of each semester. Disability Service personnel will not deliver accommodation letters to instructors. This is the responsibility of the student. If the student does not deliver the Accommodation Letter to the instructor, they will not be provided accommodations for that class.
6. Students must meet with their instructors during office hours and /or after class to present letters and discuss accommodations. The accommodations do not begin until the student presents the letter to the instructor and discusses procedures necessary to provide accommodations.

Disability Definition under the Americans with Disabilities Act

An individual with a disability is a person who:

1. Has a physical or mental impairment that substantially limits a "major life activity" (caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working), or
2. Has a record of such an impairment, or
3. Is regarded as having such impairment.

Possible Types of Disabilities

- Attention-Deficit Hyperactivity Disorder
- Blindness/Visual Impairment
- Deaf/Hard of Hearing

- Learning Disabilities
- Physical Disabilities
- Psychiatric Disabilities
- Speech and Language Disabilities
- Traumatic Brain Injury
- Other Disabilities Affecting the Body's Systems

Documentation Standards

Documentation verifies a student's mental or physical impairment by a qualified professional. The impairment must be adequately described and limits a major life activity that can be reasonably accommodated.

Documentation should include:

1. A current diagnostic statement identifying the disability, date of the current Diagnostic Evaluation and the date of the original diagnosis.
2. A description of the diagnostic criteria and/or diagnostic test used
3. A description of the current functional impact of the disability
4. Treatments, medications, assistive devices/services currently prescribed or in use
5. A description of the expected progression or stability of the impact of the disability over time
6. The credentials of the diagnosing professional(s)
7. Recommendations from professionals with a history of working with the individual
8. Appropriate accommodations, adaptive services, assistive services, compensatory strategies and/or collateral support services will be considered

Reasonable Accommodations

Reasonable accommodations ensure equal access and are individualized (case-by-case and class-by-class). Primary consideration is given to the student's request.

Accommodations cannot be made retroactively and are not reasonable if it causes: a direct threat to the health and safety of others, a substantial change in an essential element of the curriculum, a substantial alteration in the manner in which services are provided, or an undue financial or administrative burden.

Examples of reasonable accommodations:

- extended time on tests
- reduced distraction setting for testing
- tape-recorder lectures
- reading list in advance
- Braille
- instructor's notes
- interpreters
- pocket spellers
- textbook outline
- readers
- assistive technology
- scribe
- front row seating
- hand-outs, lecture notes and/or power point presentation when applicable
- enlarged print
- FM System

Assistive Technology

Assistive technology is technology that is used by students with disabilities in order to perform functions that may otherwise be difficult or impossible.

- Zoom Text: Magnifier (blows up screen) and Reader (reads back information on the computer)
- Jaws: Program used to read material on the computer back to the student; includes punctuation.

Extended Time on Tests

A student who has an Accommodation Letter with extended time on tests receives double the time the other students in the class are given. Each letter will specify the amount of time needed by the student. For internet courses, additional time can be given with the assistance of the Distance Education Coordinator. The student will need to monitor the test time since the test will not disappear. A student can receive extended time in the classroom with the other students, in a nearby vacant classroom, or during instructor's office hours. If accommodations cannot be supplied by the instructor on the Kilgore campus, the student needs to make an appointment in the Counseling Center to arrange accommodations. Mr. Frank Mosley arranges for accommodation assistance on the Longview campus.

Testing in a Separate Room/Distraction Reduced Environment

The student may take the test in a nearby classroom and/or with the instructor during office hours. If arrangements cannot be made with the instructor, the student should make a testing appointment with Debra Metcalf at the counseling counter (903)983-8206 and notify the instructor that the test will be taken in the Disability Services testing area. The student is responsible for reminding the instructor the class day before the day the test is to be taken (generally 48 hours) so the test will be in our office on the day the test is scheduled to be taken. For example, if the class meets on MWF and the test is scheduled to be taken on Wednesday, the student needs to remind the instructor on Monday that the Disability Services Office needs the test. Kilgore Campus instructors should contact Debra Metcalf as to when the student will need to complete tests in the Devall Testing areas. And the Student will need to follow up with the test Proctors/Readers. Testing appointments must be made as soon as the Student can reasonably schedule the time needed to finish the test.

It is the Students responsibility to show up at the scheduled date and time for the test, this is extremely important for the accommodations of reading or scribing scheduled tests.

All tests need to be scheduled 48 hours in advance with the instructor and with disability services or accommodations may not be reasonably administered. YOUR TESTING PRIVILAGES MAY BE REVOKED FOR THE SEMESTER IF: YOU MISS THE SCHEDULED APPOINTMENT OR ARE LATE FOR THE APPOINTMENT AFTER THREE MISSED APPOINTMENTS AND /OR EXCESSIVE TARDYS OF 15 MINUTES.

A student does not have to utilize a separate room for each test. The student may want to take quizzes with the class and exams in a separate room. The student should discuss his or her preference for upcoming test accommodations with the Special Educations Director and instructor in advance.

Tape-recording

A student with an Accommodation letter for tape-recording should meet with the instructor prior to tape-recording. The instructor can request a written agreement before allowing a student to record.

Interpreter

If an interpreter will be used, the Coordinator of Disability Services or Lead Interpreter will notify the instructors and schedule a meeting to discuss the location of the interpreter, assignments, testing, use of Closed Captioning media, etc. Hearing Impaired Students have the responsibility to notify The Lead Interpreter or Disability Services Coordinator eight (8) hours prior to missing a scheduled class or classes. In the event of sickness, the Student needs to contact the above listed persons as soon as possible before the start of the projected missed class or classes. Abuse of this listed notification policy can result in the canceling of this accommodation.

Classroom Attendance

A student with an Accommodation related to missing classes because of a disability, must not miss more classes than the class learning outcomes will allow.

The following questions should be considered:

1. Is there classroom interaction between the instructor and students and among the students themselves?
2. Do student contributions in class constitute a significant component of the learning process?
3. Does the fundamental nature of the course rely upon student participation as an essential method for learning?
4. To what degree does a student's failure to attend class constitute a significant loss to the educational experience of other students in the class?

5. What does the course description and syllabus say regarding attendance? Each instructor may have different requirements regarding attendance.

6. What is the method by which the final course grade is calculated?

Confidentiality

In accordance with the Federal Family Education Rights and Privacy Act (FERPA), Disability Support Services protects each student's right to privacy by limiting access to departmental records pertaining to the provision of services and accommodations. Students may authorize other people to have access to their records and/or speak to our office on the student's behalf.

Meeting with Instructors

The student should present their Accommodation Letter to each instructor during office hours and/or after class. Office hours should be noted on the syllabus and posted outside of the instructor's office door. Doing so provides the opportunity for the student and instructor to discuss procedures for administering accommodations, learning strategies, additional resources, grading, etc.

Appeals Procedures for Issues Concerning Disability Support Services

An instructor and/or student who believes that an accommodation is not appropriate, or a student who believes that he or she has received unfair or improper treatment regarding a disability, should address the problem informally through discussion with the Disability Services Coordinator. If the concern is not resolved satisfactorily, the instructor and/or student may speak with the Director of Counseling to resolve the matter. If the outcome is still unsatisfactory, a formal appeal may be submitted in writing to the Vice President of Student Service or designee. In order to ensure a prompt resolution, the appeal must be submitted as soon as possible and no later than 10 college working days after the alleged improper treatment occurred. The appeal must be dated and signed by the student and must include the following:

1. A detailed description of the alleged improper treatment;
2. An identification of the person, policy, or procedure against whom the appeal is filed;
3. An explanation of the steps taken in an effort to resolve the appeal at the informal level; and
4. A description of the instructor's or student's idea of a satisfactory resolution.

The Vice President of Student Services, or designee, may resolve the concern or may refer the concern to the Disability Support Services Committee. The Disability Support Services Committee will hear the concern, determine a resolution and provide written notification of the findings and resolution to all involved parties within 10 college working days. The student may make a written appeal to the President of the college within 5 working days of receiving the resolution from the Vice President of Student Services and/ or the Disability Support Services Committee. The President's decision will be final.

A student with a serious concern may also have the right to file a complaint with designated federal agencies. The student should contact the Vice President of Student Services for further information.