

# **Disability Services Office**

## **Blue Ridge Community College**

180 West Campus Drive ♦ Flat Rock, NC. 28731

(828)694-1800 ♦ (828)694-1693 fax

# ***Policies, Procedures, and Guidelines***

## **POLICIES AND PROCEDURES**

Mission.....	2
Policy of Nondiscrimination: ADA and Section 504 .....	3
Admission to Blue Ridge .....	3
Qualifying for Services .....	4
Record Maintenance .....	4
Accessible Services and Materials .....	4
Accessible Services.....	4
Interpreters .....	5
Classroom Notes, Equipment Request .....	6
Accessible Materials.....	6
Textbooks .....	6
Class Related Material .....	6
Adaptive Equipment .....	6
Assistive Listening Devices.....	6
Teletypewriter for the Deaf.....	7
Assistive Technology .....	7
Personal Devices and Care .....	7
Academic Services .....	7
Alternative Testing .....	8
Faculty Notification.....	8
Priority Registration.....	8
Study Sessions .....	8
Class Attendance .....	9
Service Animals.....	10
Facilities .....	10
Grievance Procedure .....	10-11

## **GUIDELINES BY DISABILITY**

General Documentation Standards .....	12
Attention Deficit Disorder.....	12
Deaf/Hard-of-Hearing.....	13
Learning Disability.....	13
Medical .....	14
Mobility Impairment.....	14
Psychological/Psychiatric.....	14
Visual Impairment .....	14
Consent for Release of Confidential Information.....	15

Personal Attendant Policy.....16  
Major Differences Between HS and College.....17-19  
Disability Related Absences.....20  
Temporary Support Plan.....21  
Consent for Release.....22  
Temporary Impairment.....23  
Consent to Release.....24  
Student Data and Disclosure.....25  
Equipment Loan Contract.....26  
Testing Policy Form.....27  
Resources.....28  
Alternate Format Text.....29  
Service Animal Policy.....32-33  
Calculator Use Policy.....34  
What is a Scribe ?.....35

# **Disability Services Office**

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### ***Mission***

The mission of Disability Services Office (DSO) 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.

### ***Policy of Nondiscrimination***

The Americans with Disabilities Act (ADA) gives individuals with disabilities civil rights protection against discrimination, which is similar to that provided to all individuals on the basis of race, sex, national origin, and religion. The act guarantees equal opportunity in employment, public accommodations, transportation, state and local government services, and telecommunications. In addition, Section 504 of the Rehabilitation Act of 1973 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...

A disability is defined as a physical or mental impairment that substantially limits one or more major life activities. Major life activities include such things as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Consistent with the ADA and Section 504, Blue Ridge Community 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 in the most integrated setting appropriate.

### ***Admission to Blue Ridge***

Individuals with disabilities enter the college through the established admissions procedures that are required of all prospective students. Specific admissions information can be found in the college catalog or on the Web site at [www.blueridge.edu](http://www.blueridge.edu).

### **Curriculum Education (Credit) Admission**

1. Submit an application to Admissions. One may be obtained from the Web site or by calling (828) 694-1800.
2. Request official transcripts of previous high school and college work.
3. Take the placement test, if required. If accommodations other than extended time are needed on the placement test, you must have an appointment. Follow the procedure in **Qualifying for Services** to qualify for accommodations through DSO.

### **Continuing Education (Non-credit) Admission**

1. Obtain a schedule of continuing education classes. One may be obtained from the Web site or by calling (828)694-1735 for further directions.
2. Determine the appropriate classes.
3. Send to Continuing Education a mail-in registration form with the necessary fees at least two weeks prior to the beginning of

the class. Classes are filled on a first-come, first-served basis.

### **Basic Skills Admission**

To obtain specific admission criteria and information, call the individual numbers listed below.

**STAR CENTER 694-1635**

**TRC LEARNING CENTER 694-1907**

### ***Qualifying for Services***

Students requesting disability accommodations from the college must self-identify to DSO. Students are required to submit current documentation of their disability to DSO to determine eligibility prior to the implementation of services. Students requesting accommodations from the college must have a disability as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Self-identification and providing documentation can be initiated at any time; however, the student must allow reasonable time for accommodations to be implemented.

### **PROCEDURE**

1. Submit disability documentation to DSO. In most cases, acceptable reports come from psychologists, psychiatrists, audiologists, speech therapists, physicians, and schools. Documentation requirements vary; specific requirements are detailed under **Guidelines by Disability** on page 11. Consent for Release of Confidential Information forms are available from the DSO office to request documentation from a qualified professional. Have disability documentation forwarded to DSO. The student bears the responsibility of the arrival of documentation to the DSO office.
2. Professional staff will evaluate the documents and inform the student if there is a need for additional information. Taking care of this step ahead of time ensures that

accommodations will be in place in a timely manner.

3. The DSO office will prepare paperwork for the student to pick up the first week of classes.

### **Specific disability areas include, but are not limited to:**

- Attention Deficit Disorder/ADHD
- Deaf/Hard-of-Hearing
- Learning Disability
- Medical
- Mobility
- Psychological/Psychiatric
- Visual Impairment

### ***Record Maintenance***

Records for students with disabilities are maintained in DSO. Documentations that relate to the student's disability are not a part of the academic record in the Registrar's Office. Information shall be considered confidential and shall be shared with others within the institution on a need-to-know basis only. Information in files will not be released except in accordance with federal and state laws. If a student wishes to have records expunged, he or she must make a written request to the DSO director, who will decide whether it is necessary for the office to retain a record. Five years after the student's last day of enrollment, records pertaining to disability will be destroyed. The college may request updated documentation during enrollment.

### ***Accessible Services and Materials***

Disability Services Office is prepared to develop materials and provide services that present academic information in an accessible manner. In an effort to ensure that materials and services are made available in a reasonable time, Disability Services Office has established the following guidelines to help facilitate the development of materials and provision of services.

## *Accessible Services*

### **Interpreters**

The college provides interpretation and transliteration for qualifying deaf students for scheduled classes, labs, and appointments.

### **PROCEDURE**

Local and national shortages of sign language interpreters make providing their services a critical concern of DSO. The college has adopted the following procedures governing the provision of interpreting services for deaf students.

**1.** Registering for a semester as early as possible is the best way for a student to be assured that interpreter services can be arranged before the first day of class. It is the responsibility of the student to contact the Disability Services office at least two weeks before classes begin to ensure interpreter services can be arranged. When students drop and/or add courses, the arrangements for interpreters must be altered. Students must notify DSO of the schedule change **immediately**.

**2.** Students who need the services of an interpreter for college-sponsored meetings, appointments, or activities must submit a written request to or contact the Disability Services director at least two (2) weeks before the event is to take place. The request must include:

- The name of the student requesting interpreter services.
- The nature of the event for which services are requested.
- The date, time, and location of the event.
- The approximate length of the event.

**3.** A student who requests interpreter services and then finds that he or she will **not** be attending the class or meeting in question must cancel the arrangements by

notifying DSO immediately. A student who fails to cancel an interpreter request for class or a special request for an event will be considered absent.

**4.** The cancellation of an interpreter must be made through DSO. The student should call (828)694-1813 or (828)694-1812 to report an absence or late arrival.

**5.** The interpreter will wait 15 minutes (30 minutes for classes lasting three or more hours) after a class begins. If the student has not arrived in the allotted time after the class or meeting is scheduled to begin, the interpreter will leave and the student will be considered absent. If the student misses two consecutive class periods on the same day, the interpreter may be reassigned or leave campus.

**6.** DSO assumes the student is not coming to campus the entire day if he or she has not called and has not arrived for the second class. If the student does arrive on campus after the second class and wants an interpreter, he or she should come to DSO and make his/her request to the Director. The Director will attempt to assign an interpreter; however, the originally scheduled interpreter may have been reassigned or left for the day and a substitute might not be available.

**7.** If a student has three (3) unreported absences in a given class, he or she will be notified, in writing, that interpreting services for that class have been terminated.

**8.** Before interpreting services may be reinstated, the student must schedule an appointment to meet in person with the Director for Disability Services.

**9.** Any student who has a problem or concern with regard to an interpreter should report that problem or concern to the Director. Every reasonable effort will be made to resolve the situation fairly and expeditiously.

## Classroom Notes

Students with legitimate functional limitations, whose disability makes it impossible for them to take notes independently, require an alternative method of obtaining classroom notes comparable to notes of non-disabled students. Determination of the method recommended for obtaining classroom notes is based on disability documentation, class format, and the Director's interview with the student. It is the responsibility of the student to be pro-active in the acquisition of acceptable classroom notes. The Director is available to discuss any issues related to acquiring notes.

### ***Digital Recording***

Digital recorders are available for qualifying students to use in the classroom and may be checked out for a semester; however, students may opt to purchase their own. Battery operated recorders with counters are recommended. Recorders are available for loan on a first-come, first-served basis. If a recorder is not available upon request, arrangements will be made to meet the need as soon as possible. Recorded lectures may be used for personal studies only.

### **PROCEDURE**

1. Eligible qualifying students should request a recorder for a semester as early as possible after registering.
2. On the first day of class, the student should pick up the recorder or make arrangements for it to be sent to the necessary campus and sign the agreement on the **Equipment Loan Contract** form. The tape recorder must be returned and signed in by the last day of the semester.
3. Batteries and tapes are the student's responsibility.

4. If a problem occurs with the tape/digital recorder, return the unit to DSO for troubleshooting and/or repairs. Due to the limited number of recorders available, if the unit has to be sent to the manufacturer for repairs, the student may not have access to a recorder during the repair interval. Discuss the matter with the Director for a workable solution.

### ***Volunteer Notetakers***

A student with this accommodation may ask classmates to volunteer to take notes or may contact the instructor for help with this process. The student requesting the notes is responsible for keeping notetakers supplied with carbonless duplication paper, which is available in the DSO office. School attendance and tardy policies should be followed. Having a volunteer take notes is not an excuse to miss class. A student with a disability should not expect to receive notes for those days absent unless special arrangements are made with the notetakers and/or instructor.

### **PROCEDURE**

1. Meet with the instructor to let him/her know that classroom notes will be needed. The student with the disability may ask the instructor for help in the process of acquiring a volunteer notetaker or may opt to find the volunteers.
2. Carbonless duplication paper is available in DSO. The student needing the notetaking service should pick up the carbonless pad of paper on the first day of class. Volunteer notetakers should be identified the first week of class so that pertinent class material will not be missed.
3. Ask for two volunteers to share their notes. If one person is absent, the other person will be taking notes. If one person does not take the detailed notes needed, the other person will be the back-up.
4. The volunteer takes the notes on the duplication paper, keeps one copy, and gives the other to the student requesting the notes. Any question of accuracy or

details should be referred to the instructor for clarification.

5. If the volunteer system of obtaining notes is not successful for any reason, immediately talk to the Director for Disability Services.

Suggestion: Always be appreciative of the notetaker. A thank you note or special word of appreciation is appropriate at any time.

### ***Accessible Materials***

In converting printed text into an alternate medium, DSO will try to honor the student's request for a preferred medium. However, depending on the date the material is presented to the department, the quality of the printed material, the volume, and the expected time for return, DSO must make the decision as to which medium would be most appropriate. The student must agree not to copy and distribute alternative format materials to any other persons, as this may be an infringement of the Copyright Law.

### **Textbooks**

The student should discuss with the Director the most appropriate manner to access textbooks in an alternate medium. DSO strongly encourages students with an inability to read normal print to obtain a membership with Recordings for the Blind and Dyslexic (RFBD). If scanning a textbook is determined to be the alternative format, it will be necessary to take the book apart, students should contact the DSO at least 6 weeks before the semester begins. See pg 29.

### **Class-Related Materials**

To have related class materials converted to an alternate format, it will be the responsibility of the student to provide all materials to the department with at least forty-eight (48) hours of notice.

## **PROCEDURE**

1. All materials should be turned in to the DSO office. All requests must have the following information:

- Name of student
- Date of student delivery
- Course name and number
- Instructor
- Format requested
- Material
- Expected date of return

2. All materials will be processed in the order in which they were received by the office. DSO will convert the material and return it to the student as soon as possible. DSO will try to estimate when the material will be ready, but five (5) complete business days is a minimum realistic expectation. All processed and completed materials will be logged and put in a designated place.

## ***Adaptive Equipment***

### **Assistive**

### **Listening Devices (ALD)**

#### ***FM Systems***

FM amplification systems are available for qualifying students to use in the classroom and may be checked out for a semester. FM systems are available on a first-come, first-served basis. If an FM system is not available upon request, arrangements will be made to meet the need as soon as possible.

## **PROCEDURE**

1. Eligible qualifying students should request an FM system for a semester as early as possible after registering.

2. On the first day of class, the student should pick up the FM system and sign the agreement on the **Equipment Loan Contract**. The FM system must be returned and signed in by the last day of the semester.

3. Batteries and/or re-charging the unit are the student's responsibility.

4. Should a problem occur with the FM system, return the unit to DSO for troubleshooting and/or repairs. Due to the limited number of ALD's available, if the unit has to be sent to the manufacturer for repairs, the student may not have access to an FM system during the repair interval. Discuss the matter with the Director for a workable solution.

### **Teletypewriter for the Deaf**

A teletypewriter (TTY) for the deaf is located on the pay telephone in the lobby of the Patton building.

### **Assistive Technology**

Computers with assistive technology software are available in the Library of the Flat Rock campus, and in the Learning Center at the Transylvania campus. In addition, special requests for specific software in classrooms should be discussed with the student's DSO Director. Reasonable time must be allowed for implementation of this type of accommodation.

### **Personal Devices and Care**

DSO does **not** provide prescriptive devices, devices of a personal nature, or personal attendant care. However a need for "alternative furniture" may arise to support facilities and classroom access. The student should contact the Disability Services Office to discuss and inquire about options.

### ***Academic Services***

All services are provided to students based on submitted documentation. If the needs of the student change during his or her academic career, it is the responsibility of the student to meet with the Director to

discuss specific changes to accommodations.

### **Alternative Testing**

Testing accommodations, based on documentation of disability, may include extended time (in most cases, time and a half), isolated distraction-reduced environment, scribe, reader, computer for written exams, enlarged print, and calculator. When determined to be an appropriate accommodation for a student with a disability, readers are provided for test-taking only. Otherwise, a reader is considered a personal service and BRCC is not required to provide one. While the Star Center at the Flat Rock campus and the Learning Center at TRC can arrange with faculty and student extended time and separate setting, contact the DSO office for all other alternative testing arrangements. A student who misses a test or scheduled exam will be required to notify the faculty member. An exam will not be rescheduled for a different date without the approval of his or her instructor. A student who is late for a scheduled exam must finish the test in the time remaining. Extended time will be calculated from the scheduled time of the test, not the time of arrival.

### **PROCEDURE**

1. If needed, testing accommodations can be provided by the disability services office by appointment.
2. The student is responsible for scheduling the exam and will need to contact the Disability Service's assistant no less than 32 business hours prior to the test's due date.
3. After the exam has been taken by the student, it will be placed in the instructor's mailbox by the Disability Services office.

## Faculty Notification

Faculty will **not** be automatically notified by DSO of having a student with a disability in the classroom. Faculty notification must be initiated by the student as follows.

### PROCEDURE

1. After registering for each semester, the student should notify Disability Services office (DSO) of the intention to return to class.
2. DSO will generate the required paperwork. The student will pick up the paperwork from the DSO assistant and present it to the instructor. The Individualized Accommodation Plan (IAP) will be signed by each instructor and a yellow copy is provided to leave with each instructor. The signed IAP will be returned to DSO by the student. This copy serves as documentation that the student has requested accommodations. Accommodations CANNOT be made retroactively, and begin only after appropriate documentation is received and reasonable time for accommodations development has been allowed.
3. Note: Distance Learning Students  
Normally it is preferred that the student pick up their paperwork and meet with the instructor(s) in person; however, the DSO does realize that this is not always possible. Distance learning students who are not actually attending any classes here on campus may call the DSO to make other arrangements.

## Priority Registration

The accommodation of priority registration is based on the need for the college to make advanced preparation for academic access such as hiring interpreters, furniture

requisition, and building access. DSO is not responsible for inaccurate schedules and will not process incomplete schedules. Course prerequisites, financial holds, academic probation holds, and schedules deleted for non-payment are the responsibility of the student. DSO does not have the authority to add students to restricted or filled classes.

### PROCEDURE

1. Prior to the priority registration period, the student must meet with his or her **academic advisor** to discuss course selection.
2. The student must submit the completed **Registration Input Form** signed by his or her advisor to the DSO Director for priority registration.
3. All payment arrangements must be made by the student.
4. A “walk-thru” of class locations to determine access needs may be requested by the student and scheduled by the Disability Services Office. At least 2 weeks advanced notice is required before classes are scheduled to start.

## Study Sessions

Both computer usage and tutoring are available in the Star Center at the Flat Rock campus and Learning Center at the Transylvania campus.

## *Class Attendance*

DSO does not have a role in determining course attendance policies. Students are expected to attend punctually all lectures, laboratory sessions, and field experiences in courses for which they are registered. Students anticipating absences should notify their instructors in advance. Refer to the attendance policy as stated in the *Student Handbook* or on each class syllabus. DSO does not issue official written excuses for absences. DSO can

provide written verification of a disability based on **appropriate** documentation. This verification may address the legitimacy of, but not necessarily excuse, an absence.

## **PROCEDURE**

Should issues regarding class attendance arise, make an appointment with DSO immediately.

## ***Service Animals***

In accordance with the Americans with Disabilities Act, service animals assisting students with disabilities are permitted in all facilities of the college. The service animal must provide assistance to the student in overcoming difficulties related to his or her disability.

A service animal is not a pet. A service animal may be excluded from campus or classrooms when the animal's behavior poses a threat to the health or safety of others. A service animal may be excluded if it becomes disruptive and fundamentally alters the nature of the class, performance, lecture, movie, or play.

**Therapy or companion animals are not service animals and are not covered under the ADA.**

## ***Facilities***

Qualified persons may not be denied the benefits of, or be excluded from participation in, any program or activity because the facilities are inaccessible to or unusable by, persons with disabilities. Otherwise qualified students with disabilities may not be excluded from a

specifically requested course offering, program, or other activity because it is not offered in an accessible location. Priority will be given to methods that offer programs and activities to persons with disabilities in the most integrated setting appropriate. It is not required that every outside entrance be accessible, and structural changes in existing facilities are not required where other methods provide program accessibility. New construction will be planned in accordance with the Americans with Disabilities Act Accessibility Guidelines and the Uniform Federal Accessibility Standards. Students are requested to report related concerns to the Disability Services Office.

**Handicapped Parking** is available in accordance with the Americans with Disabilities Act. Students who need a temporary handicap decal, to be used at Blue Ridge Community College only, should contact the Henderson County Sheriff's Department deputy located on the Flat Rock campus.

Any student wishing to address issues regarding physical barriers should meet with DSO.

## ***Grievance Procedure***

Any student having a complaint related to the determination of and/or provision of disability related services and accommodations through DSO is entitled to a prompt and equitable resolution of his or her complaint.

## **PROCEDURE**

1. If any student has a complaint that cannot be resolved with his or her instructor, the student should put the concern in writing and submit it to the DSO Director, located in room 127 of the Sink Building or by calling 828-694-1813. *Students should refer to the college catalog when complaints directly involve the DSO.*

2. The director will contact the student to discuss the concerns and possible resolutions.

3. If a complaint is not resolved to the satisfaction of the student, the student has the right to consult with the VP of Student Services.

4. If the decision and/or corrective action taken by the VP of Student Services is not satisfactory, the student has a right to follow the **Student Grievance Procedure** as stated in the *BRCC catalog*.

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## Guidelines by Disability

### General Documentation Standards

Blue Ridge Community College, in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, recognizes that certain disabilities result in impairments for which reasonable accommodations may be required. To qualify for Disability Services Office, students are required to provide diagnostic documentation from a licensed/clinical professional familiar with the history and functional implications of the impairments.

- All documentation must be submitted on the official letterhead of the professional describing the disability.
- The report should be dated and signed and include the name, title, and professional credentials of the evaluator. Documentation prepared by providers other than those described under the specific disability categories will be considered on a case-by-case basis. It is not appropriate for professionals to evaluate members of their families.
- Disability documentation must be current and adequately verify the nature and extent of the disability in accordance with current professional standards and techniques, and it must clearly substantiate the need for any specific accommodation requested.

A school plan such as an Individual Education Plan (IEP) or a 504 Plan is **insufficient** documentation to support a student's eligibility but may be included as part of a more comprehensive report. Prior

history of accommodations, without documentation of current need, does not, in and of itself, warrant the provision of a like accommodation. The department reserves the right to consult with allied health professionals in reviewing and evaluating documentation.

**Consent for Release of Confidential Information** forms are available from the DSO office to request documentation from a qualified professional.

Specific disability areas are listed below. For disability classifications not listed, please follow the **General Documentation Standards**.

### ATTENTION DEFICIT DISORDER (ADD/ADHD)

1. The following professionals are considered qualified to evaluate ADD/ADHD: an appropriately licensed /certified psychologist, psychiatrist, neuropsychiatrist, neurologist, or relevantly trained medical doctor. The professional must have expertise in evaluating the impact on the student's educational performance. All reports should be on letterhead, dated, and signed and include the name, title, and professional credentials of the evaluator.

2. Evaluations should be **current within three years**. Documentation should substantiate the need for service based on the student's current functioning in an *educational* setting.

3. A comprehensive report should include:

- A SPECIFIC diagnostic statement using DSM-IV classification, avoiding the use of terms such as “suggests,” “is indicative of” or “attentional problems.”
  - Discussion of the student’s developmental, academic, mental, and social history.
  - Methods of assessment with supporting data such as checklists and rating scales.
- Psychoeducational batteries that include intelligence and achievement testing will allow the possibility of providing more services.** Without a psychoeducational assessment, accommodations will be minimal.
- Substantial limitations in an educational setting.

4. If specific recommendations of accommodations are made, the rationale must relate each accommodation to the functional limitations imposed by the disability. The final determination of appropriate and reasonable accommodations rests with the Disability Services Office.

### DEAF AND HARD-OF-HEARING

1. An audiogram indicating the severity of the hearing impairment must be provided by a licensed audiologist.

2. If specific recommendations of accommodations are made, the rationale must relate each accommodation to the functional limitations imposed by the disability. The final determination of appropriate and reasonable accommodations rests with the Disability Services Office.

*Local and national shortages of sign language interpreters make providing their services a critical concern for DSO.*

*Please read the guidelines regarding interpretative services under Accessible Services in the **DSO Policies and Procedures**.*

### LEARNING DISABILITIES

1. The following professionals are considered qualified to assess and diagnose learning disabilities: appropriately

licensed/certified clinical psychologists, school psychologists, and neuropsychologists. The professional must have expertise in evaluating the impact on the student’s educational performance. All reports should be on letterhead, dated, and signed and include the name, title, and professional credentials of the evaluator.

2. A psychoeducational report should be **current within three years**. Documentation should substantiate the need for service based on the student’s current functioning in an *educational* setting.

3. A psychoeducational evaluation should include a clinical interview. The student’s developmental, academic, mental, and social history should be investigated and reported. This evaluation must include a comprehensive assessment battery including aptitude, achievement, and processing instruments.

The following aptitude tests are considered appropriate in the substantiation of a learning disability:

- Weschler Adult Intelligence Scale-III (WAIS-III)
- Woodcock-Johnson Test Psychoeducational Battery-III: Test of Cognitive Ability
- Kaufman Adolescent and Adult Intelligence Test (KAIT)
- Stanford-Binet Intelligence Scale

*The Slosson Intelligence Test and the Kaufman **Brief** Intelligence Test are primarily screening devices that are not comprehensive enough to provide the information necessary to make accommodation decisions.*

The following achievement tests are considered appropriate in the substantiation of a learning disability:

- Woodcock-Johnson Psychoeducational Battery-III: Tests of Achievement
- Wechsler Individual Achievement Test (WIAT)
- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills

*The Wide Range Achievement Test is **not** a comprehensive measure of achievement and, therefore, is not useful as the sole measure of achievement.*

4. Individual “learning styles,” “learning differences,” “academic problems,” “test difficulty or anxiety,” and “weaknesses,” in and of themselves, do not constitute a learning disability. The diagnostician is encouraged to use direct language in the diagnosis and documentation of a learning disability, avoiding the use of terms such as, “suggests” or “is indicative of.”

5. If specific recommendations of accommodations are made, the rationale must relate the accommodation to the functional limitations imposed by the disability. The final determination of appropriate and reasonable accommodations rests with the Disability Services Office.

#### **MEDICAL**

1. The student’s attending physician should originate current documentation for a medical disability. A specific diagnosis with treatment history and treatment plan should be included.

2. The report should include how the disability impacts the student in the educational setting.

3. If specific recommendations of accommodations are made, the rationale must relate the accommodation to the functional limitations imposed by the disability. The final determination of appropriate and reasonable accommodations rests with the Disability Services Office.

4. In cases of head trauma or medical conditions that affect the brain, a neuropsychological evaluation may allow the student to be accommodated more thoroughly.

#### **MOBILITY**

1. The student’s attending physician should originate current documentation for a mobility impairment. A specific diagnosis with

treatment history and treatment plan should be included.

2. The report should include how the disability impacts the student in the educational setting.

3. If specific recommendations of accommodations are made, the rationale must relate the accommodation to the functional limitations imposed by the disability. The final determination of appropriate and reasonable accommodations rests with the Disability Services Office.

#### **PSYCHOLOGICAL/PSYCHIATRIC**

1. Documentation should be prepared by a licensed clinical psychologist or psychiatrist.

2. The evaluation should include a current DSM-IV diagnosis and the treatment history and treatment plan.

3. The impact of the disorder on the individual should be discussed with particular detail regarding academic requirements.

4. If specific recommendations of accommodations are made, the rationale must relate the accommodation to the functional limitations imposed by the disability. The final determination of appropriate and reasonable accommodations rests with the Disability Services Office.

5. A neuropsychological or psychological evaluation may allow the student to be accommodated more thoroughly.

#### **VISUAL IMPAIRMENT**

1. An eye report or a specific diagnosis indicating the severity of the visual impairment must be provided by an ophthalmologist.

2. If specific recommendations of accommodations are made, the rationale must relate each accommodation to the functional limitations imposed by the disability. The final determination of appropriate and reasonable accommodations rests with the Disability Services Office.

# **Disability Services Office**

## **Blue Ridge Community College**

180 West Campus Drive ♦ Flat Rock, NC. 28731

(828)694-1800 ♦ (828)694-1693 fax

### *Consent for Release of Confidential Information*

*(to be completed and signed by the student)*

\_\_\_\_\_  
*Service Provider: Agency, Physician, Psychologist, School Telephone Number*

\_\_\_\_\_  
*Address, City, State, Zip Code*

*is authorized to disclose to Disability Services Office at Blue Ridge Community College all information necessary to document the need for Disability Services. **Documentation Guidelines** are available from Disability Services Office if not attached to this form.*

*This documentation will be used to determine eligibility and to implement appropriate accommodations that will provide equal access to Blue Ridge Community College programs and facilities. The use or release of this information is limited to purposes directly connected with the administration of Disability Services Office.*

\_\_\_\_\_  
*Name of Student (please print)*

\_\_\_\_\_  
*Date of Birth*

\_\_\_\_\_  
*Address*

\_\_\_\_\_  
*Telephone Number*

\_\_\_\_\_  
*City, State, and Zip Code*

\_\_\_\_\_  
*Social Security Number*

\_\_\_\_\_  
*Signature of Student*

\_\_\_\_\_  
*Date*

**Student:** *Forward this form to the agency that has your disability documentation.*

**Service Provider:** *Return completed form and appropriate documentation to the above address or fax number to **Attention: Director, Disability Services Office.***

## Blue Ridge Community College Personal Attendant Policy

Blue Ridge Community College makes every reasonable effort to accommodate individuals with disabilities as addressed by the Americans with Disabilities Act. In keeping with this commitment, Personal Attendants will be allowed entrance into the classroom

An otherwise qualified student who requires personal attendant services must make arrangements to provide for his/her own personal attendant service. The College does not assume coordination or financial responsibilities for personal attendant services. However, if a student requires the use of an outside personal assistant/attendant in order to attend class, the student must be documented with the Director for Disability Services through an official letter from a physician that describes the need and purpose of the personal attendant/assistant. This letter must be on file with the DSO before a student begins a class. Without official documentation and approval from the DSO, the assistant/attendant will not be allowed to accompany the student to class.

The student and attendant will sign the below Personal Attendant Agreement form. Copies will be provided for the student, attendant, instructor, and the DSO.

### **PERSONAL ATTENDANT:**

- Is not responsible for a student's progress or behavior,
- Shall not carry on conversations with the student during class,
- Shall not participate in class or intervene in conversations between the student and faculty, staff or other students
- Shall not discuss any confidential information about the student with faculty, staff or students.
- Shall follow the college's code of conduct. Students using personal attendants shall follow the access office personal attendant policy.

I understand and agree to the guidelines as outlined above.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Attendant

\_\_\_\_\_  
Director for Disability Services Office

\_\_\_\_\_  
Date

# Major Differences Between High School And Postsecondary Disability Services

## HIGH SCHOOL

### Applicable Laws

I.D.E.A  
Section 504,  
Rehabilitation Act

### Required Documentation

I.E.P.

School provides evaluation at no cost to student.

School retests over time.

### Student Role

Student is identified by school.

School sets up accommodations.  
accommodations.

### Parental Role

Access to student records.

Participation in accommodations

Mandatory involvement.

### Instructors

Modification of curriculum.

Use of multi-sensory approach.

Weekly testing, mid-term, final,  
and graded assignments.

Attendance taken and reported.

### Grades

Grades modified based on curriculum.

## POST SECONDARY

A.D.A.  
Section 504,  
Rehabilitation Act

Varies depending on the disability, and must include testing documentation.

Student must provide the evaluation at his own expense.

Student provides retesting.

Student self-identifies to Disability Services.

Student is responsible for securing

No access to student records without the student's written consent.

Student requests accommodation

Student is self-advocate\*

Not required to modify.

Not required. Lecture is predominant.

May test once or twice with few assignments.

Attendance often not taken but student can be dropped after missing 10%(1 class)

Grades reflect the quality of work submitted.

## Conduct

Disruptive conduct may be accepted.

Students who are disruptive and unable to abide by the institution's code of conduct are deemed "not qualified" and can be dismissed.

## **Most Important Differences in Summary**

I.D.E.A. is about *Success*.

A.D.A. is about *Access*.

High School is mandatory and free.

Postsecondary is voluntary and expensive.

## **A Word about the A.D.A.**

*The ADA extends civil rights protection to persons with disabilities. A "person with a disability" is anyone with a physical or mental impairment that substantially limits one or more major life activities.*

Under Section 504 of the Rehabilitation Act of 1973 (public institutions are covered under Title II), students with documented disabilities may request accommodations that will enable them to participate in postsecondary educational programs. A "qualified person with a disability" is defined as one who meets the requisite academic and technical standards required for admission or participation in the postsecondary institution's programs.

Institutions are expected to give "reasonable accommodations". Among the accommodations which postsecondary institutions can make are:

- Removal of architectural barriers
- Interpreters
- Note takers
- Assistive Technology
- Extra time on tests and assignments (Time and a half in most cases).
- Tape recorders

The emphasis of the ADA is on accessibility for those who wish to pursue education at the postsecondary level. There is no obligation on the part of a college to make fundamental changes in its courses for students with disabilities.

\*Students with disabilities who complete high school will enter either the work force or a postsecondary educational environment. Having attained the age of legal majority, they will be expected to exhibit self-advocacy and to communicate their own needs for reasonable accommodations in work or educational environments.



## **Disability-related absences**

*You are requesting modification to the attendance policy because of a disability. Please read the following and sign your name to indicate your understanding of the policy.*

A number of disabling conditions may cause a student to be absent from class at times. Examples include chronic illnesses that have fluctuating symptoms, such as Fibromyalgia, MS, cancer related chemotherapy, and severe sleep disorders. Disability-related absences in no way alter the class requirements, the expectations of faculty or the responsibilities of the student. It is the student's responsibility to address class attendance or alterations with their faculty.

Disability Services does not have a role in determining course attendance policies. Because attendance may be integral to the pedagogic process, these policies are set by faculty at the college, departmental, or individual level.

In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class, to demonstrate the ability to think and argue critically, or to participate in group projects. In other instances, faculty may determine that students can master course content despite some or many absences.

Similarly, faculty also determine policies regarding make-up work and missed quizzes and exams. Faculty are not required to lower or effect substantial modifications of standards for accommodation purposes.

However, Disability Services does have a role in documenting for faculty the existence of a disabling condition which may affect attendance. Once documentation is received by the Director of Disability Services, a student will be given an Individual Accommodation Plan to present to each instructor. The following statement will be on that plan:

*"Reasonable modification of the attendance policy where educationally practical."*

At the beginning of the semester, the student should initiate a conversation with each faculty member about how absences will be handled. The student and faculty member should discuss:

- How the instructor prefers to be notified when a student will be absent
- The role class attendance, participation, and in-class work plays in grading
- What is the plan for completing make-up work?

Note takers will not be provided for disability-related absences. Students should seek a copy of a classmate's notes. If an academic aide is also taking notes for another student in that class, copies will not be provided for you when you are absent.

Students who have disability-related absences are responsible to monitor their class performance, and determine any negative impact the absences may have. This would be particularly important just prior to the withdrawal deadline, so that a student can withdraw if excessive absences will result in a poor grade.

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Signature

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Date



**TEMPORARY SUPPORT PLAN / AGREEMENT**

Name: \_\_\_\_\_ Student I.D. No.: \_\_\_\_\_

**Presenting Problem(s):** \_\_\_\_\_

**Documentation Presented:** \_\_\_\_\_

**Current Limitations:** \_\_\_\_\_

**Instructor Feedback:** \_\_\_\_\_

**Support Services Used:** \_\_\_\_\_

**Approved Temporary Supports**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Extended Time (1.5 h)           | <input type="checkbox"/> Large Print                      | <input type="checkbox"/> Adjustable Table   |
| <input type="checkbox"/> Distraction Reduced Room        | <input type="checkbox"/> Word Processor w/Spell Check     | <input type="checkbox"/> Scribe   |
| <input type="checkbox"/> Reading Support (e.g. Kurzweil) | <input type="checkbox"/> Writing Support (e.g. Text-help) | <input type="checkbox"/> Note Taker   |
| <input type="checkbox"/> Voice Recognition Software      | <input type="checkbox"/> Computer for Legibility          | <input type="checkbox"/> Tape Record Lectures   |
| <input type="checkbox"/> Other / Adaptive Tech: _____    |   | <input type="checkbox"/> Calculator ( <b>4 function</b><br>As approved by Instructor) |

**Student Agreement**

I understand, the documentation I've provided is insufficient to establish a permanent Individual Accommodation Plan (IAP). I further understand the support / services recommended are only temporary and if I wish to establish a permanent IAP or request an extension, I must present additional documentation. I understand this documentation, at a **minimum**, shall include a *Diagnosis*, a summary of *Current Functional Limitations*, and adjustment *Recommendations*. I have been provided a copy of the BRCC Disability Services guidelines for documentation and understand it's my responsibility to provide to BRCC appropriate documentation of my condition.

I understand my temporary supports and/or services are scheduled to end \_\_\_\_\_.

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

\_\_\_\_\_  
BRCC Disabilities Office Witness

\_\_\_\_\_  
Date

**CONSENT FOR RELEASE OF CONFIDENTIAL STUDENT INFORMATION**

I, \_\_\_\_\_ hereby authorize and  
(Student's Name)

request that Student Services, Curriculum Staff and Blue Ridge Community College may  
(Employee's Name)

release all confidential student information pertaining to me to :

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

I understand that I may revoke this consent at any time by informing the above parties in writing. In consideration of this consent, I hereby release the above parties from any legal liability for the release of this information.

Signature \_\_\_\_\_ Date \_\_\_\_\_  
(Student)

Signature \_\_\_\_\_ Date \_\_\_\_\_  
(Parent or Guardian)

College Drive  
Flat Rock, North Carolina 28731-9624  
828-692-3572

## **TEMPORARY MEDICAL IMPAIRMENT**

Temporary medical impairments (e.g. injuries or temporary mobility impairments following surgery) are not covered under Section 504 or the ADA. As such, students are not guaranteed any assistance in these situations. There are no legal requirements to provide accommodations in these situations; however, Disability Services may assist students on a case-by-case basis with temporary medical impairments by providing temporary assistance. Students will be seen by the Disability Services for an evaluation of temporary services. Each case is considered individually and signed documentation on letterhead from a qualified medical professional is required. This letter must include a diagnosis, functional limitations necessitating temporary services, suggestions for appropriate temporary services, and the estimated length of time services will be needed. This information should be delivered to Disability Services Office before services can commence, services cannot be provided retroactively.

BLUE RIDGE COMMUNITY COLLEGE  
DISABILITY SERVICES OFFICE

**CONSENT TO RELEASE CONFIDENTIAL INFORMATION**

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

Social Security #: \_\_\_\_\_

I authorize the Disability Services Office of Blue Ridge Community College to disclose to the faculty and/or staff members checked in the boxes below information regarding my disability and need for accommodations. This information may be used to evaluate the need for academic services and/or to plan an educational program. The use or release of this information is limited to purposes directly connected with my academic program.

- Instructors
- Vocational Rehabilitation Counselor
- Blue Ridge Community College Counseling Staff

I understand that my records are protected under confidentiality legislation and cannot be disclosed without my written consent unless otherwise provided for in the regulations. I understand that I may revoke this consent at any time except to the extent that action has already been taken. This authority expires with the completions of all transactions related to services provided by Blue Ridge Community College unless otherwise specified.

**Authorization to share information with parents:**

*I recognize that my authorization is needed in order for the Disability Services Office Director at Blue Ridge Community College to share information with regard to my academic progress and my disability with my parents.*

- I authorize that information may be shared with my parents
- I request information **NOT** be shared with my parents
- Non-applicable

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**CONFIDENTIAL**

**BLUE RIDGE COMMUNITY COLLEGE  
DISABILITY SERVICES OFFICE  
STUDENT DATA AND DISCLOSURE FORM**

You have identified yourself as having a disability. If you require special services, please complete this form and return with documentation of your disability to:

Disability Services Office  
Blue Ridge Community College  
180 West Campus Drive  
Flat Rock, NC 28731

If you have questions, contact the Disability Services Office 694-1812.

Please Print:

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

Program: \_\_\_\_\_ Semester: \_\_\_\_\_

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

City, State, Zip: \_\_\_\_\_

Phone: Home \_\_\_\_\_ Work \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Social Security # \_\_\_\_\_

**\*\*New Students:**

- Meet with the Disability Services Office Director.
- Provide documentation of your disability
- Request specific accommodations.
- Complete the BRCC admissions process including taking the placement test as required, providing transcripts, etc. as outlined in the BRCC General Catalog.
- Sign the Data and Disclosure form and return it the Disability Services Office Director.
- Complete and sign the Consent to Release Confidential Information form and return it to the DSO. Comply with all policies, codes and regulations of Blue Ridge Community College as outlined in the BRCC General Catalog.

\*\* Students who are returning after a significant lapse in time should make contact with the DSO Director; documentation will need to be reviewed and may need to be updated.

**Each Term:**

- Pick up your Individualized Accomodation Plan from the DSO, get instructors' signatures on the master copy, give each instructor the copy provided for them, and return the master copy to the DSO.
- Notify the DSO of any changes in your schedule after the term begins.
- Contact the Director **before** dropping or adding classes.
- Comply with procedures of the Disability Services Office as outlined in the DSO student handbook, or as defined by the DSO counselor.

I have disclosed to Blue Ridge Community College that I have a disability, and have requested services from the Disability Services Office. In order to receive these services, I affirm that I understand my responsibilities as listed above, and that the information and documentation I have provided is true.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Blue Ridge Community College**  
Disability Services Office

Equipment Loan Contract

Student \_\_\_\_\_

Semester \_\_\_\_\_

Equipment	DSO Tag #

The loan period is the current term in which you are enrolled; you must return the equipment at the end of the semester. You will be allowed to renew your loan if needed. You are responsible for this equipment while it is in your possession. Should you drop from classes, you are required to return this equipment immediately. Failure to do so may result in blockage from registration for following terms, and will be treated in the same manner as any other fines you may incur at the College, i.e. library fines, parking fines, etc. Depending upon availability, you may need to supply cassettes and batteries for recorders.

I have read the above and understand the loan contract.

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

Date \_\_\_\_\_

equiploancont

NW:Folder:DS-forms

## Blue Ridge Community College Disability Services Testing Policies and Procedures

The policies and procedures listed below facilitate transfer to colleges and universities in North Carolina where similar guidelines are followed.

**When using the Disability Services designated computer equipment and software for taking a test,** please contact the Office Assistant 694-1812 at least 48 hours in advance to schedule a time for testing. Also, should your plans change; please give us 24 hours notice that you will not be available. There are other students who might prefer your time slot.

**“Extended time on tests” on an IAP is to be interpreted by instructors as time and a half.** This simply means that if the regularly scheduled test were to be completed within one hour, a student who has testing accommodations would be allowed one and a half hours to complete the test. If the test were scheduled to be completed in 20 minutes, a student with extended time accommodations would be allowed 30 minutes to complete the test. (Mobility disabilities or use of specialized software may require extending these accommodations to double time. Documentation suggesting this is necessary will be requested by DSO. Please contact us if you feel you qualify.)

**“Extended time” on assignments indicates that the student is to work out an extended time frame with the instructor.** Assignments given at the first of the semester and due at the end of the semester are not included in “extended time on assignments.” It is felt that a semester is adequate time for a student to complete a project or paper if s/he uses the time wisely. (If you feel your disability is such that you cannot complete a semester-long assignment within the semester, please contact us during the first week of classes so that we may discuss it.)

We are quite proud of our Disability Services students who have been successful in their studies here. We are very conscious that accommodations only guarantee access; they cannot guarantee success. It is the student who has the power to become successful. Thank you for your efforts!

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Resources

### **OTHER DISABILITY RELATED AND TRANSITION RESOURCES**

**Students with Disabilities Preparing for Post Secondary Education**  
[www.ed.gov/about/offices/list/ocr/transition.html](http://www.ed.gov/about/offices/list/ocr/transition.html)

**A Handbook for Parents of Students with Disabilities**  
[http://www.umd.edu/dss/new\\_students/toto/default.htm](http://www.umd.edu/dss/new_students/toto/default.htm)

**A Transition Guide from the Association of Higher Education and Disability**  
<http://www.ahead.org/students.php>

**The Americans with Disabilities Act home page**  
<http://www.ada.gov/>

**The North Carolina Division of Vocational Rehabilitation**  
[dvr.dhhs.state.nc.us](http://dvr.dhhs.state.nc.us)

## Procedures for Obtaining Textbooks in Alternate Format

Students who need textbooks on tape are *required* to follow these procedures in procuring needed texts.

1. Purchase your textbooks and bring receipt of these purchases to the Disability Services Office.
2. Contact and join Recordings for the Blind and Dyslexic (1-800-221-4792 or [www.rfbd.org](http://www.rfbd.org)). Typically, you need to allow one month for this process.
3. Check with RFBD (Recordings for the Blind and Dyslexic) to see if they have the texts that you need. It is best to do this at least six weeks **prior to the semester starting**. (The Disability Services Office can plan for your semester early in order for you to find out the texts that you will need.)
4. If RFBD does not have taped or e-texted versions of your text, contact the Disability Services Office quickly to assure your obtaining taped texts/e-versions of the texts. Provide the Disability Services office with the following information: **name of course you are taking (i.e. BIO 111), title of text, author of text, edition, date published, publisher's name, and ISBN#**. If this information is not given or if partial information is given, it could mean a delay in your getting the text that you need.
5. If there is no digital book available, the college will need to tape record or scan the text. Please allow the Disability Services Office at least three weeks from the date that you give this information to us, in order that we may prepare for this.
6. At that point, taped texts/alternate formatted texts may be picked up and dropped off at the information desk located in the Sink building.
7. **Each semester**, set up an appointment to meet with the Disability Services Director in the third week into the semester for books **for next semester**. That way, you can plan for the classes for the following semester. You can obtain the name of the texts that you will need from the bookstore located in the Killian building. You can then make arrangements for obtaining tapes/digital books from RFBD.

Disability Services Office Hours

Monday –Thursday 8:00am-5:00pm

Friday 8:00am-4:30pm

Appointments can be scheduled after 5:00pm Monday-Thursday by calling  
828-694-1813.

Blue Ridge Community College  
Accessible Equipment and Software Site Locations

**TEDC Open Lab**

- Zoom Text
- Jaws
- Kurzweil

**Library**

- Screen Magnifier
- Zoom Text and Kurzweil

**Patton**

- 

**Sink**

- Zoom Text
- Kurzweil & Scanner
- Equipment for use and loan
  - Digital/Tape Recorders
  - FM Systems
  - Note-taker Tablets

**Sink—STAR Center**

- ZoomText

**Transylvania Center----Learning Center**

- Zoom Text
- JAWS
- Kurzweil

Concerns related to accessing the above software and equipment should be directed to the Disability Services Office.

## *Blue Ridge Community College Service Animal Policy*

*Description of what a service animal is and the procedures for having a service animal at Blue Ridge Community College.*



### **Service Animal Guidelines and Considerations:**

The Americans with Disabilities Act defines a service animal as "any guide dog, signal dog, or other animal individually trained to provide assistance to an individual with a disability." (Department of Justice, 1996)

Title II directly references service animals ... "Generally, a public accommodation shall modify policies, practices, or procedures to permit the use of a service animal by an individual with a disability." 2B CFR Section 36 302 ©

### **Service Animal Definition:**

A Service Animal is one that has been individually trained to perform specific tasks for a person with a disability.

### **Service Animal Guidelines for Blue Ridge Community College:**

A Service Animal is one that has been individually trained to perform specific tasks for a person with a disability. It is an animal that is well in control in public areas and is a working animal for the individual with a disability.

### **Procedures:**

- A student must identify the animal as a Service Animal to the Disability Services Office
- Student must have a documented disability
- The animal must have individualized training related to the specific disability
- The animal must comply with leash laws, vaccination policies and other City ordinances governing animals
- The animal may be certified and if so a copy of this certificate may be requested

### **Blue Ridge Community College may:**

- Request the student meet with the Disability Services Office
- Ask a student if the animal is a Service Animal
- Ask that an animal be removed if it is out of control or the animal poses a direct threat to the health or safety of others. (Allergies and fear of animals are generally NOT valid reasons for denying access or refusing service to people)

Blue Ridge Community College does NOT allow an animal that is not a Service Animal on campus. These are identified as:

- A Pet
- Therapy Animal
  - Used to: lower blood pressure, relieve stress, or raise the spirits of patients
  - They may be used by other persons than persons with disabilities
  - They are NOT covered under the ADA
  - They are generally a personal pet and others are encouraged to pet them
  - They are NOT allowed in public places that have pet policies

## Blue Ridge Community Disability Services Office

### **Calculator Policy**

The College has designated the Disability Services Office to certify whether a request for an accommodation due to disability is reasonable and necessary. The DSO's decision to approve the use of a calculator as an accommodation is based upon the student's documentation of disability.

The Rehabilitation Act, Section 504, and the Americans with Disabilities Act specify that case-by-case exceptions of course policy need to be considered in order to avoid discrimination on the basis of disability.

### **Policy**

If a student has been approved to use a 4-function calculator as an accommodation for an exam or in-class assignment, the College will provide one.

Otherwise students should discuss with their instructors what type of calculator is appropriate for more advanced classes. If other students in the class are not allowed to use a calculator, then the instructor may prefer that the student complete the test or in-class assignment out of class.

### **A calculator is not an appropriate accommodation when:**

- The provision of a calculator fundamentally alters the nature of the exam.
- The test is designed to measure skills that the calculator would eliminate. A multiplication tables sheet or some other strategy may be an appropriate alternative.

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I have read and fully understand the nature and scope of this policy. I also understand I should meet with my instructor at the beginning of the semester or as early as possible to discuss the use of a calculator as a reasonable accommodation.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# What is a scribe?

***The following information will be reviewed with students and scribe by Disability Service Office personnel before accommodation is initiated.***

A scribe for a student with a disability is the person's "official writer", or *amanuensis*. Having a scribe is an accommodation for persons who need assistance with the life skill of writing in order to have equal access to education under the law. In a sense, scribes are the "hands" of the person who has a disability that affects writing.

## **Scribes are professional.**

Scribes are employees of the college and need to project a professional demeanor.

This means they arrive on time for the class, stay for the entire class, and perform their job responsibilities in a professional manner. Scribes follow the classroom Instructor's rules, i.e. regarding eating/drinking in the classroom, safety, proper attire (especially in science labs), etc.

## **Scribes are impartial.**

Scribes write only what the person with a disability tells them to write (answers to questions on a quiz or test, the steps to a math problem, etc.). Scribes are not tutors; they are not to assist the person with a disability in doing the work itself or to affect the outcome of an assignment or test in any way other than writing what the student dictates. Scribes cannot be enrolled in the same course as the student with a disability.

## **Scribes do not elaborate.**

Scribes are not allowed to elaborate on what is being written. They are not allowed to answer or explain anything to the student on assignments, tests, or quizzes. They are not allowed to define vocabulary words or give "hints" of any type. Students should be directed to their professors if they have questions.

## **Scribes are unobtrusive.**

This means that in the classroom and other settings, scribes should be as "invisible" as possible. They should not participate in classroom discussions or engage in extraneous conversation with the student with a disability or others in the classroom. They should not be a distraction to anyone in the classroom.

## **Scribes maintain confidentiality.**

The contents of tests and quizzes are confidential, as is information regarding the student and his/her disability or personal information. No information should be shared with anyone outside the "scribing" situation. If either testing or student confidentiality are thought to be compromised, Blue Ridge Community College reserves the right to discontinue a scribe's services.

Student Signature and Date: \_\_\_\_\_

Scribe Signature and Date: \_\_\_\_\_

