

Student Handbook
Disability Services

Welcome to Louisiana Delta Community College
Home of the Delta Knights



**Bastrop * Jonesboro * Lake Providence * Monroe * Ruston * Tallulah *
West Monroe * Winnsboro**

Policy, Procedures & Resources for Students with Disabilities

2017-2018

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Student Counseling and Disability Services

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Table of Contents

Disability Services.....page 5
 Mission of Disability Services
 Role of Disability Services
 Eligibility for Services
 Nondiscrimination Notice

Disability Laws in Postsecondary Education.....page 6
 The ADA Amendments Act of 2008 (ADAAA)
 The Rehabilitation Act of 1973
 The Americans with Disabilities Act of 1990 (ADA)
 The ADA in Relation to Section 504 of the Rehabilitation Act
 Definition of a Disability
 Physical Impairment
 Mental Impairment
 Major Life Activity

Admittance to LCTCS – Louisiana Delta Community College.....page 8

Confidentiality.....page 9

Educational Access for Students with Disabilities..... page 10
 Faculty Rights and Responsibilities
 Student Rights and Responsibilities
 Disability Services Rights and Responsibilities

Documentation.....page 14

Attention Deficit/Hyperactivity Disorder..... page 15

Deaf and Hard of Hearing.....page 16

Learning Disability.....page 18

Physical (Medical) Disabilities.....page 20

Psychological Disabilities.....page 21

ADHD Documentation Request Form.....page 22

Learning Disability Documentation Request Form and Guidelines.....page 24

Physical and Systemic (Medical) Disability Documentation Request Form.....page 26

Psychological Disability Documentation Request Form.....page 28

Accommodations.....page 30

Procedure for Enrolling with Disability Services.....page 34

Application for Services Sample Form.....page 37

Semester Accommodations Request Sample Form.....page 38

Steps for Receiving Accommodations.....page 39

Services for International Students.....page 39

Audited Classes.....page 39

Personal Services such as Personal Care Attendants (PCA).....page 39

Testing Procedures.....page 40

Grievance and Appeal Procedures.....page 41

Financial Assistance.....page 43

Frequently Asked Questions.....page 44

National Resources.....page 47

State and Local Resources.....page 48

Emergency/Crisis Plan for Students with Disabilities.....page 50

Disability Services

Mission of Disability Services

In support of the College's mission to identify and meet the educational needs of its community through innovative, dynamic programs, the Office of Student Counseling and Disability Services (SC-DS) ensures equal access to all campus programs and activities. The office promotes full participation in campus life for individuals with disabilities. Services are provided collaboratively to empower students to advocate for themselves and assume responsibility for their academic outcomes and personal goals.

Role of Disability Services

Disability Services provides intake, assessment of needs on campus, and facilitation of academic and other accommodations for students with disabilities attending Louisiana Delta Community College. The Office of Student Counseling and Disability Services (SC-DS) acts as a liaison between students and faculty, as well as with community agencies. SC-DS also provides training for faculty and staff to increase greater understanding of the needs and the advantages of a team approach to serving students with disabilities within the LDCC Community.

Any student with a learning, physical, psychological, or other disability that significantly impacts his or her academic pursuits is potentially eligible to receive services from SC-DS. The office interacts with students with disabilities in the determination and facilitation of auxiliary aids and services on an individual basis.

Eligibility for Services

A student is eligible for accommodations if he/she:

- is qualified for the program(s)
- is a person with a disability
- has identified himself/herself to the institution through the Office of Student Counseling and Disability Services, and
- has presented appropriate documentation regarding the disability to the institution as required by SC-DS (see documentation requirements)

Note: Accommodations are effective after the student submits appropriate and complete documentation in accordance with SC-DS documentation policies, completes the SC-DS registration, and has presented and discussed the accommodation letter with his/her instructor (for testing accommodations, the accommodation letter must be presented to the instructor at least three business days prior to the examination date).

Nondiscrimination Notice

Louisiana Delta Community College ensure equal opportunity for all qualified individuals without regard to race, color, religion, sex, national origin, age, political belief, disability, marital status, or veteran's status in admission to or participation in its programs and activities.

Disability Laws in Postsecondary Education

If you have a disability, you are entitled by law to equal access to college programs. The federal laws applicable to post-secondary students with disabilities are:

- The ADA Amendments Act of 2008 (ADAAA)
- The Americans with Disabilities Act of 1990 (ADA)
- The Rehabilitation Act of 1973/Section 504

ADAAA/ADA

Title II of the Americans with Disabilities Act of 1990 (ADA) is a federal civil rights statute that prohibits state and local governments from discriminating on the basis of disability. The US Department of Education, Office of Civil Rights, enforces Title II on public colleges, universities, and graduate and professional schools. The requirements regarding the provision of auxiliary aids and services in higher education institutions described in the Section 504 regulation are included in the general nondiscrimination provisions of the Title II regulation.

There are four sections in the law: employment, government, public accommodations, and telecommunications. The ADA adds more protection for persons with disabilities to the Rehabilitation Act of 1973. The ADA is designed to remove barriers that prevent qualified individuals with disabilities from enjoying the same opportunities that are available to persons without disabilities.

Colleges and universities are covered in many ways under the ADA. Employment is addressed by Title I, accessibility provided by public and private entities Title II and III, and miscellaneous items are covered under Title V.

The Rehabilitation Act/Section 504

Title V of The Rehabilitation Act of 1973 is generally regarded as the first civil rights legislation for people with disabilities on the national level. Section 504 of The Rehabilitation Act is a program access statute. It prohibits discrimination on the basis of disability in any program or activity offered by an entity or institution receiving federal funds.

Section 504 states (as amended):

No otherwise qualified person with a disability in the United States . . . shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance.

Under Section 504, institutions were required to appoint and maintain at least one person to coordinate its efforts to comply with the requirements of Section 504 (Section 504 Coordinator). This individual or office has the ongoing responsibility of assuring that the institution/ agency/ organization practices nondiscrimination on the basis of disability and should be included in any grievance procedures developed to address possible instances of discrimination brought against the institution. At Louisiana Delta Community College (LDCC), the established office is Student

Counseling and Disability Services (SC-DS).

The ADA in Relation to Section 504 of the Rehabilitation Act

Institutions that receive federal funds (such as Louisiana Delta Community College) are covered under Section 504. The ADA does not supplant Section 504, but in those situations where the ADA provides greater protection, the ADA standards apply. Therefore, colleges and universities must adhere to both the Rehabilitation Act and The Americans with Disabilities Act.

Under provision of the ADA, ADA, and Section 504 of the Rehabilitation Act of 1973, students are guaranteed equal opportunity with no guarantee of specific outcomes. **Even students with disabilities who receive accommodations and/or modifications must meet all essential components of the course, program, or activity.**

Additional information regarding the rights of students with disabilities can be found at <http://www2.ed.gov/about/offices/list/ocr/index.html>

Definition of a Disability

Section 504 defines a person with a disability as a person:

- with a physical or mental impairment that substantially limits one or more major life activities,
- who has a record of the disability, or
- who is regarded as having the disability.

Physical Impairment

Any physiological disorder or condition, cosmetic disfiguration, or anatomical loss affecting one or more of the following body systems:

Neurological	Musculoskeletal
Special Sense Organs	Respiratory (including speech organs)
Cardiovascular	Reproductive
Digestive	Genito-urinary
Hemic and Lymphatic	Skin and Endocrine

Mental Impairment

A mental impairment is defined as any psychological disorder such as a neurological, psychological disability, organic brain syndrome, emotional or mental illness and specific learning disabilities.

Major Life Activity

A major life activity is defined as any function such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

Admittance to Louisiana Delta Community College

Qualified applicants with disabilities will not be denied admission solely on the basis of disability. **It is not necessary, nor recommended, that students disclose their disability in the application process.** Once admitted to the College, students with disabilities requiring accommodation(s) **must** contact SC-DS to request the specific accommodation(s) desired and provide necessary documentation.

Confidentiality

Disability-related documentation is defined as any documentation provided to substantiate the student's disability status and need for accommodations (e.g., psychological, psychoeducational, neuropsychological, or medical evaluations; letters; or other information from physicians or medical records). Disability-related information is kept confidential, and is not released to anyone outside the accommodations process or the direct chain of command, with the following exceptions: the student gives SC-DS a signed release to share disability-related information with the person(s) named on the release; as SC-DS is required and/or permitted by the law and/or a court order; the student is a direct threat to themselves or others; or a student makes a disability-related allegation, claim, grievance, appeal or disclosure to college attorneys for legal advice to or representation of the college.

Note: Students with disabilities have the right to review their files. This can be arranged by scheduling an appointment with a SC-DS staff member. **SC-DS does not provide copies of documentation.** Upon receipt of student documentation, SC-DS will create a student file. Upon registration, students will be encouraged to maintain a copy of the documentation. Original copies of documentation should be obtained from the originator of the documentation. SC-DS will retain a copy of all information within a student's file for **five (5) years**. Once the student is considered inactive for five years, the file may be destroyed. When a student with a disability requests accommodations, he/she should understand that some disability-related information may be provided on a need-to-know basis to College personnel in order to ensure that the student will receive appropriate accommodations. In most instances, College personnel need to know only what accommodations the student must be provided and that the student has been through the disability documentation review process with SC-DS. Otherwise, College personnel do not have access to information regarding a student's disability.

The SC-DS can only disclose disability information to faculty and staff if there is an *educational need-to-know*. FERPA guidelines can be viewed at

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/ps-officials.html>.

Educational Access for Students with Disabilities

The SC-DS, the students, and the faculty all share a role in the success of students by partnering with one another to achieve our mission and objectives.

Faculty Rights and Responsibilities

Please Note: For those students with documented disabilities, faculty does not have the right to ask the nature of the disability. However, if students choose to disclose their disability, this information should be treated confidentially.

FACULTY HAS THE RIGHT TO:

Documentation

Request verification of a student's eligibility for any requested accommodations. Such verification will be in the form of a letter written and provided by SC-DS. *SC-DS is the only office designated to review disability documentation and determine eligibility for appropriate accommodations for students with disabilities. Faculty will not view disability-related documentation.*

Accommodations

Expect the student to initiate testing accommodation requests. If the student is utilizing the Testing Room, there is an expectation that the Testing Administrator or Proctor will administer examinations in a secure and monitored environment.

FACULTY HAVE THE RESPONSIBILITY TO:

Accommodations

Identify and establish essential functions, abilities, skills, and knowledge of their courses and evaluate students on this basis. Students with disabilities should meet the same essential course expectations with appropriate accommodations as their peers. SC-DS strongly recommends the essential functions and course expectation information be addressed in the syllabus.

Provide accommodations only to students who are registered with SC-DS. It is not your responsibility to provide accommodations to students who are not registered with SC-DS.

Use a syllabus statement and class announcements to invite students to disclose their needs to SC-DS.

Upon notice of a student's request for accommodations, contact SC-DS immediately if unsure about the request.

Work to ensure that all audio-visual materials used in class are accessible (e.g., that videos shown are captioned for students with hearing impairments and that the equipment used has captioning capabilities, that videos shown will be made with auditory description in some way or that written transcripts will be provided, etc.).

Consider incorporating principles of *Universal Design for Learning* in your teaching.

Confidentiality

Treat and protect all disability-related information as confidential medical information. For example, keep printed items, such as Note Taker Forms, Accommodation Letters from SC-DS or emails regarding student disability-related information, in a protected location. Respect the student's right to privacy and do not identify him/her to the class or discuss disability matters in public settings.

Communication

Consult with students with disabilities and SC-DS in providing appropriate accommodations.

Clearly communicate testing procedures to the Testing Administrator and to the student by submitting the ADA Testing Form and exam by email to adatesting@ladelta.edu for student testing accommodations.

Student Rights and Responsibilities

STUDENTS HAVE THE RIGHT TO:

Confidentiality

Expect all disability-related information to be treated confidentially.

Accommodations

Receive appropriate accommodations in a timely manner from faculty and SC-DS. Students should have the opportunity to meet privately with faculty to discuss needed accommodations and any other concerns. **Please keep in mind that SC-DS is the only office designated to review disability-related documentation and determine eligibility for appropriate accommodations for students with disabilities.**

STUDENTS HAVE THE RESPONSIBILITY TO:

Documentation

Provide SC-DS with appropriate documentation of the disability.

Confidentiality

Go to the instructor's office during office hours or make an appointment with the instructor to facilitate privacy when requesting accommodations.

Accommodations

Initiate request for specific accommodations in a timely manner, preferably earlier in the semester if possible. Accommodations for students with disabilities are *not* automatic and must be requested by the student and supported by appropriate documentation. They are determined on a case-by-case basis depending on valid documentation and individual needs.

Follow procedures with faculty and SC-DS in order to get the appropriate accommodation. An ADA Testing Form must be submitted for every examination to be taken in the Testing Room. Notify faculty/SC-DS immediately when an accommodation is not being provided completely or correctly.

Provide for own personal living needs or other personal disability-related needs. For example, coordinating services of personal care attendants, transportation or requiring homework assistance are a student's responsibilities and **not** the responsibility of SC-DS.

Instructors are not required to provide accommodations that would alter the nature of a program, lower or waive academic requirements, or result in undue financial burden. Schools are also not required to provide personal devices such as wheelchair, attendants, glasses, hearing aids, tutoring, or readers.

Communication

Act as own advocate and work with counselor on developing advocacy skills and communicating your specific needs and accommodations to faculty.

Attendance

Students at LDCC, with or without disabilities, are expected to attend class regularly and punctually. An absence, avoidable or unavoidable, does not relieve the student from responsibility for course requirements. Students with disabilities should be aware that class attendance policies are not determined by ADA, nor can these policies be waived by ADA.

SC-DS Rights and Responsibilities

SC-DS HAS THE RIGHT TO:

Documentation

Receive the appropriate documentation from the student prior to the implementation of accommodations.

Accommodations

Ensure students and faculty work cooperatively with SC-DS to facilitate academic accommodations.

Deny unreasonable or inappropriate academic accommodations, adjustments, and/or auxiliary services. Accommodations cannot impose undue hardship to, or fundamentally alter, a program or activity of the College.

Deny academic accommodations/services if appropriate documentation has not been provided.

SC-DS HAS THE RESPONSIBILITY TO:

Documentation

Collect, evaluate, securely store disability documentation and determine eligibility for services in a timely manner.

Confidentiality

Treat and protect all disability-related information as confidential medical information.
Meet with the student privately in an accessible location to discuss disability-related needs.

Accommodations

Provide appropriate accommodations in collaboration with faculty and student to eliminate barriers and ensure equal access in order for students with disabilities to be as fully engaged in the educational experience as possible. SC-DS offers accommodations to help level the playing field and create opportunities for success for students with disabilities.

Assist in coordinating efforts between Faculty, Students, and the Testing Administrator/ Proctor in scheduling and administering examinations as directed by faculty through the Testing Form in a secure and monitored environment.

Communication

Communicate procedures clearly to the student and faculty as outlined in the Student Handbook

Disability Services. SC-DS will email the student's Letter of Accommodation to faculty each semester per student's schedule in the Banner system after the student has completed a new Semester Request Accommodation form. Should difficulties arise in a particular class, faculty are encouraged to express concerns to the student and/or SC-DS, so as to discuss suggestions for alternative solutions.

Advocacy

Assist student with disabilities in understanding their strengths and functional limitations.

Provide students with self-advocacy training.

Documentation

Documentation from a Qualified Professional

Colleges differ from high schools regarding the first step of providing academic accommodations. When a person with a disability needs an academic accommodation in high school, a team of people is assigned to that student to discuss classroom instructional accommodations. This is not the case with colleges and universities. **Note: An IEP should include an evaluation (evaluation criteria for specific disabilities is included in this section).** The legislation states that to receive services from a college or university, a person with a disability must first disclose their disability to the institution. In most cases, the person should disclose this to Student Counseling and Disability Services. The SC-DS office will ask you to bring in documentation regarding your disability.

The cost of the documentation is the responsibility of the student. If the initial documentation is incomplete or inadequate to determine the extent of the disability and reasonable accommodations, SC-DS has the discretion to require additional and updated documentation. **SC-DS reserves the right to deny services or accommodations pending receipt of documentation.**

Documentation Guidelines for Specific Disabilities

ATTENTION DEFICIT/HYPERACTIVITY DISORDER (ADD/ADHD)

Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD) is characterized by a persistence of inattention and/or hyperactivity that is more frequent and severe than is typically observed in individuals at a comparable level of development. The services available are designed to aid and encourage college students with ADD or ADHD to achieve success on a college/university campus.

May impact the following:

- Concentration
- Distractibility
- Organization
- Time management
- Impulse control (i.e. inappropriate comments, fidgeting)
- Ability to stay focused (i.e. lectures, projects, exams)

DOCUMENTATION GUIDELINES:

Students with Attention Deficit Hyperactivity Disorder **must provide** documentation that meets the following criteria:

- Documentation must be **comprehensive and current** (within five (5) years prior to the student's request for accommodation(s)).
- Professionals conducting assessments, rendering diagnoses of specific disabilities, and making recommendations for appropriate accommodation(s) must be qualified to do so (e.g., licensed psychiatrist, psychologist, medical doctor, or other qualified mental health professional).
- The name, title, signature, and credentials of the professional making the diagnosis should be clearly listed on the documentation.
- The documentation **must** identify an unequivocal diagnosis of a specific disability.
- The documentation **must** discuss functional limitations caused by the disability in an academic environment or the environment in which the student is requesting accommodation(s).
- The documentation should **recommend accommodation(s)** to compensate for identified functional limitations.
- The documentation should list current medication, dosages, and existing (not possible) side effects.

DEAF AND HARD OF HEARING

An individual with hearing loss frequently communicates using a combination of strategies that rely on residual auditory ability that may be enhanced by a hearing aid, cochlear implant and/or an assistive-listening device. These strategies are often supplemented through visual means.

Persons who are deaf may have different communication preferences and rely on residual hearing, lip reading, captioning, or American Sign Language.

Available services are designed to provide communication access for deaf and hard of hearing students attending the College.

May impact the following:

- Proficiency with English language comprehension and usage
- Verbal communication/interaction
- Social integration
- Ability to conceptualize and understand instructions given in English

DOCUMENTATION GUIDELINES

- Documentation of a hearing loss is the basis for providing accommodations.
- The documentation for a hearing loss is typically an audiological evaluation. An audiogram *must* be included in the documentation. An audiological evaluation will indicate the presence of a hearing loss and its scope.

DEAF and HARD OF HEARING STUDENT RESPONSIBILITIES

Communication facilitator (CF) services involve significant financial expenditures for the College. Students receiving this service must adhere to the following procedures:

- Students with hearing impairments must submit a written request for a CF on the Semester Accommodation Request Form prior to the beginning of the semester.
- If a student is unable to attend class, 24-hour notice to SC-DS is required unless the absence is due to illness or an emergency.
- Students should immediately notify SC-DS in writing if a CF is unsatisfactory (i.e., unsatisfactory ability to sign, tardiness, absenteeism, unprofessional behavior, etc.).
- If a student needs to request an interpreter for additional College functions (other than normal class times), a CF Request Form must be filled out and returned to SC-DS **at least 24 hours in advance**.

NO SHOW POLICY

If CF services have been requested and the student knows that he/she will be unable to attend class, the student should provide SC-DS with **at least 24 hours advance notice** so that the CF can be informed. In some situations, students may not be able to provide 24 hour notice;

however, any advance notice is appropriate.

Failure to provide any advance notice is considered a “No Show.” To give advance notice a student may:

- Contact SC-DS at (318) 345-9152 and speak either in person or leave a message (voice only), or email SC-DS at traciclark@ladelta.edu.

Failure to provide notice will result in the following actions:

- | | |
|---|---|
| 1. First “no show”: | Formal Warning |
| 2. Second “no show”: | 2 nd Formal Warning |
| 3. Third and subsequent “no show”: | Services will automatically be temporarily placed on hold and a letter or e-mail will be sent to the student informing the student of the policy, appropriate procedures and to inquire if they wish to continue receiving interpreting services. Services will remain on hold until the student makes an appointment and meets with a Counselor in SC-DS to discuss the situation and inform the Counselor of their wish to continue receiving services. |

EXCEPTION TO THE “NO SHOW” POLICY:

If three (3) or more “no shows” occur within the same two-week period, services will automatically be placed on hold **with no warning** and an e-mail will be sent to the student informing the student of the policy and the appropriate procedures. The services will remain on hold until the student makes an appointment with a SC-DS Counselor to discuss the situation and inform the Counselor of their wish to continue receiving services.

LEARNING DISABILITY

A learning disability (LD) may make it difficult for a person to receive information from his/her senses, process the information and communicate what he/she knows. A LD is a permanent disorder affecting how students with average or above average intelligence process information, and/or categorization of information in memory. It is typically characterized by a significant discrepancy between a student's aptitude and achievement test scores and is accompanied by evidence of a processing disorder. A LD frequently causes difficulty in reading, writing, and/or mathematics. The services offered by SC-DS are designed to aid and encourage college students with LDs to achieve success on a college campus.

May impact the following:

- Reading
- Auditory processing
- Visual processing
- Writing
- Speaking
- Retrieving information
- Performing mathematical calculations
- Time management and organizational skills (i.e. projects, budgeting time)

DOCUMENTATION GUIDELINES:

The documentation provided must include information that diagnoses a learning disability, describes the functional limitations in an educational setting, includes appropriate testing and all standardized scores, and indicates the severity and longevity of the learning disability for the purpose of determining academic adjustment(s) or other accommodations.

The following information is a guide to what must be contained in the documentation:

1. Diagnosis (as diagnosed by the DSM-5) and functional limitations due to the learning disability.
2. Comprehensive documentation including summary of a diagnostic/clinical interview, assessment of the major domains of cognitive and academic functioning, a list of tests administered including all standard scores, expert interpretation of the results, a clear diagnosis and statement of disability, discussion of the functional limitations and academic functioning levels, and recommendations.
3. Psychometric assessments should include (a) aptitude/ cognitive ability, (b) academic achievement, (c) areas of cognitive and information processing.
4. The evaluation must document both the nature and severity of the learning disability.

5. Documentation should reflect current severity and manifestations of the learning disability. Therefore, documentation of a learning disability should be completed within the past 5 years.

The documentation should also contain the following information:

6. Provide a summary of the student's educational, medical, and family history that may relate to the learning disability (must demonstrate the difficulties are not the result of sensory impairment, serious emotional disturbance, cultural differences, or insufficient instruction).
7. Describe the symptoms which meet the criteria for the DSM-5 diagnosis with the approximate date of onset.
8. Describe the student's functional limitations in an educational setting.
9. Please indicate **RECOMMENDATIONS** you have regarding necessary and appropriate auxiliary aids or services, academic adjustments or other accommodations to equalize the student's educational opportunities at Louisiana Delta Community College.

PHYSICAL (MEDICAL) DISABILITIES

Physical and systemic (medical) disabilities include a wide variety of disabilities that have definitive physical causes and significantly impact the physical functioning of the student with the disability, resulting in a substantial limitation of one or more major life activities. Students with *temporary conditions* (i.e., broken arm, broken leg, etc.) may also be eligible for services through SC-DS. Services are designed to facilitate access, to promote self-advocacy, and to afford students with physical and systemic disabilities the opportunity to achieve success at Louisiana Delta Community College.

DOCUMENTATION GUIDELINES

Students with physical or systemic disabilities and temporary conditions **should provide** documentation that meets the following criteria:

- The documentation must be **comprehensive and current** (within three (3) years prior to the student's request for accommodation(s)).
- Professionals conducting assessments, rendering diagnoses of specific disabilities, and making recommendations for appropriate accommodation(s) must be qualified to do so (e.g., physician).
- The documentation **must** identify an unequivocal diagnosis of a specific disability.
- The documentation **must** discuss functional limitations caused by the disability in an academic environment or the environment in which the student is requesting accommodation(s).
- The documentation should **recommend accommodation(s)** that compensate for the identified functional limitations.
- The documentation should list current medication, dosages, and existing (not possible) side effects.

Other Physical Disabilities

Students with a wide variety of other physical disabilities, including **temporary conditions**, may be eligible to receive services and/or accommodation(s) as long as the physical disability has a definitive physical cause and significantly impacts one or more major life activities that affect the student's academic performance.

PSYCHOLOGICAL DISABILITIES

Students with psychological disabilities may experience adverse effects in regard to their educational access, performance, and daily functioning. Prescribed medication can impact the student's behavior or performance. Psychological or psychiatric disabilities can refer to a number of syndromes and conditions characterized by different types and degrees of emotional, developmental, cognitive, and/ or behavioral manifestations.

The services are designed to assist and support students with psychological disabilities to achieve their academic goals.

May impact the following:

- Concentration, fatigue, memory and recall
- Cognition (verbal/visual perception or expression)
- Distractibility
- The ability to deal with social situations and interpret social cues
- Ability to handle stress
- Difficulty dealing with new situations
- Attendance
- Academic performance
- Class participation

DOCUMENTATION GUIDELINES:

- The documentation must be comprehensive and must discuss current problems associated with the diagnosis. The documentation of psychological disabilities provided to SC-DS must be within **three (3) years** prior to the student's request for accommodation(s).
- Professionals conducting evaluations, rendering diagnoses of psychiatric disorders, and making recommendations for accommodations of individuals with disabilities must be qualified to do so.
- Professional qualifications include information about (1) comprehensive training and relevant expertise in diagnosis of psychiatric disorders and (2) appropriate licensure/certification.
- The documentation **must** identify a diagnosis of a psychological disorder according to the most current version of the Diagnostic and Statistical Manual of Mental Disorders (DSM)
- The documentation **must discuss** functional limitations caused by the disability in an academic environment in which the student is requesting accommodation(s).
- If the disability is managed by medication, the documentation should list current medication, dosages, and existing side effects.
- Updated documentation may be requested as needed.

**Louisiana Delta Community College
Student Counseling and Disability Services**

**ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)
DOCUMENTATION REQUEST FORM**

****This form must contain ALL of the REQUESTED INFORMATION and be TYPED or PRINTED in order to apply for accommodations through SC-DS.****

Student's Name: _____

Date of Birth: _____

Address: _____

Phone Number: _____

ID #: _____

This student is requesting an auxiliary aid or service, academic adjustment, and/or other accommodations from the Disability Services due to ADHD. In order to consider this request, as well as to ensure the provision of reasonable and appropriate auxiliary aids and services, College Policy requires that a Qualified Professional provide current and comprehensive documentation of ADHD. A qualified professional includes a licensed psychiatrist, psychologist, or other qualified mental health professional *who is not a family member of the student*. IN ORDER TO BE CONSIDERED CURRENT, THE QUALIFIED PROFESSIONAL'S STATEMENT MUST BE WITHIN 5 YEARS PRIOR TO THE DATE OF THE MOST RECENT REQUEST FROM SC-DS.

The documentation provided must include information that diagnoses the ADHD, describes the functional limitations in an educational setting, and indicates the severity and longevity of the ADHD for the purpose of determining academic adjustment(s) or other accommodation(s).

To facilitate the gathering of such critical information, please respond to the following and return to Louisiana Delta Community College SC-DS.

1. Diagnosis (DSM/ ICD Code): _____
2. If you have a formal evaluation, please attach it.
3. Date of Diagnosis: _____ Date of Last Contact with Student: _____
4. Provide a summary of the student's educational, medical, and family history that may relate to ADHD (must demonstrate that difficulties are not the result of sensory impairment, serious emotional disturbance, cultural differences, or insufficient instruction): _____

Louisiana Delta Community College
Office of Student Counseling and Disability Services
LEARNING DISABILITY
DOCUMENTATION REQUEST FORM

****This form must contain ALL of the REQUESTED INFORMATION and be TYPED or PRINTED in order to apply for accommodations through SC-DS.****

Student's Name: _____

Date of Birth: _____

Address: _____

Phone Number: _____

ID #: _____

Students requesting accommodations from SC-DS due to a learning disability must provide current and comprehensive documentation of the learning disability from a **Qualified Professional**. A qualified professional includes the following types of licensed psychologists: clinical, educational, school, and neuropsychologist *who is not a family member of the student*. **IN ORDER TO BE CONSIDERED CURRENT, AN EVALUATION PERFORMED BEFORE AGE 18 MUST HAVE BEEN PERFORMED WITHIN 3 YEARS PRIOR TO THE STUDENT'S REQUEST FOR ACCOMMODATION(S). AN EVALUATION PERFORMED DURING OR AFTER AGE 18 MUST BE NO MORE THAN 5 YEARS OLD.**

The documentation provided must include information that diagnoses a learning disability, describes the functional limitations in an educational setting, includes appropriate testing and all standardized scores, and indicates the severity and longevity of the learning disability for the purpose of determining academic adjustment(s) or other accommodations.

The following information is a guide to what must be contained in the documentation.

1. Diagnosis (as diagnosed by the DSM-5)
2. Level of Severity : Mild Moderate Severe
3. Date of Diagnosis
4. Date of Last Contact with Student
5. One of each of the following **MUST** be included in the documentation.

Diagnostic Interview (including history)

Aptitude -**Suggested tests include:**

- Weschler Adult Intelligence Scale-III
- Woodcock-Johnson Psychoeducational Battery Revised: Test of Cognitive Ability
- Kaufman Adolescent and Adult Intelligence
- Stanford-Binet Intelligence Scale (4th ed.)

Achievement -**Suggested tests include:**

- Scholastic Abilities Test for Adults
- Stanford Test of Academic Skills
- Woodcock-Johnson Psychoeducational Battery-Revised: Test of Achievement
- Wechsler Individual Achievement Test
- Information Processing (if applicable)

Wide Range Achievement Test

The documentation should also contain the following information:

6. Provide a summary of the student's educational, medical, and family history that may relate to the learning disability (must demonstrate that difficulties are not the result of sensory impairment, serious emotional disturbance, cultural differences, or insufficient instruction).
7. Describe the symptoms which meet the criteria for the DSM-5 diagnosis with the approximate date of onset.
8. Describe the student's functional limitations in an educational setting.
9. Please indicate the **RECOMMENDATIONS** you have regarding necessary and appropriate auxiliary aids or services, academic adjustments or other accommodations to equalize the student's educational opportunities at Louisiana Delta Community College.

NOTE: Our policy regarding documentation prohibits the dissemination of documentation to you or anyone requesting it once it is received. Therefore, once this form is submitted, we will be unable to disseminate copies to anyone.

Please return requested documentation to:

Student Counseling and Disability Services
Louisiana Delta Community College
7500 Millhaven Road
Monroe, LA 71203
Phone: (318) 345-9152
Fax: (318) 345-9087

Louisiana Delta Community College
Office of Student Counseling and Disability Services

**PHYSICAL AND SYSTEMIC (MEDICAL) DISABILITY
DOCUMENTATION REQUEST FORM**

****This form must contain ALL of the REQUESTED INFORMATION and be TYPED or PRINTED in order to apply for accommodations through SC-DS****

Student's Name: _____

Date of Birth: _____

Address: _____

Phone Number: _____

ID #: _____

This student is requesting an auxiliary aid or service, academic adjustment, and/or other accommodations from Student Counseling and Disability Services. In order to consider this request, as well as to ensure the provision of reasonable and appropriate auxiliary aids and services, College Policy requires that a Qualified Professional provide current and comprehensive documentation. A qualified professional includes a medical doctor or other qualified healthcare professional *who is not a family member of the student*. IN ORDER TO BE CONSIDERED CURRENT, THE QUALIFIED PROFESSIONAL'S STATEMENT MUST BE WITHIN 3 YEARS PRIOR TO THE DATE OF THE MOST RECENT REQUEST FROM SC-DS.

The documentation provided must include information that diagnoses a physical or systemic (medical) disability, describes the functional limitations in an educational setting, indicates the severity and longevity of the physical or systemic (medical) disability for the purpose of determining academic adjustment(s) or other accommodation(s), and lists current medication along with any current side-effects which may impact academic performance.

If it is a visual disability the documentation must include the student's visual acuity (best corrected), a description of the effects of the visual problems, and a recommended font size for text when enlarged text is recommended as an accommodation.

To facilitate the gathering of such critical information, please respond to the following and return to Louisiana Delta Community College, Student Counseling and Disability Services.

1. Diagnosis _____

2. Date of Diagnosis: _____ Date of Last Contact with Student: _____

3. Provide a summary of the student's educational, medical, and family history that relates to the physical or systemic (medical) disability (difficulties must be related to the diagnosed disability and are not the result of other conditions, cultural differences, or insufficient instruction):

4. Describe the student's functional limitations in an educational setting: _____

5. List current medication along with any current side-effects which may impact academic performance: _____

6. Please indicate the RECOMMENDATIONS you have regarding necessary and appropriate auxiliary aids or services, academic adjustments or other accommodations to equalize the student's educational opportunities at LDCC as justified based on the functional limitations indicated above.

Please check all that apply: extended time (1.5x) distraction-reduced environment
 alternative test format consideration for absences no scantron class notes
 books on CD/electronic format enlarged text (font size ____) reader scribe
 other _____

Qualified Professional's Signature: _____

Printed Name & Title: _____

Daytime Telephone Number: _____

Address: _____

Date: _____

NOTE: Our policy regarding documentation prohibits the dissemination of documentation to you or anyone requesting it once it is received. Therefore, once this form is submitted, we will be unable to disseminate copies to anyone.

Student Counseling and Disability Services
Louisiana Delta Community College
7500 Millhaven Road
Monroe, LA 71203
Phone: (318) 345-9152
Fax: (318) 345-9087

Louisiana Delta Community College
Office of Student Counseling and Disability Services

**PSYCHOLOGICAL DISABILITY DOCUMENTATION
REQUEST FORM**

****This form must contain ALL of the REQUESTED INFORMATION and be TYPED or PRINTED in order to apply for accommodations through SC-DS****

Student's Name: _____

Date of Birth: _____

Address: _____

Phone Number: _____

ID #: _____

This student is requesting an auxiliary aid or service, academic adjustment, and/or other accommodations from Disability Services. In order to consider this request, as well as to ensure the provision of reasonable and appropriate auxiliary aids and services, College Policy requires that a Qualified Professional provide current and comprehensive documentation. A qualified professional is a licensed mental health professional *who is not a family member of the student*. IN ORDER TO BE CONSIDERED CURRENT, THE QUALIFIED PROFESSIONAL'S STATEMENT MUST BE WITHIN 3 YEARS PRIOR TO THE DATE OF THE MOST RECENT REQUEST FROM SC-DS.

The documentation provided must include information that indicates a diagnosis of a psychological disability (must make a DSM-5 diagnosis), describes the functional limitations in an educational setting, indicates the severity and longevity of the psychological disability for the purpose of determining academic adjustment(s) or other accommodation(s), and lists current medication and any current side-effects which may impact academic performance.

To facilitate the gathering of such critical information, please respond to the following and return to Louisiana Delta Community College, Student Counseling and Disability Services.

1. Diagnosis: _____

2. Date of Diagnosis: _____

3. Date of Last Contact with Student: _____

4. Provide a summary of the student's educational, medical, and family history that relates to the psychological disability (difficulties must be related to the diagnosed disability and are not the result of other conditions, cultural differences, or insufficient instruction):

5. Describe the student's functional limitations in an educational setting: _____

6. List current medication along with any current side effects that may impact academic performance: _____

7. Please indicate the RECOMMENDATIONS you have regarding necessary and appropriate auxiliary aids or services, academic adjustments, or other accommodations to equalize the student's educational opportunities at Louisiana Delta Community College, as justified based on the functional limitations indicated above.

Please check all that apply: extended time (1.5x) distraction-reduced environment
 class notes consideration for absences no scantron
 reader scribe
 other _____

Qualified Professional's Signature: _____
Printed Name & Title: _____
Daytime Telephone Number: _____
Address: _____
Date: _____

NOTE: Our policy regarding documentation prohibits the dissemination of documentation to you or anyone requesting it once it is received. Therefore, once this form is submitted, we will be unable to disseminate copies to anyone.

Student Counseling and Disability Services
Louisiana Delta Community College
7500 Millhaven Road
Monroe, LA 71203
Phone: (318) 345-9152
Fax: (318) 345-9087

ACADEMIC ACCOMMODATIONS

Disclaimer: Accommodations are specifically individualized to each qualifying student's disability as determined by the Office of Student Counseling and Disability Services. No accommodations can fundamentally alter the essential requirements of any course.

A reasonable accommodation is a modification or adjustment to a course, program, service, activity or facility that enables a qualified student with a documented disability to have an equal opportunity. An equal opportunity means an opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly-situated student without a disability. The college is obligated to make a reasonable accommodation only to the known limitations of an otherwise qualified student with a disability and such that essential components are not compromised.

Accommodations/Auxiliary Aids and Services

The accommodations/services available to students are based on the individual student's disability-related needs. Accommodations/services include, but are not limited to, the following:

Alternative Format (AF)

AF changes the format of the material to one that allows the student to have access to the material, such as enlarged print, etc.

Communication Facilitators – All interpreters that provide services at Louisiana Delta Community College are referred to as Communication Facilitators.

- A. Sign Language Interpreters** – Students are able to choose one or a combination of the following modes of communication: ASL, PSE, Signed English, and SEE II. If interpreting services are needed for any college-related events (i.e., instructor meetings, study sessions, tutoring sessions, etc.) other than the regular class schedule, contact Student Counseling-Disability Services and submit an Interpreter Request Form at least **24 hours in advance**.
- B. Captionist** – Captionists are trained text-to-speech providers (C-Print Software) who type all verbal information from classes on a laptop computer. All verbal communication between the instructor and the student, including lectures and class discussions, are captioned and will appear on the laptop computer screen. Students who use captioning services may have a copy of the class transcript e-mailed to them. These transcripts cannot be sold, lent or given to any other student. Any violation of the above is grounds for termination of services at the discretion of the Director of Student Counseling and Disability Services.

If upon the basis of your disability documentation you are entitled to captioning services, this accommodation does not, and should not replace or substitute for class attendance. Captionists will not be responsible for providing transcripts to you for missed class periods,

unless your accommodation is “Consideration for Absences.” This should be discussed with the captionist at the beginning of the semester and is subject to review for approval by the Director of Student Counseling and Disability Services.

Consideration for Absences

This is an accommodation that may be given to students who have a disability that may cause them to occasionally miss class. All the essential components of the class must be met regardless of the accommodation. This accommodation is only applicable if class is missed due to a disability-related problem. If students miss class, they are responsible for contacting their faculty member immediately and making up any missed work as soon as possible. Class attendance is extremely important and while a student may have consideration for absences, excessive accumulation of unexcused absences may result in consequences as outlined in the Student Handbook.

Consideration for Spelling

This is an accommodation that allows students not to be penalized for spelling. All essential components of the course must be met regardless of the accommodation. A spell checker may be used in the place of consideration for spelling.

Distraction-reduced Environment

This is an environment in which distractions are minimized while the student is taking his or her examination (i.e., not with the rest of the class).

Extended Time

In-class Assignments and Examinations – Extended time on in-class assignments and examinations, in most cases, will be equal to time-and-a-half of the usual time allotted for the assignment or examination. Students are required to work out arrangements for extended time on in-class assignments and examinations with their instructors **at least three (3) business days in advance**. If the instructor cannot provide the accommodation, please contact SC-DS.

Out-of-class Assignments – Extended time on out-of class assignments will be assessed on a case-by-case basis and for each particular assignment. Students are required to see a SC-DS staff member when there is a need for this accommodation for a specific assignment when the assignment is announced. An additional Semester Accommodation Letter for each specific assignment may be given to the student to give to his/her instructor.

Individualized Registration Counseling

Students with disabilities, registered with SC-DS, are eligible for Individualized Registration Counseling. The purpose of this accommodation is to allow students to select their classes with consideration for medication schedules, or other health concerns. **It is the student’s responsibility to utilize this option.**

No Scantrons

This accommodation allows the student to write his/her answers directly on the exam.

Note Taker

A note taker is a person, typically a student in the class, who takes notes and provides them to a student with a disability. NCR paper, available in SC-DS office, assists with this process and is available upon request.

Private Room

Use of a private room provides a testing environment in which the student is the only person in the room except for an exam proctor. Documentation is needed to determine private room eligibility.

Readers

A reader is a person who is available to read in-class assignments and exams for students.

Scribes

A person who is available to write for students on in-class assignments and exams is a scribe.

Seizure Letter

This letter gives the faculty member directions on what to do if the student has a seizure in class.

In the event that a student does experience a seizure in the class room, immediately phone the campus security office (ext. 9105). Give the building name, room number, and description of the emergency. Although an ambulance is usually not needed for most seizure incidents, the individual may be transported for additional treatment and observation until the situation is under control. The following actions are suggested:

- Keep calm. Ease the person to the floor and open the collar of the shirt. You cannot stop the seizure. Let it run its course and do not try to revive the person.
- Remove hard, sharp, or hot objects which may injure the person, but do not interfere with the person's movements.
- Do not force anything between the person's teeth.
- Turn the person's head to one side for release of saliva. Place something soft under the head.
- Make sure that breathing is unobstructed but do not be concerned if breathing is irregular.
- When the person regains consciousness, let her/him rest as long as desired.
- If the seizure lasts beyond a few minutes, or if the person seems to pass from one seizure to another without regaining consciousness, contact emergency medical technicians. This

rarely happens, but when it does, it should be treated immediately.

Audio or electronic format textbooks – SC-DS is not responsible for the acquisition of taped or electronic textbooks for students who have vision, learning and physical disabilities. However, SC-DS will assist students with obtaining these materials if verification is required by the publisher.

OTHER REASONABLE ACADEMIC ACCOMMODATIONS:

- Adaptive Furniture
- Assistive Listening Devices
- Adaptive Technology

Procedure for Enrolling with Student Counseling and Disability Services

Initial Meeting: Students who need accommodations must apply for services with the Student Services office at the primary campus they expect to attend. After applying, students should meet with the Student Affairs Coordinator at each campus they attend in order to discuss accommodation needs.

At the **Monroe** campus students will call Student Counseling and Disability Services at (318) 345-9152 or email (traciclark@ladelta.edu) to schedule an appointment. Bring documentation of disability to the meeting (see Documentation and Forms section below).

The Student Affairs Coordinator at the following campuses may be contacted directly at the following locations:

Bastrop

729 Kammell St
Bastrop, LA 71220
Telephone: 318-974-7006

Jonesboro

236 Industrial Dr
Jonesboro, LA 71251
Telephone: 318-480-5000

Lake Providence

156 Highway 883-1
Lake Providence, LA 71254
Telephone: 318-559-0864

Tallulah

132 Old Highway 65 S
Tallulah, LA 71284
Telephone: 318-574-4820

Ruston

1010 James St
Ruston, LA 71273
Telephone: 318-251-4145

Winnsboro

1710 Warren St
Winnsboro, LA 71295
Telephone: 318-435-2163

West Monroe

609 Vocational Pkwy
West Monroe, LA 71292
Telephone: 318-397-6100

Documentation and Forms: Students need to provide SC-DS or the Campus Directors/ Designees at your respective campus with a copy of your documentation which verifies your disability. Students will also complete an Application for Services Form, discuss disability-related needs and complete a Semester Accommodation Request Form. The Campus Director/ Designee will fax, scan or email all appropriate documentation and completed forms to Student Counseling and Disability Services at fax # (318) 345-9087 or send an email to traciclark@ladelta.edu. The SC-DS office on the Monroe campus will review documentation to determine appropriate academic accommodations and submit the Letter of Accommodation to the student. The Letter of Accommodation will also be emailed to the student's instructors per the schedule in the Banner system.

Students may request academic accommodation(s), but the college is not required to provide the specific accommodation requested, if another accommodation is reasonable and effective. A student is required to submit “Documentation of Disability” prior to receiving services.

Documentation must specifically support the need for any accommodations requested. No accommodations will be given without appropriate documentation. If another evaluation is obtained after the initial intake or the disability has changed in some way, specifically worsened and limitations have increased, further documentation must be presented to SC-DS. All accommodations are decided on a case-by-case basis and are subject to change if disability-based needs change. SC-DS is not responsible for re-evaluation expenses.

Accommodations are NOT retroactive.

Accommodation Implementation: Students and Instructors will collaborate with one another to decide how accommodations will be granted.

Students must submit a Semester Accommodation Request Form every semester to receive disability services. Students will receive Accommodation Letters based on the agreed upon accommodations set forth in the intake meeting with a SC-DS Counselor. Students are responsible for distributing the Accommodation Letters to their instructors. SC-DS will not mail letters to Instructors.

Procedure Orientation: SC-DS personnel provide a demonstration of procedures for accessing accommodations to ensure student success.

Retention: All students must fill out a Semester Accommodation Request Form every semester to remain in the SC-DS program.

For each subsequent semester it is always best to request accommodations at the beginning of the semester. **No Accommodation Letters will be given out the last week of classes or final exam week, unless it is requested by the Instructor. Special circumstances will be taken into consideration.** The Instructor must legally give the student a reasonable accommodation, only if the Instructor receives the letter in a reasonable amount of time before the test. This is typically three (3) days prior to the exam date.

Testing Procedures: Students are required to request testing accommodations by notifying their Instructor and the Testing Room at least three (3) business days prior to the examination date. If students wish to utilize the Testing Room, students are also required to provide a **Testing Form** to their Instructors for each exam at least three (3) business days prior to the examination date. The Testing Form is available on LDCC’s Disability Services website:

<http://www.ladelta.edu/Students/Resources/ADA%20Testing%20Form%20FEB%20Revised.pdf>

Note: The three (3) days notice is to ensure that all accommodation needs can be met and all exams have been received.

Confidentiality: Students do not need to disclose the nature of their disability to their Instructor in order to access accommodations.

Specialized Services: Specialized testing services such as reader, captionist, interpreter, etc. should be indicated on the accommodation request form. Students must request these services three (3) business days before they are needed.

**Students who would like to enroll with/receive accommodation(s) from SC-DS must complete the two forms displayed on the following pages.*

Louisiana Delta Community College
Office Student Counseling and Disability Services
Application for Services

Name: _____ Campus: _____

Local Mailing Address: _____ Apt. # _____

City: _____ State: _____ Zip: _____ Phone Number: _____

E-mail: _____ Campus ID: _____

Disability: _____ Date of Birth: _____

How did you hear about this service? _____

Are you registered with Louisiana Rehabilitation Services (LRS) _____ Yes _____ No

If yes, who is your LRS Counselor? _____

What accommodations are you requesting? _____

I UNDERSTAND THAT I AM NOT OFFICIALLY REGISTERED WITH STUDENT COUNSELING AND DISABILITY SERVICES UNTIL I HAVE MET WITH A COUNSELOR AND ACCOMMODATIONS HAVE BEEN APPROVED.

I acknowledge that the Office of Student and Disability Services Student Handbook is available to me online. I understand that it is my responsibility to adhere to the procedures as outlined in the Handbook.

Signature

Date

Bastrop • Jonesboro • Lake Providence • Monroe • Ruston • Tallulah • West Monroe • Winnsboro

Member of Louisiana Community and Technical College System

Revised 12/2015

Louisiana Delta Community College
Student Counseling and Disability Services
Semester Accommodation Request Form

Semester Accommodations being requested: Fall Spring Summer 20____ Date: _____

Name: _____ Campus: _____ Campus ID: _____

Address: _____ Zip Code: _____

Telephone: _____ Cell: _____ Email: _____ 0

Disability: _____

In case of emergency, who may we contact? Name _____ Phone: _____

Did you receive accommodations last semester? Yes _____ No _____

What accommodations are you requesting this semester? _____

Are you planning to return next semester? Yes _____ No _____

If transferring, where are you going? _____

Student Agreement

- I understand the responsibility for obtaining reasonable accommodations in the classroom is mine.
- I understand if I am requesting new accommodations, I must meet with my SC-DS Counselor prior to having these accommodations approved.
- I understand that Accommodation Letters will be emailed to my instructors by the SC-DS office. I understand that **ACCOMMODATIONS ARE NOT RETROACTIVE.**
- I understand that if I am testing in the Testing Room I must complete the Testing Form and bring it to the Testing Room or send it to adatesting@ladelta.edu three (3) business days prior to each exam.
- I understand that I am responsible for following the Student Counseling and Disability Services policies and procedures outlined in the Student Handbook for Disability Services and that failure to comply with these policies and procedures may result in my not receiving accommodations.
- **I UNDERSTAND I MUST COMPLETE THIS FORM EVERY SEMESTER.**

Student's Signature: _____ Date: _____

Steps for Receiving Accommodations

At the beginning of each subsequent semester, students must request accommodations for that semester. This can be done by filling out a **Semester Accommodation Request Form**.

Students will receive accommodation letters based on information gathered during the intake interview. Students are responsible for obtaining their Accommodation letters from the SC-DS office and distributing the Accommodation Letters to their Instructors. SC-DS will not mail letters to Instructors.

For each subsequent semester it is always best to request accommodations at the beginning of the semester. **No Accommodation Letters will be given out the last week of classes or final exam week.** The Instructor should be given advance notice of at least three (3) business days prior to the exam date in order to administer reasonable accommodations.

Receiving accommodations should not be regarded as giving the student special privileges, but rather as minimizing the impact of the disability to the greatest extent possible. It is important to remember that the Instructor expects the same academic performance from students with disabilities as the other students. The ADA and Section 504 did not intend that institutions pass students as a result of their disability. Students with disabilities must adhere to the same codes of conduct required by the college for all students.

Services for International Students with Disabilities

International students are entitled to the same protection from nondiscrimination on the basis of disability as are U.S. citizens. Section 504 states the prohibition of discrimination covers any otherwise qualified person with a disability in the United States. Section 504 does not state the student has to be a citizen of the United States. However, students do not qualify for services because English is their second language.

Audited Classes

The legislation states any student with a disability is eligible for services if the institution receives federal assistance. Therefore, audited classes are no different than classes taken for credit.

Personal Services such as Personal Care Attendants (PCA)

The legislation indicates universities/colleges are not responsible to provide PCAs, readers for personal use or study, or other personal devices, transportation or services unrelated to the student's education.

Testing Procedures

Note: Students **must** give a copy of their Accommodation Letter to their instructor before testing accommodations can be utilized. Students and Instructors will collaborate with one another to decide how testing accommodations will be granted. If the instructor and student so choose to use the testing center to accommodate a student who needs extended test time and/or testing in a distraction free environment, the following procedures are required to ensure appropriate testing.

1. Students will use the Testing Form to schedule a testing appointment. The Testing Form can be found online at the LDCC website: www.ladelta.edu.
 - This form is used to schedule each exam in the Testing Room.
 - The Student will complete the box labeled “Student Information.” Please make sure to include the date and time that you want to take your test.
2. Students will provide their instructor with the Testing Form at least three (3) days before the exam is scheduled.
 - The professor will complete the “Instructor Information” section and forward the Testing Form and exam to the Testing Room.
3. Students will keep scheduled testing appointments. If the student is more than 15 minutes late, the testing appointment will need to be rescheduled.
4. Food and drinks are not allowed in the Testing Room. Cell phones should be turned off.
5. Take restroom and water breaks before starting your exam. **Remember: If you leave the Testing room for any reason, your test is over.**
6. Students should bring all necessary testing supplies including scantrons, pencils, calculators, and any other needed materials.
7. Students are responsible for maintaining the standards of academic honesty as set forth in the Student Handbook. Violations of academic integrity could result in a failing grade and/or the student being referred to the Academic Appeals Committee for further sanctions.

Grievance and Appeal Procedures

Accommodation Disagreement Procedures

Any student who disagrees with the academic accommodations being presented should speak to the Director of Student Counseling and Disability Services. Express your concerns and be prepared to offer alternative solutions. Remember that LDCC has to provide appropriate academic accommodations, but if the institution can provide you with an auxiliary aid that is equally as effective as the one being requested and less expensive, the community college is not required to provide the more expensive one.

Example: The institution does not have to buy the biggest and best computer and printer if a system is already available which would be just as effective. If, after the intervention from Student Counseling and Disability Services, there is not satisfaction on the part of the student regarding the proposed accommodation or the provision of an accommodation, the student may file a formal grievance. The procedures can be found in the Louisiana Delta Community College Student Handbook under Student Grievance Procedures- Section Three.

Grievances with Other Louisiana Delta Community College Departments or Services

It is the practice of the Office of Student Counseling and Disability Services that issues concerning accommodations of students with disabilities in academic and other programs and activities be resolved between the student requesting the accommodation and the LDCC employee representing the department within which the academic program or service is located. If the student feels that all efforts to resolve the issue have proven unsuccessful, he/she may file a formal grievance. LDCC's Student Handbook includes the process for filing a formal grievance.

Students with disabilities are responsible for contacting Student Counseling and Disability Services if reasonable accommodations are not implemented in an effective and timely manner. SC-DS will work with LDCC personnel and the student to resolve disagreements regarding recommended accommodations.

Conflict resolution should be attempted at the lowest level possible. Faculty members and students with disabilities should first consult with the Director of Student Counseling and Disability Services when accommodation-related concerns arise.

Faculty members who question the legitimacy of an accommodation recommended by SC-DS should continue to afford the accommodation to the student while the appeals procedures are implemented.

Complaints alleging that a qualified individual with a disability has been excluded from participation in, been denied the benefits of, or otherwise has been subjected to discrimination in employment or program activities may be filed under any of the following grievance procedures as appropriate:

Students – Academic Appeals policy or other student complaint procedures

Faculty – Faculty Grievance Procedures

The following procedures will be used for all complaints or grievances alleging violations of the ADA or Section 504:

*All complaints alleging violation of the ADA or Section 504 must be made in writing to the appropriate department within sixty (60) calendar days of the alleged violation or claim of failure to provide reasonable accommodation(s). The written complaint must specify the time, place, and nature of the act claimed to be in violation and may be supplemented by supporting documents and/or affidavits from persons having firsthand knowledge of the facts. A student complaint must be filed within thirty (30) school days of the beginning of the first term in which enrolled, following that in which the alleged violation occurred.

*The appropriate department will investigate all pertinent facts and circumstances in support of the alleged violation within twenty (20) working days or receipt of the complaint, to include review and verification of all documentation and testimony by involved and/or knowledgeable parties.

*The investigating department may attempt resolution of a complaint through mutual agreement of the affected parties at any point during the course of the investigation. Should such resolution be achieved, the investigation shall be ended. The terms and conditions of the resolution agreement shall be issued to the charging party and the appropriate administrator of the party or department charged within ten (10) working days for review and signatures.

*Where resolution through mutual agreement is not achieved, written findings from the investigation regarding probable cause, along with a recommendation for resolving the complaint, shall be forwarded simultaneously to the charging party, the responsible administrator, the charged department, and the Director of Student Counseling and Disability Services immediately upon completion of the investigation.

*The responsible administrator shall take final action on the recommendation within ten (10) working days after receipt of the recommendation. Consultation will be provided by the college's ADA Compliance Officer.

*Either party may appeal the findings of the investigating department to the Chancellor (or the Chancellor's designee) by filing a request for a review of a complaint alleging discrimination on the basis of disability or failure to provide reasonable accommodation within ten (10) calendar days of receipt of the finding.

*Within seven (7) calendar days of receipt of the initial findings, the Chancellor may render a final decision on the complaint or choose to employ the hearing panel to review the appeal. If the hearing panel is employed, there is a three to five-member hearing panel (already appointed) to review the case. The hearing panel will conduct a hearing,

consider evidence (and testimony if necessary), in justification of the appeal, and render its decision within twenty-one (21) days of the appointment. The Chancellor / Designee may accept, reject or modify the decision of the review panel.

*Upon final resolution of a complaint, copies of records will be forwarded to and maintained by SC-DS. All records relating to complaints of failure to provide reasonable accommodations are evaluative in nature and all medical information contained in complaint records shall be deemed confidential. (If the hearing panel is brought in to review a case, it is at this point that the documentation can be disclosed to the panel.)

*A complainant with a disability who believes that his or her grievance has not been handled appropriately should bring this to the attention of the Director of Student Counseling and Disability Services.

* If the issue cannot be resolved at the college level, you may contact the Office of Civil Rights or the Department of Justice. File complaints under Section 504 of the Rehabilitation Act with the Office of Civil Rights of the U.S. Department of Education (OCR), or those under Titles II or III of the ADA with the Department of Justice. If unsure, file with the Department of Justice, who will refer the complaint to the appropriate agency. *The Louisiana Delta Community College grievance procedures must be followed prior to contacting any outside agency.

Financial Assistance

The Office of Student Counseling and Disability Services does not give tuition scholarships or financial aid based on disability.

Frequently Asked Questions

1. Where is Student Counseling and Disability Services located?

Student Counseling and Disability Services is located in Room 155 of the Student Services Suite which is located in the Louisiana Purchase Building on the Monroe campus.

2. If I am not a Vocational Rehabilitation client, can you help me?

Yes.

3. Does SC-DS test for Learning Disabilities and Attention Deficit Disorders?

No. We maintain a list of resources for this service that may be obtained from our office.

4. I have ADHD. What services are available to me at SC-DS?

All the services provided by SC-DS are determined on an individual basis. Consideration is given to your needs based on the documentation regarding your disability.

5. What are accommodations and how do I receive them?

Accommodations are modifications or changes to limit the impact of a person's disability. In order to receive accommodations, you must request them and provide documentation of your disability and how it impacts you in the academic environment.

6. If I register for accommodations, who will have access to my documentation?

SC-DS staff will have access to your documentation, but your disability records are confidential.

7. What services are available for students with psychological disabilities?

Services include disability management counseling, academic accommodations, information/referral, academic crisis intervention and advocacy.

8. If I have consideration for absences, does that mean I don't have to attend class?

No. Class attendance is extremely important and may be considered an essential component of the course or program. This accommodation only applies if a class is missed for disability-related reasons. If you miss class, you are responsible for contacting your instructor immediately and making up any missed work as soon as possible.

9. Does SC-DS provide tutoring?

No. Free tutoring is offered through the Student Success Center.

10. Who is responsible for getting the documentation I need to apply for services?

You are responsible for getting the appropriate documentation to a SC-DS staff member. A SC-DS staff member may assist you in facilitating this process. However, you must follow up with your provider. All related costs incurred are your responsibility.

11. I have a medical condition. Is that considered a disability?

If you have a medical condition, you may be eligible for accommodations if the condition results in a functional limitation in a major life activity.

12. Will my transcript indicate that I received accommodations?

No. Your disability records are confidential and are not part of your Louisiana Delta Community College transcript.

13. If my doctor makes accommodation recommendations, will I receive those accommodations?

While recommendations are considered when determining reasonable accommodations, they are not mandatory. Your doctor may make these recommendations to aid in accommodation determination.

14. Do I have to complete a Semester Accommodation Request Form every semester?

Yes. In order to receive accommodations, you must complete a Semester Accommodation Request Form every semester. It is recommended that the form be completed within the first three (3) days of class.

15. Are accommodations retroactive?

No. Accommodations are not retroactive. Accommodations for otherwise qualified students with disabilities do not take effect until you have completed the registration process with SC-DS and have provided the Instructor with your Semester Accommodation Letter. You must give your Instructor at least three (3) business days notice before use of an accommodation. SC-DS cannot require the Instructor or anyone else to make changes in grades for assignments/examinations given prior to notification of accommodations.

16. How do I request an interpreter or captionist for my classes?

Complete a Semester Accommodation Request Form requesting services for your classes at least two (2) weeks prior to the beginning of the semester.

17. How do I request an interpreter or captionist for out of class meetings such as tutoring, review sessions, or meeting with faculty members?

Complete an Interpreter Request Form and return it to Student Counseling and Disability Services.

18. Why does my interpreter/captionist leave when I am late for class?

Interpreters and captionists are required to wait 10 minutes after the beginning of class. If you do not arrive prior to the interpreter or captionist leaving, you will receive a “no show” for that class.

National Resources

**Architectural & Transportation
Barriers Compliance Board**
1111 18th Street NW
Suite 501
Washington, DC 20036
800/USA-ABLE (V/TDD)

**Equal Employment Opportunity
Commission**
1801 L. Street, NW
Washington, DC 20507
202/663-4900 (V)
800/800-3302 (TDD)

Job Accommodation Network (JAN)
West Virginia University
P.O. Box 6080
Morgantown, West Virginia 26506-6080
800/526-7234
E-mail: jan@jan.icdi.wvu.edu
Web: www.jan.wvu.edu

Office on the ADA
U.S. Department of Justice
Civil Rights Division
950 Pennsylvania Avenue, NW
Disability Rights Section – NY AV
Washington, DC 20530
800/514-0301 (V)
800/514-0383 (TTD)

Department of Transportation
400 Seventh Street, SW
Washington, DC 20590
202/366-4000 (V)
202/366-9696 (TTD)

**Federal Communications
Commission (FCC)**
445 12th Street, SW
Washington, DC 20004-111
800/872-2253 (V/TTD)

**Office of Civil Rights of the U.S.
Department of Education (OCR)**
Dallas Office
U.S. Department of Education
1999 Bryan Street, Suite 2600
Dallas, Texas 75201
214/880-2459
214/880-2456 (TTD)
E-mail: OCR_Dallas@ed.gov

The ADA Project
2323 S. Shepherd, Suite 1000
Houston, Texas 77019
800/949-4232

Websites

National Association for the Deaf – www.nad.org
Association on Higher Education and Disability – www.ahead.org
International Dyslexia Association – www.interdys.org
National Mental Health Association – www.nmba.org
Learning Ally (formerly Recording for the Blind and Dyslexic) – www.learningally.org
Children & Adults with AD/HD – www.CHADD.org

State and Local Resources

Accessible Solutions of Louisiana

910 N. Vienna
Ruston, LA 71270
318/255-5853

Advocacy Center

2704 Wooddale Blvd. Ste. B
Baton Rouge, LA 70805
225/925-8884

LA Center for the Blind

101 S. Trenton Street
Ruston, LA 71270
800/234-4166

Monroe Mental Health Center

4800 S. Grand Street
Baton Rouge, LA 70806
318/362-3339

C.H.A.D.D. (Children & Adults with AD/HD)

Louisiana Capital Area
P.O. Box 1121
Baton Rouge, LA 70821-1121
225/261-0613

Dyslexia Association of Greater Baton Rouge

9150 Bereford Dr.
Baton Rouge, LA 70809
225/926-2844

Governor's Office of Disability Affairs

P.O. Box 94004
Baton Rouge, LA 70804
225/219-7550

ADA Hotline

P.O. Box 1471
Baton Rouge, LA 70821
225/389-7800

Go Care

1801 N. 7th Street, Suite A
West Monroe, LA 71291
318/325-1092

Louisiana Delta Community College – Disability Services

7500 Millhaven Road
Monroe, LA 71203
318/345-9152

Learning RX

1207 N. 19th
Monroe, LA 71201
318/855-4659

Computer Aided Interpretation

11329 Family Road
Gonzales, LA 70737
225/644-2629

Epilepsy Foundation of Southeast Louisiana

3701 Canal Street
New Orleans, LA 70119
800/960-0587

LATAN (LA Assistive Technology Access Network)

3042 Old Forge Dr. Ste. D
Baton Rouge, LA 70808
225/925-9500

Louisiana Association for the Deaf
3112 Valley Creek, Ste. C
Baton Rouge, LA 70808
225/923-1266 (V/TTD)

Louisiana Commission for the Deaf
8225 Florida Blvd
Baton Rouge, LA 70806
225/925-4175 (V/TTD)

**Louisiana Hotlines for the Blind
& Physically Handicapped**
701 N. 4th Street
Baton Rouge, LA 70802-5345
225/342-4944

**Louisiana Rehabilitation
Services (Region 8)**
State Office Building, Room 311
122 St. John Street
Monroe, LA 71201
318/362-3232 (V/TDD)

Northeast LA Sickle Cell Anemia Foundation
1604 Winnsboro Road
Monroe, LA 71202
318/322-0896

Louisiana Delta Community College Emergency – Crisis Plan for Students with Disabilities

- What students need to know and do
- What faculty and staff need to do
- What parents/guardians/significant others need to do
- What buddy/peer assistant needs to do
- What Student Services/Disability Counselor needs to do

What Students Need To Know

- This emergency-crisis plan is designed for students with disabilities.
- You may choose to participate and/or incorporate other options that specifically address your particular need(s).
- You must complete the accommodation agreement in a timely fashion so that all participants can be made aware of participation procedures.
- You must familiarize yourself with the emergency-crisis plan and ask questions so that you have clarity about the process.

The following Activation Plan outlines what to do in various types of emergency/crisis situations:

Activation Plan

The Chancellor or designee shall declare a college emergency when an event disrupts normal progression of college activities or poses threat(s) to an individual/individuals or property.

Examples:

Level One – Serious

Threats to health and safety due to: fire • physical/violent disturbance • waterline breaks and gas leaks • weather (ice, storms) watches • hazardous materials • power failure • personal health crisis • illegal substances

Level Two – Dangerous

Serious threats or actual harm due to: communicable disease • weather warning • violent crime • major accident • bomb threat

Level Three –Severe

Potential for harm due to: fire arm • civil disturbance • catastrophic accidents • weather occurrence (near sighting)

The **Emergency-Crisis Team** manages the total operation when an emergency occurs.

What Faculty and Staff Need to Do

- Become familiar with the emergency-crisis plan for students with disabilities.
- Incorporate tasks expected with general guidelines for evacuations, etc., during instructional class meetings.
- During the accommodation agreement conference, review emergency/crisis plan and maintain in your records.
- Make sure all students clear the room as soon as procedures dictate and student's buddy arrives to assist.
- Account for all students as near as possible using your class roster or a head count.

In cases where a *buddy/peer assistant is not present*, other options available are:

- Use other routes to evacuate student.
- Stay with student if problem is imminent.
- Determine a safe area, use cell phone to call emergency/crisis contact person.

What Parents Need To Do

- Parents, guardians, significant others should become familiar with emergency-crisis plan.
- If serving as the emergency-crisis contact, you must be able to be reached at all times.

What Buddy/Peer Assistants Need To Do

- Complete appropriate training to assist individuals with vision, hearing and mobility disabilities.
- Become significantly familiar with general campus emergency-crisis plan.
- Become familiar with the Student-Faculty/Staff Agreement Plan and review thoroughly with your student to realize how best to help.
- Complete drills, practice sessions.
Assist in contacting emergency contact person or any other resource deemed necessary.
- Remain with student throughout emergency and recovery.

What Student Services-Disability Services Needs To Do

- Develop and maintain an emergency-crisis kit, containing
 - Public Emergency Phone #'s
 - List: Emergency Contact Phone #'s
 - Signs (member coded exits, outside designated areas)
 - First aid kit
- Supervise/ train Buddy/Peer Assistant students to keep students with disabilities safe.
- Provide in-services to faculty and staff regarding emergency-crisis in the classroom and beyond.
- Provide support to students, parents, and faculty/staff.
- Maintain official Student-Faculty/Staff Accommodation and attendee records.