



**Disability Services  
Student Handbook  
2011-2012**

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Thank you for choosing Gateway Community and Technical College (GCTC)! We value you as a student. Disability Services is here to help make your transition to and through college easier.

This handbook is a guide to getting and using Disability Services. It does not contain everything you need to know. After all, each student's situation is a little different. However, it will give you some important information to make your student life easier.

### **Basis for Disability Services**

Several federal laws form the basis for Disability Services. The two most important are the Rehabilitation Act of 1973, with amendments, and the Americans with Disabilities Act (ADA) with amendments.

Section 504(a) of the Rehabilitation Act of 1973 states in part:

*No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program activity receiving Federal financial assistance.*

The ADA of 1990 reaffirms Section 504. Its provisions are not limited to groups receiving federal funds. Both laws seek to provide equal access for persons with disabilities. The legislation does not:

- guarantee equal results,
- establish quotas, or
- give preference to people with disabilities over those without them.

Congress passed the 2008 ADA Amendments (ADAA) "to carry out the ADA's objectives of providing 'a clear and comprehensive national mandate for the elimination of discrimination' by

reinstating a broad scope of protection to be available under the ADA."

### **What is a “Qualified Individual?”**

In this context, this is a student who meets the requirements to attend the Kentucky Community and Technical College System. This may include college and program requirements and essential technical, academic and institutional standards.

### **Who Has A Disability?**

The anti-discrimination laws define a person with a disability as someone who has a physical or mental impairment that greatly limits one or more major life activities.

The law says you are entitled to protection from discrimination, but maybe not accommodations, if:

- you have a disability,
- a history of disability, or
- are regarded as having a disability.

Major life activities may include caring for one's self, performing manual tasks, walking, seeing, hearing, breathing, learning, and working. This is not a complete list of major life activities.

Although not a complete list, below are disabilities that could greatly limit a major life activity:

- spinal cord injuries,
- cancer,
- psychiatric disorders,
- brain injuries,
- learning disabilities,
- speech impairments,
- visual impairments,
- deafness,

- epilepsy,
- cerebral palsy,
- loss of limbs,
- diabetes,
- HIV/AIDS,
- and severe orthopedic injuries.

## **Disability Services Mission, Value and Outcomes**

### Mission

To help ensure access to academic programs for qualified students who currently exhibit a condition that creates significant functional limitations in one or more major life activities.

### Values

Disability Services provides equal access through appropriate academic adjustments and auxiliary aids, usually called accommodations. These accommodations are based on the limitations caused by the student's disability.

Disability Services creates partnerships with students, faculty, staff, and administration to reduce physical, programmatic, and attitudinal barriers for students with disabilities.

Disability Services seeks to empower students with disabilities toward self-advocacy and independence through provision of information and problem-solving skill development. We do this by referring students to campus and community resources and assisting students with developing problem-solving skills.

Disability Services promotes a culturally sensitive campus through practices that reflect the mission, vision, and values of GCTC. We believe Disability is a fundamental element of diversity and value the unique experiences each student with a disability brings to the Gateway family.

## Unit Outcome Statements

1. Students with disabilities are aware of the resources available through Disability Services and understand the process to access those services.
2. Faculty, staff, and administration are aware of the resources available through Disability Services.
3. Students utilizing Disability Services will recognize these services as effective and provided in a timely and student-friendly manner.

## **Using Disability Services**

If you want to use disability services, you must request those services separately from admission to Gateway. Simply stated, the Disability Services intake process is to:

1. Complete admission to Gateway.
2. Register for classes.
3. Provide documentation of your disability to Disability Services.
4. Schedule a meeting with Disability Services to discuss accommodations based on the functional limitations described in the documentation.
  - You can reach Disability Services at 859-442-4120 (voice), or [colleen.kane@kctcs.edu](mailto:colleen.kane@kctcs.edu).

Deciding on accommodations is an interactive process. It involves a conversation between you and Disability Services. We determine accommodations on a case-by-case basis. We build those accommodations on what you tell us in our conversation and the functional limitations that your practitioner described in your documentation. The conversation enables you to tell us how your disability affects your learning.

You do not need to complete the process in the order shown above. However, the courses you take often affect the type of specific accommodations you need.

Contact Disability Services as soon as you know that you will need accommodations. Some accommodations take longer to arrange than others. For example, arranging for accessible format texts, some adaptive hardware and software, or interpreters for the Deaf can require advance notice. The sooner you ask for it, the quicker the approved accommodation can be ready.

You should not request accommodations directly from the course instructor. Contact Disability Services first. Then discuss your accommodation needs with the course instructor when you give him/her your accommodation memo from Disability Services. Successful accommodations require communication.

Examples of accommodations that students have used in the past semesters include:

- American Sign Language (ASL) interpretation
- assistive listening devices (ALD)
- materials in accessible format—audio, enlarged, Braille
- access to lecture notes
- tests in a distraction-reduced environment
- tests read orally
- extended time on written tests
- auxiliary aids and adaptive technology
- ergonomic chairs and workstations
- permission to audio-record lectures.

### **Disability Documentation Guidelines**

Documentation is the paperwork that shows you have a disability. The documentation should show the limitations caused by your

disability or disabilities. You provide documentation except in rare cases where:

- the disability is visible *and*
- the requested accommodations involve only the visible disability.

Gateway does not test for disabilities. Sometimes your mental health professional has your documentation information. Sometimes your medical doctor has your documentation information. We may refer students to the appropriate Vocational Rehabilitation agency for testing.

A practitioner qualified to make the diagnosis creates documentation of a disability. Documentation should include:

- **Diagnosis:** Include a statement of the medical, physical, cognitive, or mental health impairment caused by recognizable diagnosis. We prefer that the diagnosis be from the most recent edition of the DSM or ICD.
- **History:** Include relevant background information and the initial date of diagnosis. The date can be when the certifying practitioner accepted a previous diagnosis and began treatment or services.
- **Names of relevant tests and results:** Provide information that shows how the practitioner arrived at the diagnosis. This may include test names, results and discussion if applicable. This data is especially important when the disability is a cognitive disability (acquired or developmental), learning disability, or a type of Attention Deficit Disorder;
- **Severity of disability:** Discuss the extent to which the disability greatly limits a major life activity. Discussing functional limitations as they relate to learning and participation in educational activities is especially important. Also, discuss expected progression or stability of limitations.
- **Method(s) of current treatment:** Discuss the current treatment protocol and desired outcome. Include prescribed medication and side effects.

- **Recommendations:** Include observations on the student and recommendations for academic adjustments and auxiliary aids.

Some sections do not apply. It depends on the disability.

Individual Education Plans/Programs (IEP) or 504 Plans from high school education often cannot support requests for accommodations. A practitioner's accommodation recommendations are considered. However, the college is not obligated to provide accommodations recommended by a practitioner or a counselor from Vocational Rehabilitation. Accommodations may be provided for one semester with incomplete or outdated documentation.

Disability Services has a Documentation Verification Outline on the Gateway Web site ([www.gateway.kctcs.edu](http://www.gateway.kctcs.edu)). Look under Academics, Admissions, or Student Life for the link to Disability Services.

#### **What Disability Services Is NOT**

Disability Services is not Financial Aid. We cannot answer most financial aid questions; you might get incorrect information! We usually do not help you complete your FAFSA, and we do not have funds available for tuition, books, supplies, transportation and the like. Please see Gateway's Website ([www.gateway.kctcs.edu](http://www.gateway.kctcs.edu)) under Financial Aid for contact information.

Disability Services is not Vocational Rehabilitation. We do not know the specifics of your arrangements with your Vocational Rehabilitation Counselor (usually called OVR or Voc Rehab Counselor) or Office for the Blind Counselor (OFB). We cannot tell you if OVR/OFB is buying your books or paying your tuition. However, we will gladly work with you and your OVR/OFB Counselor towards the best possible experience at Gateway.

Disability Services is not your advisor. We cannot:

- enter any student schedules,
- override enrollment for a class that is full,
- withdraw you from a class or from college, or
- verify that you completed your course of study.

Your advisor is listed in PeopleSoft under Student Services Center. See Advising on the Gateway Web site ([www.gateway.kctcs.edu](http://www.gateway.kctcs.edu)) under Academics.

Disability Services does not provide tutors. The tutoring schedule is on the Gateway Web site ([www.gateway.kctcs.edu](http://www.gateway.kctcs.edu)) under Academics. Open Academic Resources. Tutoring and Learning Services are listed there. If Tutoring and Learning Services cannot find you a tutor, your OVR/OFB Counselor may be able to get one for you. Disability Services can help your OVR/OFB Counselor locate a tutor.

Disability Services is not counseling. We can work closely with Gateway's counselor to get you the help you need.

Disability Services does not arrange or provide transportation.

### **Accommodation Basics**

Accommodations are designed to provide you with effective right to use (access to) your classes and college activities. While you can achieve success by using accommodations, they are not specifically designed to provide student success. Remember, our role is to provide access; you make the success. We do not guarantee your results.

If you want to use accommodations, and qualify for them, Disability Services will provide you with an accommodation memo for each of your professors. We create these memos at the

meeting described in Using Disability Services. If you do not have these memos by the first day of class, contact your Disability Services provider. Sometimes Disability Services sends your professors an e-mail notification of your accommodations. If so, we will talk about this at your accommodation meeting. (Professors receive an e-mail with your accommodations for classes that are completely online. You receive a copy of that e-mail.)

Accommodations begin when the instructor receives notice from Disability Services. You usually deliver the notice to your professor. If you do not, he/she will not know that you are to receive accommodations.

Accommodation memos and e-mail notifications do not usually contain your disability. In addition, if you are not using accommodations, Disability Services does not tell your professors that you have a disability. We will tell your professors your disability *if you ask us to do so*.

Talk with your professor about your recommended accommodations. Successful accommodations require communication! You may or may not be comfortable with talking about your disability, but you need to be able to talk about what accommodations you need. Some accommodations require you and the professor to discuss how the accommodation will be provided.

Accommodations are not retroactive. Any grades or actions you take in class before the professor is notified of the need for accommodation usually cannot be changed. This is another reason to meet with Disability Services before the semester begins.

**CONTACT DISABILITY SERVICES IMMEDIATELY if the professor refuses to take actions on your approved accommodations **or** if the accommodations are not working for you.**

**Students must meet with Disability Services each semester and request accommodations each semester.**

**Technology sometimes fails! Usually, there is no one to immediately repair the technology, so stay in class, listen, and participate as best you can. After class, contact Disability Services or the IT help desk (442-4100) about the technology problems.**

**Contact Disability Services if you change your schedule. This is especially important if you are using texts in accessible format, interpreting services, your class location was changed to an accessible location, or you are using adaptive technology that has to be moved or re-installed.**

### **More about Accommodations**

**The list of accommodations that follows is not complete. In other words, the limitations caused by your situation may require different measures. These are the more requested accommodations.**

#### Access to Lecture Notes

**Notes are a summary of the important points of a class lecture or media that the professor or guest speaker presents in class. Notes are not every word said in class. You will need to audio-record lectures if you want every word.**

**The nature of some classes makes lecture notes unnecessary. Some examples of this would be:**

- **A drawing class where the lecture is a demonstration**

- A class that follows the textbook so closely that lecture notes are not necessary; the textbook is the summary
- The textbook is a summary of a demonstration. For example, in a computer class or lab class, the text gives the steps to complete a process.

You will talk with your professor about whether you will need lecture notes in a specific class. If you need lecture notes, you and the professor talk about how you will get the notes. You or the professor will fill out the Options for Access to Notes form on how you will get notes. The Options for Access to Notes form is attached to the accommodation memo you give the professor. You return the top (white) copy to Disability Services. You and the professor get the pink and yellow copies.

You are receiving access to notes if the professor provides lecture summaries in the form of copies of PowerPoint slides, posts lecture summaries on Blackboard, or provides lecture summaries in another form that she/he gives to students. To justify a supplemental student notetaker, you would have to give specific reasons why these do not work for you as notes from the lecture.

A professor may not supply lecture summaries. In that case, the instructor will make an announcement in class seeking a supplemental student notetaker. The professor makes this announcement after he/she receives your accommodation memo. The announcement consists of a script Disability Services prepares and attaches to the accommodation memo. When a student contacts Disability Services about being a notetaker, Disability Services sends you, the notetaker, and the professor an e-mail about who the notetaker is. The professor is not supposed to tell who gets the notes when he/she makes the announcement.

You usually receive an e-mail with instructions to get with the notetaker and decide on a way for you to receive copies of the

notes. If you do not meet and speak with your notetaker, you may not get copies of the notes from the class.

If a professor does not supply lecture summaries, he/she needs to provide you with notes until a supplemental student notetaker is located.

Sometimes the supplemental student notetaker re-types the notes and sends them to you as an e-mail attachment if the limitation caused by your disability shows that this is a better way of providing you access.

Access to notes does not replace class attendance (there are very few exceptions to this). Your notetaker will not make copies of notes for you if you miss more than one class meeting at a time or have excessive absences.

**CONTACT DISABILITY SERVICES IMMEDIATELY** if the supplemental student notetaker stops attending class or the notes do not meet your needs. (You will need a good reason why the notes do not work for you.)

#### Testing Accommodations

The usual testing accommodations are extended time on written tests, tests taken in a separate or distraction-reduced test area, scribe to write your answers, or use of software to create your answers, and tests read to you.

Extended time is for written tests that have a specific time limit to complete the test, whether in-class or online. A specific time limit means the test has a set time for beginning and ending. Extended time accommodation is not for take home tests or online tests that do not have a specific time limit to finish once you start the test. For example, your professor assigns an online test. For example, a test becomes available at noon on a specific day and you have one

week to take it. It is a timed test that must be finished in 30 minutes once you begin. You would not get extra days to take the test. But, once you start the test, you would get more time than 30 minutes to finish the test.

1.5 extended time on tests means that you get one and half more time on the test than time given to other students taking the same test. For example, on a 30-minute test, you would get 45 minutes. Double time means that you get twice the time allotted to other students taking the same test. Using the 30-minute example, you would have 60 minutes. Some online testing may require longer extended time depending on the type of test and the limitations caused by your disability.

Professors cannot “build in” extended time on tests for students with disabilities. That is, if the class is allowed X number of minutes to complete a test, the student with extended time as an approved accommodation gets X + their allowed minutes.

Distraction-reduced tests are given in an area separate from the class. This place has reduced noise and motion distractions. A separate testing area means that you take your tests in a room apart from where the class takes the test.

For scribed tests, another person writes your answers. The scribe will write exactly what you say to write. This accommodation includes extended time to complete the test. You can have the scribe read what you have told him/her to write. If an answer needs corrections, tell the scribe to make them. The scribe is responsible for spelling and sentence-ending punctuation unless the test requires you to spell specific words or place punctuation. However, you can tell the scribe spelling or punctuation you want in the answer. The scribe does not discuss answers with you, provide input, organize, or edit your answer. You are responsible for the final product of a test or assignment.

A few students are approved to use a computer or speech-to-text software to answer essay test questions.

A test reader reads the test question aloud for you. This includes extended time to complete tests. Usually, a computer with screen-reading (text-to-speech) software reads the test to you. That way, you control what you want read. But, some students need a human reader. A human reader can repeat the test items or parts of the test items if you ask. A human test reader does not discuss answers with you, provide input, organize, or edit your answer. You are responsible for the final product of a test or assignment.

You meet with the course professor about testing accommodations. You and the professor will talk about how you will get your testing accommodations. When you decide, you or the professor will fill out the Options for Accommodated Tests form showing your decision. The Options for Accommodated Tests form is attached to the accommodation memo you give the professor. You return the top (white) copy to Disability Services. You and the professor get the pink and yellow copies.

Disability Services will send directions to arrange testing accommodation(s). We send this if your professor is going to provide the accommodation(s) or if we are going to provide the accommodation(s). We send the directions as an e-mail attachment.

Arrange testing accommodations at least a week in advance if Disability Services provides the accommodation(s). It is your job to set up testing unless you and the professor have decided that she or he will contact Disability Services.

**Do not discuss what is on the test with other students or ask other students what is on the test if you take the test at a different time from the rest of the class.**

**You have to remind your professor that you receive testing accommodations. This is especially important if Disability Services provides the testing accommodations, because the professor delivers the test to Disability Services.**

**Unless your professor tells Disability Services you can use your book, notes, note card, etc., you are not allowed to use them during a test that Disability Services proctors. You put aside personal items, including your cell phone, during tests proctored by Disability Services.**

**Unless your professor tells Disability Services you may leave the testing room to go the bathroom, get a drink, etc., you must stay in the room once the test starts.**

**You will take your test on the same day as the class takes the test. There are two reasons you would not take your test on the same day:**

- 1. Disability Services is already busy or**
- 2. You have made other arrangements with your professor**

**If you miss a test, you must make-up the test according to the directions on the syllabus. You may have to arrange with your professor to make up the exam with accommodations.**

**If you are late to start a test, it may take away from the time you have to take the test.**

**If Disability Service catches you cheating on a test, we will end the exam immediately and let the professor know. The professor makes the decision on the consequences of the cheating.**

Disability Services only clarifies questions on test items that they know are not part of what is being tested. You mark the test items on which you have questions for the professor. Sometimes, we are able to e-mail, instant message, or text a professor about your question. Disability Services will answer questions regarding spelling words for an answer unless the professor tells us that we cannot provide that help.

#### Texts in Accessible Format

Audio texts are in digital format, electronic file format, or for audio download.

Digital textbooks are usually recordings by human readers. They usually play on special devices or software. Electronic file format textbooks are text documents and play on a computer that has screen-reading software.

Disability Services has a membership to Learning Ally. Learning Ally used to be Recording for the Blind and Dyslexic (RFB&D). We order digital textbooks from Learning Ally if the texts for your courses are available this way. Learning Ally texts on CD play on a special playback device or software. We lend you a playback device, or your OVR/OFB Counselor may purchase a playback device or software that you own.

If Disability Services lends you a playback device, you need to return it at the end of the term. Otherwise, we put a financial hold on your records.

If Disability Services lends you the Learning Ally texts on CD, you have to return them to Disability Services at the end of the term.

If your texts are not available at Learning Ally, we try to get electronic files from the publisher. To do this, we need a copy of

your receipt from where you purchased the textbook. You also must sign a copyright agreement.

- If OVR/OFB purchases the text for you, you need to buy your texts as soon as you can so we can request the electronic file from the publisher.

This can be a problem because OVR/OFB usually needs to see your prior-term grades before they will authorize purchasing books for the current term. To avoid the problem, get your grades from PeopleSoft as soon as they are posted. Then, send them to your OVR/OFB Counselor.

If the publisher does not release the electronic files, then Disability Services will scan a book *that you have purchased* to change it from print to an electronic document. (You can also do this at home if you have the Optical Character Recognition [OCR] software and a scanner.)

THIS IS A LONG PROCESS because we have limited staff. In addition, we may dismantle the textbook for easier scanning. This may greatly decrease the re-sell value.

Two free screen-reading software programs are available for download. They are:

- ReadPlease—<http://www.readplease.com/>
- Natural Reader—<http://www.naturalreaders.com/>.

Each library has Read and Write Gold on a flash drive. Read and Write has screen-reading software. You can borrow the flash drive to use in the library. The librarian will show you how to log in to use Read and Write. Read and Write has tutorials in the help menu. The entire manual is under the help menu. This is handy for future reference. Disability Services can also show you how to use the software.

Disability Services has magnifiers that enlarge textbooks or other materials. If you need a magnifier, we will make sure that one is available for you to use on the campuses where you are taking classes. Each library has a magnifier.

If you need Braille textbooks, we need to start about a semester in advance, if possible, to make this resource available. Providing a textbook in Braille involves one of the following methods:

- Getting the electronic files from the publisher
- Scanning the textbook *that you have purchased* to change it to an electronic file that can be put in Braille, or
- Trying to borrow/purchase a Braille copy of the textbook from another college.

#### Course Materials in Accessible Format

Enlarged print materials: Your professors should provide you with enlarged-print materials. Enlarged print materials include course syllabi, handouts, tests, notes (supplied by the professor), etc. The font size or percent of enlargement should be on your accommodation memos.

If your professor does not supply you with enlarged-print handouts, speak with the professor about your accommodation needs and arrange to get the enlarged materials as soon as possible after the class meeting.

**CONTACT DISABILITY SERVICES IMMEDIATELY** if the professor does not take action on your reminder.

You and your professors may decide that you want your course materials sent to you as an e-mail attachment for you to enlarge using software or a magnification device.

Your professors may not know that you need enlarged print materials if their first notification is the accommodation memo

you give them on the first day of class. Give them time to take action on your request.

**Materials in Braille:** Disability Services will have to convert the professors' materials into Braille. Disability Services will send these professors an e-mail alerting them to the fact that your materials need to be converted into Braille. We will tell them they need to get syllabi, handouts, tests, notes (supplied by the professor), etc., to Disability Services for conversion at least a week in advance of use.

Your accommodation memo or e-mail lets the professors know if you cannot use Scantron answer sheets (fill in the shape or bubble-type answer sheets).

If you need a magnifier, we will make sure that one is available for you to use on the campuses where you are taking classes.

#### Interpreters and Captioners for the Deaf

Unfortunately, Gateway does not have full-time Interpreters or Captioners for the Deaf, due to the low number of Deaf students enrolled. If you stop by the college unannounced, an interpreter or captioner is not immediately available. You will need to communicate through writing.

Contact Disability Services at 859-442-4120 through VRS or by e-mail at [colleen.kane@kctcs.edu](mailto:colleen.kane@kctcs.edu) to schedule an interpreter or captioner.

This practice applies to scheduling an interpreter or captioner for information sessions, placement testing, Financial Aid appointments, advising appointments, meeting with your professor or any college entrance activity.

Let Colleen know your class schedule after you enroll in classes, so interpreters or captioners will be available for your classes. Also, let her know if you drop or add classes after interpreters or captioners are arranged.

Please cancel interpreting or captioning services if you know in advance that you are going to be absent. Contact Colleen at 859-442-4120 through VRS or by e-mail at [colleen.kane@kctcs.edu](mailto:colleen.kane@kctcs.edu).

Interpreting and captioning services are free to students. But, if an interpreter or captioner is scheduled and the student does not show up for the class or activity, Gateway has to pay the interpreter or captioner for his/her time. Please let Colleen Kane 24-hour ahead of time if you can.

Disability Services may temporarily suspend interpreting or captioning services. We may do this if you have two consecutive unreported absences, three unreported absences during a two-week period, or five unreported absences during one month for each class. An unreported absence is if you do not show up for a class or activity that has an interpreter and you did not let Disability Services know. You will need to meet with Colleen to develop a plan to correct or report absences.

Let Colleen know your term schedule so that interpreters or captioners will be arranged before the start of classes. Also, let Colleen know if you change your schedule so the interpreters will come to the right place at the right time.

Interpreters or captioners will wait 15 minutes if the class meets for 50 minutes and 30 minutes for longer classes. If you are later than these limits, you are a “no-show.”

**CONTACT DISABILITY SERVICES IMMEDIATELY if you are having difficulty with your interpreter or captioner. Problems could include interpreters, and sometimes captioners:**

- being late for an assignment,
- not showing up,
- leaving early from an assignment,
- using the wrong type of language or interpretation for your needs,
- not having expertise in the subject matter, or
- breaking the RID Code of Ethics.

**You rarely get a transcript of the class captioning. If you need lecture notes, you can get some type of access to notes.**

#### Assistive technology

**Examples of assistive technology Gateway students have used in the past include:**

- enlarging software (ZoomText),
- screen-reading software,
- ergonomic chairs,
- ergonomic keyboards and keyboard trays,
- magnification devices,
- digital recorders,
- playback devices for Learning Ally textbooks,
- voice-activated software,
- larger, flat-panel monitors,
- assistive listening devices (ALD)
- captioned videos, and
- specialized lighting.

**If you are a consumer with OVR/OFB, ask them for a technology consultation so we will know what works best for you. OVR/OFB may buy technology for you to use at college and at home.**

Most assistive listening devices are prescribed for your level of hearing loss and the type of hearing aid you use.

If you are using technology that is specific for your access, such as JAWS screen-reading software, training from an expert is helpful. Try to get this training before you enroll in college classes.

When we decide on assistive technology, Disability Services arranges for the technology to be available on the campuses where you have classes (if the technology is not portable).

You will share some assistive technology, especially if it is in a public area such as the library. We will put a sign on the technology asking that persons using the technology need to yield to students who need it for access.

If two or more students with disabilities use the same assistive technology on a campus, you will need to take turns. Be courteous to your fellow students.

If the technology is attached to a computer and all the computers in the room are being used, you will have to wait your turn. Students who do not need the technology will be asked to move to the first available station.

Technology that your OVR/OFB purchases for you is your responsibility. However, let Disability Services know if it stops working so that we can arrange a substitute accommodation if needed.

You sign a checkout form for portable equipment and are responsible for the care of that equipment.

- You must to return it at the end of the term, or Disability Services puts a financial hold on your records.

Technology sometimes fails! Usually, there is no one who can immediately repair computer-based technology. Contact Disability Services or the IT help desk (442-4100) about the technology problems.

#### Accessible Parking

You need a state-issued disabled parking permit to park in the accessible parking spaces on any campus.

No students have guaranteed parking spaces, so having an accessible parking permit does not guarantee one for you. If you have an accessible parking permit and cannot consistently find an accessible disabled parking space, contact Disability Services.

If you park in a designated accessible disabled parking space without an acceptable permit, you could get a ticket from the city where the campus is located. Or, the city may tow your car.

Temporary accessible parking permits are available at Disability Services or from the Administrative Assistant at any campus.

- Temporary permits are usually for temporary conditions like a break, strain, or sprain and are issued for two weeks. If you need longer than two weeks, you will need to get a state-issued accessible parking placard.

#### Modification in Attendance Policy

Disability Services rarely approves this accommodation. This is because Disability Services does not determine course attendance policies/procedures. But, we can verify that you have a disability-related reason that could cause absences.

Course attendance and participation are a big part of the learning process. Modification in attendance also depends on the type of class and its requirements. For example, modification in attendance may not be reasonable in a class that only meets once

a week. Modification in attendance may not be reasonable in a class where students read or grade another student's work or work in groups.

You must have a *chronic* medical condition or other established reasons related to a disability to qualify for modification in attendance. This condition has to have random or cyclical *acute* episodes. Times when your condition would probably not meet this definition are:

- diagnosis or onset later in the term or
- significant change in condition later in the term.

Both of those are like an unexpected or temporary illness or injury. You would talk with your professor about how to handle these. Be aware that modification in attendance is not retroactive. We may ask for updated documentation depending on the condition.

You and the professor meet to talk about modification in course attendance policies. You need to talk about the class attendance policy in the syllabus, number of absences permitted, how to notify the professor about absences, extension of deadlines for assignments, and make-up policies and procedures for work and quizzes/tests/exams.

You or the professor fill out the Modification of Attendance form. You will write out your decisions on notification of absences, extension of deadlines for assignments, make up work, and other items on the form. The Modification of Attendance form is attached to the accommodation memo you give the professor. You return the top (white) copy of the Modification of Attendance form to Disability Services. You and the professor keep the pink and yellow copies.

You will still have attendance requirements for in-person classes as well as participation requirements and deadlines for in-person and online classes.

If you miss so many classes that you cannot meet course learning outcomes and objectives, you will probably need to drop the class.

The deadlines for withdrawing are on Gateway's Website ([www.gateway.kctcs.edu](http://www.gateway.kctcs.edu)) under Academics. Look for the semester calendar.

- Please, please complete a Drop/Add/Withdrawal form that is available at each campus or online. If you stop attending classes without completing a Drop/Add/Withdrawal form, you will most likely get failing grades. As a result, you may be placed on probation or suspended from college for a semester. This could also affect your financial aid.
- You may be able to get a grade of Incomplete (I) in your classes. This means a *part* of the work for the course is not finished. See your Gateway Student Handbook for details on an "I" grade.

#### Extended Time to Complete Assignments

Disability Services rarely approves this accommodation. Like other accommodations, this is approved on a case-by-case basis. If there is quick-turnaround in the due date, usually less than two days, you might get a short extension. But, if the assignment has a longer due date, you will need to plan to get the assignment done on time. Usually, the longer assignments are on your syllabus. Disability Services can help you with planning and organization.

#### Service Animals

Service animals are animals that are individually trained to perform tasks for people with disabilities. Such tasks include guiding people who are blind, alerting people who are Deaf, pulling wheelchairs, alerting and protecting a person who is

having a seizure, or performing other tasks. Service animals are not pets.

Students and visitors to Gateway are allowed to bring Service Animals on all college property. You should be prepared to answer questions about the type of service the animal provides.

Your service animal must be under control. You may be asked to leave Gateway property if your animal is unruly, disruptive, dangerous, or creates a hazard.

A properly trained service animal is completely housebroken and fully socialized. A fully socialized service animal will rarely bark, yip, growl, or make other disruptive noises, has a good temperament, does not show fear, is not agitated when it sees another animal, and is not aggressive.

### **How to File a Discrimination Complaint**

If you believe that you have been discriminated against because of your disability, Gateway has complaint procedures. These are published in the Student Handbook and are below.

#### ***Student Grievance—Informal Procedure***

Most difficulties can be resolved by talking to someone. Therefore, students are encouraged to discuss these problems promptly and candidly with the EEO/Diversity Coordinator.

- A. If a student feels that he/she has been discriminated against, the student shall bring the problem to the attention of the EEO/Diversity Coordinator within five (5) business days of learning of the cause for the grievance. The coordinator will conduct a preliminary investigation of the grievance.
- B. The student, EEO/Diversity Coordinator, and other involved parties will work informally to negotiate a solution within five (5) business days. The informal procedure should be

completed in approximately ten (10) business days from learning of the cause of the grievance.

- C. If the grievance cannot be satisfactorily resolved by working informally, the student may proceed within five (5) business days to file a written grievance through the Formal Procedure.

### *Student Grievance—Formal Procedure*

#### Step 1

- A. Within fifteen (15) business days of learning of the cause of the grievance, a student will file written notice with the EEO/Diversity Coordinator. The student may use the Grievance Form, which is available from the EEO/Diversity Coordinator. The written notice shall identify the nature of the alleged discrimination, the date(s) of occurrence, and the desired result, and shall be signed and dated by the student filing the grievance.
- B. As soon as possible, the EEO/Diversity Coordinator will initiate an adequate, reliable, and impartial investigation of the grievance.
- C. Within ten (10) business days of receiving the student's written notice, the EEO/Diversity Coordinator shall respond in writing to the student. The response shall summarize the course of the investigation and determine the validity of the grievance and the appropriate resolution.

#### Step 2

- A. If the student is not satisfied with the coordinator's response, the student may appeal in writing to the College CEO (or designee) within five (5) business days of the Step 1 response. The Step 2 appeal must contain all written documentation from Step 1 and the student's written reasons for not accepting the coordinator's response.

B. Within seven (7) business days from receiving the written Step 2 appeal, the College CEO (or designee) will respond in writing to the student as to the action to be taken.

### Step 3

If the grievance is not resolved to the satisfaction of the student, the student may file an appeal in accordance with the KCTCS Code of Conduct Section 1.2.8 or the Office for Civil Rights.

Office for Civil Rights Philadelphia Office

U.S. Department of Education

100 Penn Square East, Suite 515

Philadelphia, PA 19107

Telephone: (215) 6568541 Fax: (215) 6568605

TDD: (215) 6568604 Email: **OCR\_Philadelphia@ed.gov**

Web: <http://www.ed.gov/about/offices/list/ocr/index.html>

The deadlines established in this procedure may be waived in exceptional circumstances by the College CEO (or designee).

### **Gateway EEO /Grievance Coordinators**

*Gateway College*

Theresa Little, EEO Coordinator

1025 Amsterdam Road

Covington, KY 41011

859-442-1154

Theresa.little@kctcs.edu

*Boone Campus:*

Linda Cornell, EEO Representative

500 Technology Way

Florence, KY 41042

(859)442-1123

Linda.cornell@kctcs.edu

*Covington Campus/Park Hills Center:*  
Janet Samples EEO Representative  
1025 Amsterdam Road  
Covington, KY 41011  
(859)442-1147  
Janet.samples@kctcs.edu

*Edgewood Campus/Urban Center:*  
LaCrystal Green, EEO Representative  
790 Thomas More Parkway  
Edgewood, KY 41017  
(859)442-1604  
Lacrystal.green@kctcs.edu

### **Useful Information**

Check your Gateway e-mail often. If your mailbox is full, you might miss important information. It is the way Disability Services usually gets in touch with you.

**DO NOT STOP ATTENDING CLASSES.** You will get failing grades if you do not complete a Drop/Add/Withdrawal form. You can get this form at each campus or online ([http://www.gateway.kctcs.edu/Admissions/Registrar/Dropping and Adding Classes](http://www.gateway.kctcs.edu/Admissions/Registrar/Dropping_and_Adding_Classes)). The deadlines for withdrawing are on Gateway's Website ([www.gateway.kctcs.edu](http://www.gateway.kctcs.edu)) under Academics. Look for the semester calendar.

If you transfer to another college, Disability Services can copy your disability paperwork for you. You may not get the same accommodations at another college that you received at Gateway. Also, you may not get the same accommodations at Gateway that you got at another college.

Summer term classes cover a lot of material in a short time. Think carefully before you sign up for a summer term class.

## **Appendix Helpful Websites**

**Gateway Community and Technical College**  
<http://www.gateway.kctcs.edu>

**Office for Civil Rights**  
<http://www.ed.gov/about/offices/list/ocr/index.html?src=mr>

**University of Washington's Disabilities, Opportunities,  
Internetworking and Technology (DO-IT)**  
[http://www.washington.edu/doit/Resources/college\\_prep.html](http://www.washington.edu/doit/Resources/college_prep.html)

**Job Accommodation Network**  
<http://www.jan.wvu.edu/>

**Southeast ADA Center**  
<http://www.sedbtac.org/>

**US Department of Labor, Office of Disability Employment Policy**  
<http://www.dol.gov/odep/>

**HEATH Resource Center, Online clearinghouse for postsecondary  
education** <http://www.heath.gwu.edu/>

**Exceptional Nurse**  
<http://www.exceptionalnurse.com/>

**American Foundation for the Blind**  
<http://www.afb.org/>

**National Federation of the Blind**  
<http://www.nfb.org/nfb/Default.asp>

**LD Online**

<http://www.ldonline.org/indepth>

**National Association of the Deaf**

<http://www.nad.org>

**American Association of People with Disabilities**

<http://www.aapd-dc.org>

**Scholarships and grants specifically for students with disabilities  
(NO GUARANTEE)**

<http://staff.lib.msu.edu/harris23/grants/3disable.htm>

**A Ragged Edge Online Magazine written for and mostly by  
Persons with Disabilities**

<http://www.raggededgemagazine.com/>

**Virginia Tech Handbook for Students with ADD/ADHD**

<http://www.ucc.vt.edu/Stdysk/addhandbook.html>

**Children and Adults with Attention Deficit/Hyperactivity  
Disorder (CHADD)**

<http://www.chadd.org/>

**Autism Society of America**

<http://www.autism-society.org/site/PageServer>

**Online Asperger Syndrome Information**

<http://www.aspergersyndrome.org/>