

DSPS STUDENT HANDBOOK

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## INTRODUCTION

The purpose of this handbook is to describe the services available to students with disabilities at College of the Siskiyous. The services available are provided to insure the student's successful participation in the general college curriculum. A student's need for a service must be directly related to a functional limitation of his/her disability. The regulations which govern Disabled Students Programs and Services (DSPS) require that each student have a verification of the disability on file in a confidential student folder.

This handbook describes each of the services provided by Disabled Students Programs & Services at College of the Siskiyous. In addition, it lists under each service the responsibilities of both the student and the DSPS staff with regard to the service. Also included is a services agreement. After the student has read the handbook and discussed his/her need for services with a DSPS staff person, he/she then signs the services agreement. The handbook and the agreement serve as a contract between the student and the DSPS Office.

## **MISSION**

The mission of Disabled Students Programs and Services (DSPS) is to ensure equal access to the educational experience for otherwise qualified students with disabilities. We strive to assist students to achieve their academic goals by augmenting their existing strengths and abilities and developing their independence.

DSPS appreciates the diversity and individuality of students' disabilities and promotes educational opportunities for students requesting accommodations and services within the college community; promotes positive images of persons with disabilities; promotes support of accommodations while maintaining high academic standards; and promotes a positive educational experience for faculty, staff and students.

## **DISABILITY GROUPS SERVED BY Disabled Students Program & Services**

### ◆ **Physically Challenged**

Students with visual, mobility, or orthopedic impairment.

### ◆ **Learning Challenged**

Students with at least average intelligence who exhibit one or more deficits in processing.

### ◆ **Communicatively Challenged**

Students with an impairment in the processes of speech, language or hearing.

### ◆ **Developmentally Delayed Learner**

A student exhibiting below average intellectual functioning and potential for measurable achievement.

### ◆ **Acquired Brain Impairment**

A verified deficit in brain functioning which results in a total or partial loss of cognitive, communicative, motor, psycho-social, and/or sensory perceptual abilities.

### ◆ **Psychologically Challenged**

A persistent psychological or psychiatric disorder, emotional or mental disorder.

### ◆ **'Other' Challenges**

This category includes all other verifiable disabilities and health related limitations that adversely affect education performance but do not fall into any of the other categories. Other Challenges include: Conditions having limited strength, vitality, or alertness due to chronic or acute health problems. Examples are: Attention deficit disorders (ADD) -Epilepsy - Heart conditions - HIV/AIDS - Cancer. This disability group can be verified by a licensed physician.

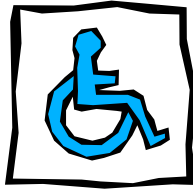
## **GUIDELINE FOR STAFF/STUDENT CONDUCT DISABLED STUDENTS PROGRAMS & SERVICES DSPS**

DSPS staff are expected to maintain a professional relationship with students and demonstrate good judgement in all interactions with students. Students and staff must adhere to all Federal, State and College laws, regulations, and policies relating to confidentiality.

Student Aides assisting with support services, mobility assistance, test accommodations, tutoring etc. must demonstrate professional and responsible behavior in interactions with students utilizing the services of DSPS.

Inappropriate, disruptive or irresponsible behavior will lead to intervention by DSPS staff. Every attempt will be made to make reasonable accommodations to deal with the behavior; however, inability to control such behavior may lead to suspension of services and disciplinary actions on the part of the College.

## NECESSARY DOCUMENTATION



Students requesting services through DSPS must, in most cases, provide documentation, which describes their disability and which explains limitations caused by the disability.

In most cases, the documentation may not be older than three years and must come from an appropriate professional or agency.

Students participating in Disabled Students Programs and Services who are eligible for accommodations must complete a Support Services Request/Agreement *each semester* requesting the accommodations which they wish to use. Accommodations will only be arranged when a current Support Services Agreement is on file on DSPS. However, some limited services may be provided following the initial request for services prior to the completion of the documentation process.

DSPS staff will maintain a current confidential file on each student receiving services.

## TIPS FOR A SUCCESSFUL COLLEGE EXPERIENCE



### **1. Don't rely on others to do it for you.**

Students with disabilities should undertake their own registration, add/drops, refunds and withdrawals. It is important to discuss these with DSPS and keep them informed. DSPS will assist students as necessary but it is ultimately the student's responsibility to understand and carry out their program.

Students must request necessary accommodations and services, as they are not automatically provided.

### **2. Be responsible.**

Students with disabilities may be working with a variety of individuals who are providing accommodations and services. Some of these individuals may be paid while others are volunteers. Treat all of the service providers with respect and courtesy. They all take classes and have other responsibilities so it is important to notify them of any schedule changes as soon as possible. A phone call to let DSPS know if you will be late or absent will aid in your working relationship. Finally, a verbal thank you or card of appreciation are thoughtful gestures which make the interaction between people much more successful.

### **3. Communicate your needs.**

DSPS cannot assist you if the office is not informed of problems, a change of address, or changes in classes. Likewise, it is vital to let your advisor and instructors know about any problems you are experiencing. Waiting until the end of the semester to discuss problems is a mistake since at that point little can be done.

**4. Interact.**

Interacting with other students is another opportunity for students with disabilities to help educate others about disabilities and the rights of disabled individuals. Let others know to appreciate the potential of students with disabilities. Through speeches, writing assignments or discussions, students with disabilities have a unique chance to help the rest of the student population as well as the instructors, become more informed.

**5. Be your own best advocate.**

Communicate your needs with your instructors and individuals in campus offices. Even if you have a very observable disability, others will not know what your needs are unless you inform them. Learn to concisely express your strengths and limitations in a knowledgeable and confident manner. During the first week of each semester, make an appointment with your instructors and clearly explain what accommodations you will need to be successful in their classes. DSPS will assist you with advocacy whenever necessary but no one knows you and your needs like you do!

## TUTORING

### DESCRIPTION

Tutoring is available to all students currently enrolled in and attending courses at College of the Siskiyous. The benefits of receiving tutoring are numerous. If you're serious about succeeding in college, take advantage of this FREE service. Contact us today!

A few facts about tutoring:

- This supervised service is available at **no cost** to students currently enrolled in and attending courses at COS.
- Students may determine their need for a tutor or their instructor may recommend they seek tutorial services.
- Tutors are hired and based on student need. **Apply** early.
- **Applications** to take advantage of free tutoring need to be completed each semester. In addition to downloading the **applications** from the web, you can also pick up applications in the Academic Success Center Tutoring Office.

### LOCATION AND HOURS

- Tutoring Services is located in the Academic Success Center between LRC Lab 2 and the Television Studio.
- Monday - Friday, 8:00 am - 4:30 pm or by appointment
- Tutoring sessions are available by appointment during the above hours. Specialized group sessions are available by prior arrangement.

### CONTACT INFORMATION

Denise Mannion

Tutoring Services Coordinator

asctutoring@siskiyous.edu

(530) 938-5514

## WANT TO BECOME A PAID PEER TUTOR

### We need:

- Tutors for many subject areas throughout the semester.
- People who meet their responsibilities.
- COS students who are currently enrolled in 6 or more units.

### You will need:

- Demonstrated proficiency in the subjects to be tutored. (An "A" is ideal).
- Recommendation(s) from your instructor(s) for classes you would like to tutor.
- An ability to communicate with others.
- A sincere interest in working with other students
- Dependability
- An interview in the Tutoring Office.
- Enrollment & Completion of Tutor Training.

### You Will Receive:

- 1 unit of college credit for Tutor Training.
- Methods of effective tutoring.
- Opportunity to work with and help other students succeed.
- Improved Communication skills.
- Personal resume enhancement.
- Pay of \$8.00 - \$8.50 / hour.
- Plus many experiences uniquely your own.

Applications must be completed each semester and are available in the Academic Success Center Tutoring Office in the Learning Resource Center.



## **NOTE TAKER SERVICE**

### **DESCRIPTION**

When a student's disability inhibits him/her from taking notes in class, a note taking accommodation may be provided. A student may have impaired use of his/her hands or arms, and be unable to take notes; or a student may have a hearing impairment that prevents note taking. In some cases a processing deficit associated with a learning disability inhibits note taking.

Note taking services may involve having a student who can take good notes accompany the disabled student to class. It may be that a student who is enrolled in the same class is hired to take notes. The note taker may use NCR paper that DSPS provides or may bring class notes to DSPS to reproduce on the copy machine after class. In some cases, it is suggested that the disabled student record each class session to supplement his/her own note taking.

### **DSPS STAFF RESPONSIBILITIES**

1. DSPS staff verifies a student's eligibility for note taking service and, with the student, decides the appropriate form the service will take.

2. DSPS staff locates, hires and assigns note takers to the student.
3. DSPS provides NCR paper or access to a copy machine if needed. There are a limited number of tape recorders available for loan. Every effort will be made to insure that tape players are available on an equitable basis to each student for day use loan.
4. DSPS will provide orientation and training to note takers.

### **STUDENT RESPONSIBILITIES**

1. The student participates in the eligibility determination for note taking service by completing the appropriate DSPS paperwork.
2. The student reviews notes in a timely manner and provides feedback to the note taker if necessary. The student must be aware of individual differences in the note taking process and be willing to coordinate his/her needs with the note taker's style. The student is responsible to notify DSPS staff if a note taking problem occurs.
3. Student will take responsibility for picking up his/her own notes in a specified student folder in the DSPS office and notifying DSPS staff if services are no longer needed. (see p 44 & Appendix, p. 46 Suspension or Termination of Services Policy)
4. Recording the class lecture may be recommended as supplemental to note taking by the DSPS office. The student is expected to take notes to the best of his/her ability and use the recording to compensate for any inadequacies in the note taking process. In most classes, instructor's permission is required before taping is permitted.

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5. Student must carefully maintain and protect loaned recording equipment. Equipment must be returned as specified in DSPS Equipment Loan Form established at the time the equipment is loaned.
  
6. Students will be responsible to replace damaged or lost equipment that has been checked out to them. A financial hold will be placed on student transcripts until the equipment is returned, replaced or paid for.



## **TEST ACCOMMODATIONS**

### **DESCRIPTION**

Sometimes a student's disability prohibits taking a test under the same conditions that other students take tests. For example, a blind student may require a test to be read to him or provided via computer, or disabled students may need extra time to complete a test. When this occurs, the DSPS office provides test accommodations. The type of accommodation received is dependent on the student's disability. It may include any of the following accommodations:

- additional time
- an environment with limited distractions
- a reader for the test
- a scribe for a test
- enlarged print
- adapted computer equipment

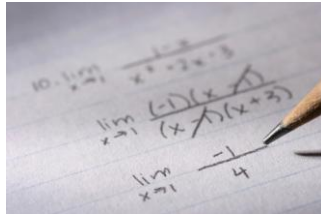
### **DSPS STAFF RESPONSIBILITIES**

1. Based on the student's disability, staff and student will coordinate to determine the form test accommodations will take. Staff will coordinate with the specific instructor for exact instructions for each exam, in

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writing, using DSPS Accommodations form. (DSPS will provide the appropriate form.)

2. Whenever necessary, staff will discuss the student's needs for test accommodations with instructors, however students are encouraged to personally explain their special needs to instructors.
3. Whenever additional time is required for testing, the specific amount of time will be determined prior to taking the test. The instructor and the DSPS staff will confer to make this determination and the student will be informed of the length of the time extension.
4. Staff will discuss the accommodations that are approved, explain any details and administer the test.



## **STUDENT RESPONSIBILITIES**

If you will be using the Test Taking Service in our office, please make sure that you use this guide to make your testing experiences as successful and stress free as possible.

- ❖ As soon as you know that you have a test, **MAKE AN APPOINTMENT** with any DSPS staff member. **Three (3)** school days notice is needed. **Five (5)** at Midterms and Finals.
- ❖ A staff member will fill out the top part of the envelope with **your** personal accommodations. All accommodations must be pre-approved by DSPS Specialists and Instructors each semester.
- ❖ **Understand your own accommodations.** If you need to review *how* you are to take your test, any staff person can help you.
- ❖ **Take the test envelope to your Instructor** after you have made the appointment.
- ❖ **If you use "X-tended" time**, make sure that your appointment will not run into your next class.
- ❖ **Be on time for your appointment.**
- ❖ **Bring any supplies that are allowed and/or required.**
- ❖ **If you do not show up, or if you need to change your appointment**, you will need to get an APPOINTMENT CHANGE slip, see your Instructor and then confirm your new appointment with the Coordinator.
- ❖ Tests not taken will be returned to the Instructor.

**Remember: Your success is our goal!**

## READER SERVICE

### DESCRIPTION

Sometimes a student's disability inhibits his/her ability to complete required reading for a course in a timely manner with adequate comprehension. This student may benefit from having the reading material for the course available on audio CDs.

The DSPS High Tech Center has information on how to access electronic books. In addition, the student may want to register for Recording for the Blind & Dyslexic (RFB&D), an organization that reproduces printed material onto audio tapes & CD. Textbooks are available through this agency for a student's use. There is a one time \$50 fee charged for registration and a \$25 annual membership fee.

If the materials are unavailable through commercial sources DSPS can arrange to have the material recorded for the student's use.

Students with documented visual impairments; physical disabilities, developmental or learning disabilities that substantially limit reading ability are eligible for reader services.



**DSPS STAFF RESPONSIBILITIES**

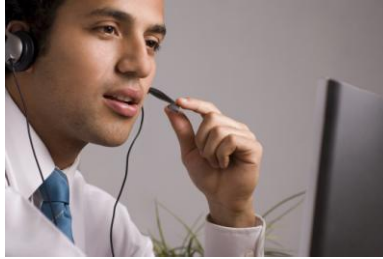
1. DSPS staff will coordinate LD testing procedures necessary to determine a student's eligibility for reader service, or verify other professional documentation.
2. Applications for RFB are available in the DSPS Office & online. DSPS staff will complete appropriate parts of the application and will assist the student, if necessary, in completing the remainder of the application.
3. At the student's request, the DSPS office may serve as a depository for RFB materials. (see page 21 Alternate Format of Printed Materials)
4. DSPS may loan specialized recorders to students. There are a limited number of players available to check out. Every effort will be made to insure that players are available on an equitable basis to each student needing one.

**STUDENT RESPONSIBILITIES**

1. The student is expected to fully participate in the application process for agencies such as RFB. Participation includes providing needed documentation of the disability, completing necessary testing to verify reading disability, and completing appropriate parts of the application.
2. Student is required to provide the application fee or arrange with Department of Rehabilitation for assistance with fee.
3. The student is expected to notify staff of needed printed material in a timely manner. Whenever possible, audio and/or electronic text should be requested at the end of one semester for the following semester.

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4. Student may request specialized recorders from RFB&D and/or California Braille and Talking Book Library. Applications for both are available in the DSPS office.
  
5. The student must carefully maintain equipment that is loaned for recording and protect it from damage. Equipment must be returned in a timely manner according to a time established when the equipment is first loaned.
  
6. Students will be responsible to replace damaged or lost equipment that has been checked out to them. A financial hold will be placed on student accounts until the equipment is returned, replaced or paid for.
  
7. Student will complete DSPS form - Equipment Loan when checking out any equipment



## **ALTERNATE FORMAT OF PRINTED MATERIALS**

### **DESCRIPTION**

In order to make instruction accessible to all students, DSPS will provide all required instructional materials, in an alternate format to eligible students requesting such accommodations when necessary to compensate for limitations imposed by the student's disability. Alternate formats include large print, electronic text, Braille, tactile graphics and audio. It may be necessary to cut the spine of the textbook being reproduced.

The book will be returned to the student in spiral bound form.

The HTC maintains a number of workstations on the Weed campus and on the extended Yreka campus that include screen readers and audio headsets for accessing electronic text.

**DSPS STAFF RESPONSIBILITIES**

1. Determine a student's eligibility for alternate format accommodations, decide with the student the appropriate form the service will take, and complete an authorization for services form.

2. Upon receiving the request form and verification of book purchase from the student, the HTC/Access Specialist will document the student's enrollment in the class and then contact the publisher or agency and request the book in the appropriate format. If the book is not readily available for purchases, DSPS will contact the publisher and guarantee that the alternate formatted material will not be released until proof of purchase is provided by the student. If the requested material is not received for student use by the beginning of the semester, or arrives in an unusable format, the HTC staff will begin producing alternative format material chapter-by-chapter as required by course syllabus, to the extent possible on a case-by-case basis.

3. Optional materials for the class will be produced upon request using the following prioritization after consultation with the student and instructor:

1<sup>st</sup> Priority: required material that is not available from the publisher.

2<sup>nd</sup> Priority: material that is optional (not required) for the class.

3<sup>rd</sup> Priority: material that is optional for background information but may not be used at all during the class.

**STUDENT RESPONSIBILITIES**

1. Request the service as early as possible (recommend 6 weeks) prior to the semester. An authorization by the Director is required each semester you require the service.

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2. Late Requests will be honored, however the timeline for completion of the work will be adjusted accordingly.

3. Purchase the textbook and bring it to the DSPS Program/Alternate Format Specialist in the High Tech Center, and fill out a Request for Electronic Text form that gives the name of the book, author, edition, publisher, copyright date and ISBN#.

**NOTE: This step must be completed before publisher can be contacted!** If the book is not readily available for purchase at the time of the request, contact the DSPS Program/Alternate Format Specialist to determine alternate procedure.

4. Provide a course syllabus and chapter deadlines to the DSPS Program/Alternate Format Specialist.

5. Sign an agreement to not share e-text or other alternate format materials with others and to adhere to all pertinent copyright laws.

6. Student agrees that DSPS may cut the spine of the textbook if it is necessary for DSPS to scan the text in-house. The text will be returned to the student in spiral bound format.

7. Students requiring materials scanned into e-text must also make an appointment with HTC staff to demonstrate their ability, or be instructed in the use of the College's Scan-and-Read software in order to enable the student to produce their own materials when needed and to prepare student for using extended campus assistive technology workstations. Students are responsible for scanning their own class handouts or other materials consisting of ten (10) pages or less.

8. Students receiving electronic text will be provided this accommodation on a CD. The student agrees not to copy this material for purposes other than their own educational needs, nor share this material with others. Students will be provided with one CD per

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semester and are responsible for the safekeeping of this CD. If lost, student will report this to DSPS and may be provided with one duplicate copy at the discretion of DSPS.

9. Student is responsible to follow through by picking up their materials in a timely manner, notifying DSPS if they are no longer attending the class and do not need the service, or if there is any problem with the material produced.

**Failure to use this service responsibly will be cause for suspension or termination of the service as indicated in the policy on pages 44 & 46.**



## **INTERPRETER SERVICES**

### **DESCRIPTION**

The most appropriate accommodation for students with a documented hearing loss may be an ASL or SEE sign language interpreter. DSPS provides interpreter services for all academic activities. This includes in-class activities and required out of class activities such as field trips, workshops, support hours, labs, etc. for classes in which the student is currently enrolled.

### **DSPS RESPONSIBILITIES**

1. Staff will review documentation and determine eligibility for requested services.
2. DSPS staff will seek and hire the most qualified interpreters available for the requested mode.
3. DSPS will seek to provide real-time captioning if an interpreter is not available.

### **STUDENT RESPONSIBILITIES**

1. Provide documentation for appropriate professional regarding disability.
2. Complete out appropriate paperwork with DSPS Specialist in a timely manner.

3. Notify DSPS as early as possible when additional interpreting is necessary for scheduled field trips, meetings with your instructors, etc. A three day notice is requested although we realize that at times this is not possible and we will do the best we can to fill your request if it is on short notice. The cost of the interpreter will not be covered by DSPS if prior arrangements are not made.

4. Attend class or call to give advance notice if you are going to miss. If the interpreter appointment/class is missed three times without sufficient notification your interpreter service may be suspended and will only be reinstated following the procedures in the Suspension or Termination Policy on page 44.

If you know you are unable to attend class, you **MUST** call DSPS at the earliest possible time (24 hours is preferred). We will communicate your absence to the interpreter. If you have your interpreter's telephone number, you can also contact him/her and notify them.

DSPS number is (530) 938-5297, TTY (530) 938-5358, e-mail:

[DSPS@siskiyous.edu](mailto:DSPS@siskiyous.edu) Give your name and the class you will be unable to attend and the day/time of that class.

5. Your interpreter will wait 15 minutes for a one to one and a half hour class, and 20 minutes for a two hour class. Your interpreter will report your absence to the DSPS office. NOTE: If you have more than one class in a day and miss a class, the interpreter will not automatically attend the later classes. You must notify us and the interpreter if you expect to attend the remaining classes.

6. Report any interpreter problems to the DSPS office so they can be resolved promptly.



## **HIGH TECH CENTER, ADAPTIVE TECHNOLOGY & EDUCATIONAL EQUIPMENT**

### **DESCRIPTION**

DSPS has available special adaptive educational equipment to assist disabled students in compensating for functional limitations imposed by their disabilities. For example, Zoom Text is an adaptive program available to assist visually impaired students who need to read printed materials in an enlarged format, or Dragon Dictate is a word activated program for individuals with learning or physical disabilities that impact keyboarding abilities. Tape recorders and players may be available for loan to students for note taking and reader purposes and Hearing Helpers may be available for those with hearing loss for classroom lectures.

Word Processing is available to students who have writing disabilities. A variety of equipment is available as part of the Adaptive Physical Education Class.

**DSPS STAFF RESPONSIBILITIES**

1. DSPS staff advises disabled students of the availability of adaptive educational equipment appropriate for their disability and procedure for checkout.
2. DSPS staff instructs disabled students in the correct use of adaptive equipment.
3. DSPS staff maintains adaptive equipment in good working condition and schedule use of the equipment so that it is equitable for all students.

**STUDENT RESPONSIBILITIES**

1. The student completes appropriate paperwork for Equipment Loan .
2. The student uses adaptive equipment only after receiving formal instruction in its use.
3. The student adheres to schedules for using equipment as established by DSPS staff. Loaned equipment must be returned at the date and time established at the time of the loan.
4. The student must carefully maintain equipment by following instructions for its use and protecting it from damage.
5. Students will be responsible to replace damaged or lost equipment that has been checked out to them. A financial hold will be placed on student transcripts until the equipment is returned, replaced or paid for.



## ADVISEMENT

### DESCRIPTION

The disabled student often requires special academic advisement to insure that his/her special needs are considered in program planning. DSPS certificated staff is prepared to explore the special needs of the student and provide direction related to those needs. The goal of advisement by DSPS personnel is to insure the student's successful participation in the college curriculum.

Academic advisement may include developing an Educational Plan usually during the student's first semester at the college with updates each semester. Prior to registering for each semester, academic advisement is available to plan the next semester's course work. Finally, throughout each semester staff can provide advisement as needed; for example, when a student considers dropping a class or electing a credit/no credit grade option.

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During the advising process, each disabled student will develop with a DSPS certificated staff person an SEC<sup>1</sup>. The SEC specifies those regular and/or special classes and support services identified and agreed upon by both the student and the staff person as necessary to meet the student's specific educational needs.

### **DSPS STAFF RESPONSIBILITIES**

1. DSPS certificated staff has time regularly available by appointment to meet the advisement needs of disabled students. Other COS advisors are also available by appointment.
2. DSPS certificated staff maintains a current understanding and knowledge of academic standards and requirements as outlined in the COS catalog. When necessary, they will consult with appropriate college personnel to respond to student's advisement questions.
3. DSPS certificated staff maintain current understanding and knowledge of the various disabilities that students may present and are able to offer suggestions for appropriate, reasonable accommodations for the disabilities.
4. DSPS certificated staff meets with the student at the beginning of each academic year to establish an SEC. The SEC is updated each term. Each student's progress toward meeting the goals of the SEC is monitored by DSPS staff.

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<sup>1</sup> SEC is the Student Educational Plan. This was formerly called The IEP, Individual Educational Plan.

**STUDENT RESPONSIBILITIES**

1. The student schedules appointments for advisement as needed. For students planning to transfer to another institution, receive an Associates Degree or specific certificate, a minimum of 2 counseling/advising appointments per semester is recommended.
2. The student reviews appropriate College documents, such as the class schedule, the College catalog, or their Student Educational Plan in preparation for advisement appointments.
3. DSPS staff may require the student to conduct research concerning a proposed course selection or program plan. The student is expected to complete the assigned research before returning for further advisement.
4. The student is expected to make measurable progress as outlined in the SEP or the College progress policy. (see page 44 Suspension or Termination of Services Policy)

## **REGISTRATION ASSISTANCE**



### **DESCRIPTION**

Registration assistance enables the disabled student to participate in the registration process with a minimum of difficulty. At COS, assistance is provided to disabled students throughout the registration process.

### **DSPS STAFF RESPONSIBILITIES**

1. DSPS staff notifies disabled students of date, time and place when pre-registration begins. Special conditions that must be met to participate in pre-registration shall accompany the notification of time and place.
2. DSPS staff is available throughout the registration process to provide academic advising, assistance and answer questions.
3. Accommodations are quickly made for students with special needs during the registration process. For example, if a student is unable to complete the process due to a mobility impairment, a staff person can walk his/her paperwork through the registration process.

**STUDENT RESPONSIBILITIES**

1. The student completes all preliminary steps to the registration process, such as placement testing and academic advisement.
  
2. The student arrives on time for the advising appointment with all materials necessary to complete the registration process. The student should be prepared to pay the necessary fees, have completed appropriate fee waiver applications, or have made arrangements with agencies supporting their education prior to the registration date.



## LIAISON WITH COLLEGE STAFF

### DESCRIPTION

At times, disabled students need DSPS staff to advocate on their behalf with college staff. For example, a student in a wheelchair may find that a class in which he/she is enrolled does not accommodate his/her chair. In this case DSPS staff would contact the instructor and the instruction office to explain the need for a room change for the class. Another example of advocacy is when a student requires test facilitation. By request of the student, the DSPS staff will discuss with the instructor and the student appropriate and reasonable accommodations for taking the test. In a third example, a student's speech impairment may be regarded as disruptive during verbal participation in class. DSPS staff may intervene on the student's behalf to explain the atypical behavior to the instructor and to elaborate issues of nondiscrimination.

**DSPS STAFF RESPONSIBILITIES**

1. DSPS will listen to a student's request for advocacy and evaluate each with regard to relationship to the student's disability and to the student's successful participation in the college program.
2. When deemed appropriate (following #1 above), DSPS staff will advocate with college staff. The student is encouraged to participate in meetings especially if the situation is conducive to developing self-advocacy skills.
3. Notation of the liaison is made in the student's confidential file. The student is informed of the consultation and its outcome.
4. If necessary, follow-up consultation is undertaken by DSPS staff.

**STUDENT RESPONSIBILITIES**

1. The student notifies the DSPS staff of a need for advocacy.
2. The student complies with the DSPS staff's evaluation of the situation and the method of intervention recommended.
3. If, for example, alternative test taking situations are recommended, the student will complete appropriate DSPS Forms for Test Taking Accommodations, and coordinate with the appropriate instructors and DSPS specialist.
4. The student practices self-advocacy upon the recommendation of DSPS staff.



## LIAISON WITH COMMUNITY AGENCIES

### DESCRIPTION

At times, disabled students need DSPS staff to advocate on their behalf with community agencies, and may ask DSPS staff to work with the student and the agency. In another situation, a disabled student on SSI may have an opportunity for a part-time job and be confused about the effect that would have on benefit payments. DSPS may contact the Social Security Office to determine an appropriate referral person to whom the student can direct their question. In a third example, a disabled student may need personal counseling. A DSPS staff person may contact mental health services to establish a referral and introduce the student to an appropriate intake person.

DSPS staff works closely with the Department of Rehabilitation (DR) Counselor to coordinate services to disabled students. The DR Counselor makes appointments to see clients on campus. The DSPS director works with the DR Counselor to facilitate payment of fees and purchase of books and materials. The DSPS Director also acts as an intermediary between students and the DR Counselor when necessary.

**DSPS RESPONSIBILITIES**

1. DSPS staff maintains a current knowledge of community agencies, which can serve disabled students. Whenever possible, DSPS staff will establish a working relationship with members of the agencies to facilitate referrals.
2. DSPS staff is responsive to student's needs and recognize when a referral to a community agency is needed.
3. Notation of the liaison with a community agency is made in the student's confidential file. The student is informed of the consultation and its outcome

**STUDENT RESPONSIBILITIES**

1. The student meets with the DSPS staff to evaluate a situation and the need for a referral to a community agency. If the student disagrees with a recommended referral, he/she must substantiate the disagreement and/or seek out his/her own assistance as the situation demands.
2. The student follows through by acting on a referral made by DSPS staff. If a student is unable to make an appointment related to a referral, he/she notifies the agency and DSPS of the inability to make the appointment.
3. With regard to the DR client, he/she can schedule appointments with the DR counselor through the DSPS Secretary. Appointments that cannot be kept must be canceled by phone or in person. DR business needs to be conducted with the counselor. In emergency situations the DSPS Director can act as intermediary for the counselor.



## PERSONAL COUNSELING

### DESCRIPTION

Sometimes a disabled student experiences a personal crisis that impacts his educational performance or goals. In such cases DSPS offers a limited amount of personal counseling to assist the student in examining the impact of the crisis on school performance. The DSPS staff person may be able to assist the student in identifying priorities and exploring options when dealing with the crisis. In addition, the staff person may be able to suggest appropriate agencies or counselors in the community to whom the student might go for additional counseling.

**DSPS RESPONSIBILITIES**

1. DSPS certificated staff has time regularly available by appointment to meet the personal counseling needs of disabled students.
2. DSPS certificated staff maintains a current understanding and knowledge of counseling methods to assist students with crisis intervention.
3. DSPS certificated staff maintains a current knowledge of community agencies and private counselors who can serve students in crisis. Whenever possible DSPS staff establishes working relationships with members of the agencies and with private counselors to facilitate referrals.
4. A notation of the counseling exchange between the student and the DSPS staff person is made in the student's confidential file.

**STUDENT RESPONSIBILITIES**

1. The student schedules appointments for personal counseling as needed. If the student feels the situation needs immediate attention, he/she indicates this to the DSPS staff and requests the first available appointment.
2. The student complies with the DSPS staff's evaluation of the situation and the need for a referral to a community agency or a private counselor. If the student disagrees with a recommended referral, he/she must substantiate the disagreement and/or seek his/her own assistance as the situation demands.

3. The student demonstrates follow-through by acting on any decisions or referrals agreed upon during the counseling appointment.



## **SPECIAL CLASSES**

### **DESCRIPTION**

Special classes are instructional activities that use special instructional methods and/or materials to facilitate the educational success of disabled students enrolled. Such classes are designed for students with specific disabilities, which would otherwise inhibit the student's ability to succeed in a general college class. COS offers special classes in adaptive physical education, reading, and adapted computer use. Additional adaptive physical education classes are available at off campus locations throughout the County.

### **DSPS STAFF RESPONSIBILITIES**

1. DSPS staff develops and teaches the special classes. The functional limitations of the disabled students enrolled in the class are accommodated by the course structure.
2. DSPS staff will advise the disabled student of the availability of special classes and provide recommendations concerning the appropriateness of the student enrolling in such a class.

3. Staff will complete an individual plan, and establish goals with the student.

**STUDENT RESPONSIBILITIES**

1. Upon enrollment in a special class, the disabled student agrees to meet the course objectives as outlined in the course syllabus.

2. Failure to make measurable progress on the individual plan may be reason for dismissal from services. (see policy on page 44 & 46)

## DSPS STUDENT HANDBOOK



### **ADDITIONAL SERVICES**

The following additional services are available to disabled students. These services are not described in the DSPS Services Handbook. Students requiring these services must meet with the DSPS Specialist to establish the responsibilities of both parties. Once an agreement has been established, the handbook can be signed.

*~Additional Services~*  
such as:

- Transcription Services
- Mobility Assistance (including manual or motorized transportation)
- Speech Services and others, contact the DSPS office for the Special Services Forms



## **SUSPENSION OR TERMINATION OF SERVICES**

According to the Services Agreement you signed you agree to meet the student responsibilities outlined in the DSPS Handbook. If you fail to meet those responsibilities the service may be terminated by the DSPS staff. (see Appendix page 46)

You will be notified in writing that a service will be terminated due to inappropriate use of service. If you believe the service has been terminated unjustly then you may follow the steps stated in the policy to try to reinstate the service. (see Appendix page 56, Continuation Contract)

1. Make an appointment to see the Director of DSPS or LD Specialist. State that the reason for the appointment is to appeal a suspension or termination of service.

2. When you come to the appointment be prepared to explain the valid reasons for your failure to meet established responsibilities. If possible, bring evidence or documentation to substantiate your reason. For example, you may have had a flat tire that prevented you from making an appointed Stage or carpool connection. You might want to bring a receipt to verify the flat tire repair.

3. Following the discussion with the Director of DSPS your service may not be reinstated. If you still believe you had valid reasons for not meeting your responsibilities you may make an appointment to appeal this decision with the Vice President of Instruction



## **College of the Siskiyous**

### **Suspension or Termination of Services Provided by Disabled Students Programs & Services Policy**

There are two ways that eligible students may be denied services through DSPS. 1) Lack of measurable progress, and 2) inappropriate use of services.

#### **Measurable Progress**

A lack of measurable progress may be defined in any of the following ways and may result in a complete loss of DSPS services:

- 1) Failure to meet COS's academic standards established by the College.
- 2) Two consecutive semesters of failure to follow DSPS services policies.
- 3) Failure to make progress toward the goals outlined in The Student Educational Contract (SEC) for two consecutive semesters.

#### **Inappropriate Use of Services**

Inappropriate use of services is defined as a failure to comply with the policies and procedures of individual services that students are using.

Eligible students with disabilities who are receiving services through DSPS must adhere to the procedures for student responsibilities outlined for each service in the DSPS handbook in order to insure uninterrupted provision of services.

Failure to comply with student responsibilities may result in suspension or termination of that service.

## DSPS STUDENT HANDBOOK

1. Only services that have been used inappropriately may be terminated during a given semester.
2. Prior to the termination of a service, the student will be notified in writing that a service is going to be terminated, and the reason for the termination will be explained.
3. In order for the service not to be automatically terminated one week from the notification, the student must make an appointment and meet with the DSPS Director or LD Specialist to discuss the area of concern.
4. At the time of the meeting the student will need to sign the Warning of Suspension or Termination Contract that outlines the guidelines for continuing services.
5. If the service is terminated, it will be terminated for the current semester only.
6. Terminated services may be reinstated during the current semester only on the authorization of the DSPS Director or LD Specialist, and only if there are extenuating circumstances which warrant the reinstatement of the service. If the student still feels dissatisfied with the decision of the DSPS Director or LD Specialist they may appeal to the Vice President of Instruction.
7. Reinstatement of services for subsequent semesters will be considered on a case-by-case basis.

***Title 5 Section 56101b of the California Code of Regulations*** indicates that "a district may adopt a written policy providing for the suspension or termination of DSPS services when a student fails to comply with responsible use of DSPS services, service provision policies and measurable progress policies. Such policies shall provide for written notice to the student prior to suspension or termination and shall afford the student an opportunity to appeal the decision. Each student shall be given a copy of this policy upon first applying for services from DSPS.

SECTION II:

INSTRUCTION

BOARD POLICY: NO 2.14

BOARD POLICY

SISKIYOU JOINT COMMUNITY COLLEGE DISTRICT

SUBJECT: ACADEMIC ACCOMMODATIONS

POLICY BASIS: Section 504 of the Federal Rehabilitation Act of 1973  
[84.43(a)]

California Education Code, Title V, Section 56027  
Americans with Disabilities Act of 1990

\*\*\*\*\*

POLICY STATEMENT:

It is the policy of the Siskiyou Joint Community College District that no qualified student, who may be reasonably accommodated on the basis of a disability, be excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination regarding, any academic, research, occupational training, housing, health insurance, counseling, financial aid, athletics, recreations, other extra-curricular or education program or activity provided by the District. The District will develop procedures to respond to students with verified disabilities who request academic adjustments and accommodations and to respond to conflicts or grievances regarding such requests.

Policy Elements

I. Student's Rights

Each qualified student with a disability has the right to:

- A. Reasonable and appropriate accommodations within the classroom, including academic adjustments or access to auxiliary aids to minimize the impact of a disability (Section 504 of the 1973 Rehabilitation Act; AB77, Lanterman; Americans with Disabilities Act, 1990) whether or not they are registered with Disabled Student Programs and Services (DSPS).
- B. Receive reasonable academic adjustments in order to create an educational environment where they have equal access to instruction without fundamentally altering any course, educational program, or degree.

II. Student's Rights

Each qualified student with a disability requesting has the responsibility to:

- A. Identify himself/herself as a student with a disability.
- B. Discuss accommodation needs with the instructor and/or instructional support staff (herein known as instructor) in a timely manner, giving ample time for the verification of the disability and arrangement of the appropriate accommodations based on the functional/educational limitations caused by the disability.
- C. Provide appropriate documentation of his or her disability when necessary.

The student may also identify themselves to DSPS and request services through the DSPS office.

***III. Instructor's and/or Instructional Support Staff Responsibilities***

- A. Provide accommodations as determined to be reasonable and appropriate due to the functional limitations of the disability.
- B. Create a learning environment that is non-discriminatory to students with disabilities.

When a student with a disability self-identifies to an instructor and requests a particular academic accommodation, the disability may be visually verifiable, and the instructor may not feel compelled to request documentation or additional evidence that a disability exists. In other instances, however, the disability may not be apparent, and the instructor needs to request that the student provide appropriate medical documentation. A faculty member may provide the student with information regarding services through DSPS if the student is unfamiliar with the program. A faculty member may also consult with the DSPS office to verify a student's stated disability or the type of academic accommodations that would be reasonable and appropriate.

***PROCEDURES:***

***I. Resolving Disagreements***

- A. If a disagreement occurs between an instructor and a student regarding a requested accommodation, a timely procedure will be initiated by the Coordinator of the Disabled Students Programs and Services (DSPS) office, whether or not this is a student receiving services through the DSPS office. The DSPS Coordinator will render an interim decision within *three instructional days* and initiate a fact-finding review. The interim decision of the Coordinator will be binding on both parties pending final resolution for a maximum of fifteen instructional

## DSPS STUDENT HANDBOOK

- days, beginning from the day the interim decision is made.
- B. In a timely follow-up to the interim decision, the DSPS Coordinator will initiate a fact-finding process. The fact-finding review team will consist of a DSPS specialist and one faculty member from a closely related academic content area. The process will include:
    - 1. an interview with the instructor and student regarding the dispute and the expectations for classroom performance;
    - 2. soliciting input from appropriate DSPS personnel;
    - 3. reviewing or verifying the documentation regarding the student's disability and the educational limitations imposed by the disability;
    - 4. reviewing the accommodation or auxiliary aid(s) requested, recommended or amended;
    - 5. gathering such other information that would have a bearing upon the educational limitation(s) in dispute and the appropriateness of any academic accommodation.
  - C. Based upon the fact-finding process and the recommendations of the fact-finding team, the DSPS coordinator will communicate the decision, in writing, to all parties involved as quickly as possible, but in no event longer than fifteen (15) instructional days from the date the interim decision was issued. The fact-finding team's decision will be binding upon both parties and shall continue without interruption throughout the balance of the semester it was rendered.
  - D. The review procedure shall be to decide if the particular academic accommodation requested by the student or offered by the instructor is reasonable and appropriate given the student's documented disability and the performance requirements of the class.

### **II. *Appealing the Decision***

- A. The student or the instructor has the right to appeal the decision of the Fact-finding Committee. During the formal appeal process, the Committee's decision will remain

## DSPS STUDENT HANDBOOK

in effect. If, upon appeal, the Committee's decision is not upheld, the prevailing party will have the right to redo any work done during the time the decision was in effect, utilizing the new accommodations decision.

### FIRST APPEAL:

The student or instructor may make an appeal to the DSPS Academic Accommodation Review Committee within ten (10) days of receiving the decision of the Fact-finding Committee from the DSPS Director.

1. Any request for appeal will be made in writing on a form provided by the DSPS office (accommodations will be provided if needed).
2. The Academic Accommodation Review Committee, which will consist of the Vice President of Instruction, the 504/AdA Compliance Officer, the Affirmative Action Officer, a certified member of DSPS, an Academic Senator, the student trustee or a designated ASB officer, and an instructor of the subject matter (or closely related content area) will be called together. The purpose of the Committee will be to render a decision based upon the information and recommendation of the DSPS Coordinator, the information gathered through the fact-finding process, the statements of the student and the instructor, and the administrative policies and procedures applicable to the academic accommodation process.
3. The panel will be convened within five (5) days of receiving the written appeal and will render a decision in a timely manner, not exceeding fifteen (15) days after the DSPS Office receives the appeal in writing.

**FINAL APPEAL:** A request for a final review and administrative relief may be made to the office of the Superintendent/President of the College of the Siskiyous within ten (10) instructional days following the decision of the Academic Accommodations Review Committee.

1. Any request for appeal will be made in writing on a form provided by the Superintendent/President's office.
2. The Superintendent/President will review all materials, statements, and recommendations. The Superintendent/President shall ensure that District policies and procedures have been followed. The Superintendent/President will render a decision in a timely manner, not exceeding fifteen (15) days from the time the appeal is received by the

Superintendent/President's office. The decision of the Superintendent/President shall be final and binding upon all parties.

BOARD POLICY NO.: 3.9

SISKIYOU JOINT COMMUNITY COLLEGE DISTRICT

**Subject:** Student Rights, Responsibilities and Grievances

**Adoption Date:** 3/02/72

**Revision Date(s):**1/11/94, 6/6/00

**Policy Basis:** California Ed. Code 76120, 76230

\*\*\*\*\*

**Policy Statement:**

The Siskiyou Joint Community College District supports academic freedom for students as essential to encourage their search for knowledge, clear thinking, and critical judgment.

Rights become a reality only when all members of a society exercise responsibility in honoring rights of others. Therefore, to preserve his or her rights, each student must assume his or her own share of responsibility.

The extent to which each student's rights may be exercised is limited by the rights of others. When there is a conflict between two parties, a grievance arises. In an intellectual environment, these grievances must be settled in an orderly procedure, which depends upon reason and impartiality.

**Policy Elements:**

- I. **Student Rights:**
  - Each student has the right to:
    - A. Have comprehensive information about College regulations, procedures, programs, and services easily available.
    - B. Propose changes in College regulations and procedures and have such proposals considered with reasonable promptness and receptivity.
    - C. Read, hear, and express ideas and points of view within the limits of common decency and law on any matter and in any manner which does not interfere with the College program.

## DSPS STUDENT HANDBOOK

- D. Distribute printed materials or petitions or wear buttons, badges, or other insignia, which are within the limits of common decency and law. The College Administration may specify the time, place, and manner of the use of bulletin boards and the distribution of printed materials or petitions.
- E. Form organizations to promote any lawful purpose or point of view.
- F. Have unbiased and balanced coverage of student ideas and activities in student body publications.
- G. Take reasoned exception to opinions offered in any course.
- H. Have qualified instructors who know their subject well.

BOARD POLICY NO: 3.9, continued

***STUDENT SERVICES SECTION***

- I. Be evaluated solely on course achievement based on an objective and systematic method clearly stated and uniformly applied.
- J. Request and receive a full explanation of grades substantiated by accurate records.
- K. Have instructors available for specified weekly office hours.
- L. Expect that course content be consistent with the course description present in the College catalog.

II. Student Responsibilities:

Each student has the responsibility to:

- A. Respect the rights of faculty, staff, and other students.
- B. Speak and act in a manner which is consistent with the College mission.
- C. Speak and act in a manner which does not offend common standards of decency.
- D. Exercise care in the use of College equipment and property.
- E. Abide by the policies and procedures of the College.
- F. Abide by local, state and federal laws.
- G. Become informed regarding curriculum requirements.
- H. Become informed regarding course assignments.
- I. Prepare course assignments in the time and manner prescribed by the instructor.
- J. Pursue the basic goal of learning.

III. Grievances

When a student believes that his or her rights have been abridged he or she should try to resolve the issue with the offending party. If resolution cannot be reached at this level, the student may file a grievance. The District will establish procedures for grievances.

DSPS STUDENT HANDBOOK  
**SUSPENSION OR TERMINATION OF SERVICES  
PROVIDED BY DSPS**

**CONTINUATION CONTRACT**

Name \_\_\_\_\_

Date \_\_\_\_\_

Service suspended \_\_\_\_\_

Reason for  
suspension \_\_\_\_\_

Extenuating circumstances which warrant continuation/reinstatement of  
services:

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

Conditions of continuation/reinstatement of services:

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

Reinstatement/Continuation of service:

\_\_\_\_\_ approved \_\_\_\_\_ denied

\_\_\_\_\_  
DSPS Director or LD Specialist

\_\_\_\_\_  
Date



## **DSPS SERVICES AGREEMENT**

- ❖ I have received a copy of the Learning Services/DSPS handbook and agree to be responsible for review of the contents.
  
- ❖ I understand that after my accommodations and services are authorized, I agree to meet my responsibilities as outlined in the Learning Services/DSPS Handbook. Furthermore, I realize that I will forfeit my right to those services if I fail to meet my responsibilities as outlined in the policy.
  
- ❖ In addition, if I am not authorized for accommodations and services, and feel that a disqualification is invalid, I understand that I may appeal the disqualification of accommodations and services according to the procedures described on p.44 of this Handbook.

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(Student PRINT NAME))

---

(Student Signature)

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Date



**Notes**

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