



**SUPPORTIVE SERVICES
STUDENT MANUAL**

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INTRODUCTION

The Office of Supportive Services for Students with Disabilities Student Manual is a resource guide designed to assist new and current students enrolled at the Community College of Allegheny County (CCAC). This manual discusses procedures for requesting services and documentation requirements. The mandate to provide reasonable accommodations comes from federal law (Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990) and is supported by the mission of CCAC to provide an educational opportunity to all of its students. CCAC is recognized for its commitment to provide academic accessibility for all qualified students.

The goal of Supportive Services is to promote student self-advocacy. Students are to provide information concerning their disability for assuring accessibility to the programs and services offered by CCAC.

The Community College of Allegheny County has four campuses and five centers: Allegheny Campus on Pittsburgh's North Shore, Boyce Campus in Monroeville, North Campus in McCandless and South Campus in West Mifflin. A Supportive Services office is located on each of the four campuses and at the West Hills Center in Oakdale.

ALLEGHENY CAMPUS

**808 Ridge Avenue
Pittsburgh, PA 15212
Room L114**

(412) 237-4612 (Voice)
(412) 237-4552 (TTY)

BOYCE CAMPUS

**595 Beatty Road
Monroeville, PA 15146
Room N-560**

(724) 325-6604 (Voice)
(724) 325-6733 (TTY)

NORTH CAMPUS

**8701 Perry Highway
Pittsburgh, PA 15237
Room 1008**

(412) 369-3649 (Voice)
(412) 369-4110 (TTY)

SOUTH CAMPUS

**1750 Clairton Road
West Mifflin, PA 15122
Room B-311**

(412) 469-6215 (Voice)
(412) 469-6005 (TTY)

WEST HILLS CENTER

**1000 McKee Road
Oakdale, PA 15071
Room S-1015**

(412) 788-7508 (Voice)
(412) 787-0850 (Fax)

SECTION 504

Section 504 of the Rehabilitation Act of 1973 states that: “No otherwise qualified person with a disability in the United States shall, solely by reason of disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

Colleges and universities are not required to lower their standards. Section 504 requires colleges and universities to provide reasonable accommodations that afford an equal opportunity for students with disabilities. Achieving reasonable accommodations for a student with a disability involves shared responsibility among students, faculty and staff.

Colleges and universities may not discriminate in the recruitment, admission, educational process, or treatment of students. Students who have self-identified, provided documentation of their disability, and requested accommodations are entitled to receive reasonable and appropriate accommodations, which may include auxiliary aides that enable them to participate in and benefit from all educational programs and activities.

AMERICANS WITH DISABILITIES ACT (ADA) OF 1990 and ADA AMENDMENTS ACT OF 2008

The ADA gives individuals with disabilities civil rights protection under the law. The Act guarantees equal opportunity in employment, public accommodation, transportation, state and local government services and telecommunications.

The ADA reaffirms the requirements of the Rehabilitation Act and may include the altering of facilities, acquisition or modification of equipment or devices, provision of qualified readers and interpreters, job restructuring and adjustment of training materials, tests or policies.

Effective services are obtained by following the procedures listed in this manual. The initial contact with Supportive Services requires completion of intake forms and an interview. Students must provide appropriate documentation of eligibility.

CONFIDENTIALITY AND RELEASE OF INFORMATION

Supportive Services views all materials pertaining to a student’s disability as CONFIDENTIAL. This is based upon federal mandates regarding the confidential treatment of disability-related information. Documentation is used to verify the disability, identify how it affects the learning process and to plan for appropriate and reasonable accommodations. Only Supportive Services staff have access to these files and they are kept separate from your academic record.

- ❖ Disability information is released upon the student's written request and signature.
- ❖ The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, and the Americans with Disabilities Act (ADA), do not allow faculty or other individuals access to disability-related information unless it is essential to the safety of the student or the college.

A student may request to review the contents of his/her own file in the presence of the Supportive Services staff. All information in the file is the property of the Supportive Services.

STUDENT RESPONSIBILITIES

It is the responsibility of the student to contact the Supportive Services staff to initiate accommodations. Staff members will engage students in an interactive process to determine appropriate academic, classroom and technical accommodations that will assist students in their educational endeavors. This will include interviewing the student, discussing historical accommodations and reviewing documentation. Each student's accommodations are individualized according to the student's needs. Services are free, and all information shared with the Supportive Services staff is confidential. In order to receive accommodations, students must:

1. Self-identify disability status, in a timely manner, to the Supportive Services Office.
2. Schedule an intake interview to register with Supportive Services and request necessary accommodations.
3. Complete intake interview during which you will discuss your disability and its impact, historical and requested accommodations, provide supporting documentation and complete office paperwork.
4. Request letters of accommodation for faculty and deliver them to faculty.
5. Follow the policies and procedures of Supportive Services and CCAC.
6. Schedule exams at least 24 hours in advance via appointment central.
7. Fulfill the requirements of the course as listed in the syllabus.
8. Notify Supportive Services immediately if there are any problems with accommodations.

DOCUMENTATION

Students requesting accommodations should provide supportive documentation regarding their disability.

Submission of documentation is only one part of the interactive process during which accommodations will be determined. The staff in the Supportive Services Office will work with students to determine individualized accommodations that are appropriate for the college

setting. These may differ from the recommendations in the documentation or the accommodations a student received in High School.

Disability related documentation should provide information on the functional impact of the disability so that effective accommodations can be identified. Criteria for the source, scope and content of documentation differs by disability type. Documentation may include assessments, reports, and/or letters from qualified evaluators, professionals, or institutions. Common sources of documentation are health care providers, psychologists, diagnosticians, and/or information from a previous school.

Suggested Documentation Elements:

1. Typed on letterhead, dated, and signed by a qualified professional.
2. Diagnostic Statement with any related diagnostic methodology (diagnostic criteria and/or procedures).
3. Functional limitations or symptoms. (Limitations inform which accommodations are appropriate.)
4. Severity and/or expected progression.
5. Current medication(s) and any related side-effects.
6. Current and/or past accommodations.
7. Any recommended accommodations.

Personal needs such as assistance with meals, homework, toileting, personal hygiene, mobility training etc. are the exclusive responsibility of the student. Other items that are not considered reasonable accommodations under the law include but are not limited to modification of test contents, and waiving essential course or program requirements.

STUDENT CODE OF ACADEMIC AND BEHAVIORAL CONDUCT

Supportive Services is a professional environment that provides services and accommodations for students with disabilities. The policies and rules relating to student academic and behavioral conduct and misconduct are described in the CCAC Student Handbook. All students are expected to read, understand, and adhere to these rules.

SHARED RESPONSIBILITY BETWEEN STUDENTS AND FACULTY

Students with disabilities have the responsibility of providing letters of accommodation to faculty in a timely manner. Accommodations are implemented only after they are requested by

the student from Supportive Services and are not retroactive. Each course outline/syllabus should state that students needing accommodations should contact both the faculty and Supportive Services.

Students in any field of study are entitled to appropriate and reasonable accommodations but must meet the admissions requirements and the essential functions required for the program.

ACCOMMODATION LETTERS

Upon the student's request, a letter of accommodation is prepared by Supportive Services for each of the student's faculty members at the beginning of each semester. The letter identifies the student as being registered with Supportive Services and lists approved accommodations. It is the student's responsibility to pick up and hand-deliver the copies of the letter to each of their instructors. If the student is enrolled in online courses, the accommodation letters will be emailed directly to those instructors. It is the student's responsibility to ensure the faculty member received the letter and notify Supportive Services if the faculty did not receive the letter. Students are also responsible for discussing their needs/accommodations and any other pertinent information with the faculty.

TESTING ACCOMMODATIONS

Extended time or modified testing is an accommodation that is available to a student whose documentation specifies this need in order to ensure that test performance reflects the person's knowledge.

- ❖ Physical disabilities, which substantially impact performance, will be evaluated by Supportive Services staff. Modifications such as, CCTV, computer-aided test, enlargements, Braille and scribe services will be tailored to the student's individual needs and noted in the student's file.
- ❖ A student with a documented learning disability or physical disability, which affects the rate at which an exam can be completed, will be evaluated for the accommodation of extended test time.
- ❖ Other circumstances may warrant extended test time, please contact the Supportive Services Office with any questions.
- ❖ Extended test time is established at one and one-half (1½) times the originally scheduled test time. This standard is taken from the Educational Testing Services.
- ❖ Faculty may proctor their own exams and provide the prescribed accommodations.

PROCEDURES FOR IMPLEMENTING TESTING ACCOMMODATIONS

Once the instructor announces a scheduled exam or in-class writing, the student immediately contacts Supportive Services using Appointment Central to reserve a space to take the exam and ensure accommodations. Times and spaces are limited. Please, remember to plan ahead.

- ❖ If an instructor changes the date of a scheduled exam, it is the student's responsibility to cancel the appointment by contacting Supportive Services and to reschedule the new test time using Appointment Central.
- ❖ Tests are to be scheduled for the same day and time that the test is scheduled for the class.
- ❖ Students must remind the instructor that they have scheduled an appointment to take their exam in Supportive Services.
- ❖ **UNDER NO CIRCUMSTANCES IS A CLASS TO BE MISSED IN ORDER TO COMPLETE AN EXAM!** Consult with you instructor and Supportive Services to discuss options.
- ❖ An instructor must provide written permission if a student is allowed to use notes, dictionary, calculator or book during an exam. This information should be provided on the Test Instruction Sheet provided to faculty with the Accommodation Letter and via email.
- ❖ All exams will be monitored by Supportive Services staff to guarantee academic integrity/test security.
- ❖ Plan to arrive promptly for your scheduled exam. Arriving late may impact valuable test time.

SERVICES

Appropriate services are individualized and determined when students register with the Supportive Services Office. If you believe you would benefit from any of the services detailed below, please contact the office to determine eligibility.

TECHNOLOGY/EQUIPMENT

The following list comprises some of the technology/equipment that is available for campus and/or home use. Items are available for loan on a first-come, first-served basis. Equipment is loaned on a semester basis. Students are required to return all equipment by the last day of finals for each semester. If equipment is not returned a "hold" will be placed on the student's

account. Further registration will be prohibited until the media are returned. See Supportive Services for detailed information.

- ❖ Scan-to-Speech, Text-to-Speech and Web-to-Speech Software
- ❖ Voice Recognition Software
- ❖ Navigation Programs
- ❖ Writing Software
- ❖ Screen Enlargement Software
- ❖ CCTV Test Magnification Systems
- ❖ Enlarged Screen Monitors
- ❖ Digital Recorders
- ❖ Braille Translator
- ❖ Victor Readers
- ❖ TTY's with Answering Machines
- ❖ Listening Devices
- ❖ Adaptive Mouse and Keyboards
- ❖ Adjustable Tables/Chairs

NOTE-TAKING ASSISTANCE

Note-taking assistance is available as a reasonable accommodation for those individuals whose documentation supports it. A note-taker is someone in the class that is willing to share their notes; digital recording of lectures and smart pens are also options.

HOW TO GET A NOTE-TAKER

- ❖ Make sure that note taking is one of your approved accommodations.
- ❖ Consult with the instructor to identify a classmate who has regular attendance and takes good notes.

- ❖ Ask the classmate if they are willing to take and share their notes. If you are uncomfortable approaching the classmate directly, have the instructor ask the classmate and let the instructor know that you wish to keep this confidential.
- ❖ The classmate taking the notes can give the notes to you directly. If you did not wish to be identified, the student can give the notes to the instructor, who in turn, can give the notes to you.
- ❖ Duplication of materials/photocopies or carbon-less paper is available for note-taking purposes through Supportive Services.

Rewriting or typing the original notes can be a very effective study tool.

If there is a need to change note takers contact Supportive Services.

ALTERNATE FORMATS

Students with disabilities who encounter barriers with traditional print material such as textbooks, class handouts and other materials will be provided alternate formats as an academic accommodation. Students requiring alternate format texts must present documentation that clearly supports the need. Students are required to sign an agreement indicating that they understand their rights and responsibilities as related to copyright law.

Some alternate formats require the use of specialized hardware or software in order to access these materials.

HOW TO RECEIVE MATERIAL IN ALTERNATE FORMATS

Once documentation is reviewed, a list of accommodations and/or services is recommended. If an alternate format is indicated, e-texts can be ordered and formatted. Before an e-text can be ordered, the student must provide Supportive Services with a COPY OF THEIR RECEIPT FOR THE BOOK. The student should also verify the ISBN number, author, publisher and edition of each text.

Requests for alternate format materials must be made early in order to ensure materials are received in a timely manner.

Occasionally an electronic copy of the textbook is unavailable. In this case, the student must give Supportive Services permission to unbind their textbook, scan the pages and rebind the textbook with a plastic coil.

STUDENT AGREEMENT FOR INTERPRETING/CAPTIONING SERVICES

The Community College of Allegheny County strives to meet the individual needs of students who are deaf/hard of hearing by providing access to sign language interpreters or captioning. Interpreter/Captioning services are a highly personal and costly service and specifically allocated to meet individual needs and schedules. Since availability of interpreters/captioners is limited, students are responsible for notifying Supportive Services of any changes in their schedule or status. It is the goal of Supportive Services to maximize the potential of each student served. The following guidelines have been established to help ensure uninterrupted services for students and proper usage of services.

ADVANCED NOTICE FOR REQUEST OF INTERPRETER/CAPTIONING SERVICES

In order to assure timely provision of services:

- ❖ Students taking credit classes are required to submit a written request for interpreter/captioning services at least two months prior to the beginning of classes.
- ❖ Students taking non-credit classes are required to submit a written request for interpreter/captioning services at least one month prior to the beginning of classes.
- ❖ It is the student's responsibility to notify Supportive Services, in a timely manner, when scheduled interpreting/captioning services are not needed. Timely notification allows the College to cancel the service, avoiding being charged for services not provided. To cancel interpreting/captioning services, students should email the Director and the support personal located at the campus you are attending classes.

SUPPORTIVE SERVICES STUDENT CLUB

The Supportive Services student club is a social organization geared towards expanding the awareness of the ability of individuals with disabilities. Membership is open to all students. Activities include social outings, guest speakers, discussion groups, and fund-raising events. Contact the Supportive Services Office to learn more of the details about membership.

EMERGENCY EVACUATION PROCEDURES

Student Responsibilities:

IN CLASS: Follow the instructions of the faculty. **NOT IN CLASS:** Leave the building immediately, in an orderly fashion, via the nearest exit. Remain at least 200 feet from the building until instructed further

MOBILITY-IMPAIRED INDIVIDUALS: Proceed to the designated *“TEMPORARY REFUGE or AREA OF RESCUE ASSISTANCE”*.

In an actual emergency, all persons in a temporary refuge area or area of rescue assistance will be assisted in exiting the building. Supportive Services staff maintains a list of all students with disabilities that will require assistance in an emergency situation. This list is distributed to the Security Office at each campus. Keep in mind that during emergencies the elevators will be inoperable.

HANDICAPPED ACCESSIBLE PARKING PERMITS

PERMANENT PARKING PERMIT

The individuals requesting a permanent CCAC handicap parking permit must have a State issued handicapped placard/license plate and a campus parking permit. Further information can be obtained in Supportive Services.

TEMPORARY PARKING PERMIT

Individuals requesting temporary parking permits must have documentation from their doctor. These permits are issued for a maximum of six weeks. Further information can be obtained in Supportive Services.

GRIEVANCE PROCEDURE FOR INDIVIDUALS WITH A DISABILITY

The Community College of Allegheny County has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by the US Department of Education, Office of Civil Rights, regulations implementing Section 504 of the Rehabilitation Act of 1973 as amended, (29 USC 794) which prohibit discrimination on the basis of disability. Complaints should be addressed to Sumana Misra-Zets, Civil Rights Compliance Officer/Title IX Coordinator, Community College of Allegheny County, 808 Ridge Avenue Pittsburgh, PA 15212, phone 412.237.4430, (voice), smisra@ccac.edu.

Grievances will be handled through the Civil Rights Complaint Procedure. Complete information on the procedure is outlined on the college's website at ccac.edu/nondiscrimination/.

NONDISCRIMINATION POLICY

The College does not discriminate and prohibits discrimination against any individual based upon race, color, religion, national origin, ancestry or place of birth, sex, gender identity or expression, perceived gender identity, sexual orientation, disability, use of a service animal due to disability, marital status, familial status, genetic information, veteran status, age or other classification protected by applicable law in matters of admissions, employment, services or in the educational programs or activities that it operates. Harassment that is based on any of these characteristics, whether in verbal, physical, or visual form, constitutes a form of prohibited discrimination. This includes harassing conduct, which affects tangible job benefits, unreasonably interferes with an individual's academic or work performance, or which creates what a reasonable person would perceive to be an intimidating, hostile or offensive work or educational environment.

Employees, students, third-party vendors and guests may report conduct that is believed to be in violation of this Policy or applicable law by contacting the College's Office of Human Resources, the Title IX Coordinator/Civil Rights Compliance Officer or such other officials as may be designated in other Board policies or administratively issued regulations and procedures. The College prohibits and will not engage in retaliation against any person who in good faith reports a violation of this Policy, provides information in an investigation of a potential violation, or otherwise engages in protected activity under the law.

TITLE IX NOTIFICATION

It is the further policy of the College to comply with Title IX of the Education Amendments of 1972, which prohibits discrimination based on gender or sex in the College's educational programs and activities, as well as the requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), as amended by the Campus Sexual Violence Elimination Act (SaVE Act). Conduct prohibited under Title IX, the Clery Act and the SaVE Act includes sexual harassment, sexual misconduct and acts of sexual violence, including sexual assault, domestic violence, dating violence, and stalking. In furtherance of this Policy, the College will designate a Title IX Coordinator whose responsibilities will include overseeing the College's response to Title IX reports and complaints and identifying and addressing patterns or systemic issues revealed by such reports and complaints. With the exception of staff designated by the College to provide confidential professional counseling services to victims of such conduct, College employees are required to inform the Title IX Coordinator of incidents or suspected incidents of sex or gender discrimination, sexual harassment, or sexual violence against a student, employee, vendor or guest of which they become aware.

Questions or complaints regarding Title IX issues may be directed to the College's Title IX Coordinator or the United States Department of Education's Office of Civil Rights as follows:

CCAC Civil Rights Compliance Officer/Title IX Office for Civil Rights

Coordinator

808 Ridge Avenue

Byers Hall - Room 317

Pittsburgh, PA 15212

Telephone: 412.237.4535

Email: smisra@ccac.edu

US Department of Education, Philadelphia Office

100 Penn Square East, Suite 515

Philadelphia, PA 19107-3323

Facsimile: 215.656.8605

Telephone: 215.656.8541

Customer Service Hotline #: (800) 421-3481

Email: OCR.Philadelphia@ed.gov

Web: <http://www.ed.gov/ocr>

CONCLUSION

Teamwork is essential in providing reasonable and appropriate accommodations. It takes communication between the student and the Supportive Services staff to make sure that issues are addressed. If there are problems with accommodations, it is the student's responsibility to notify the Supportive Services office immediately so action can be taken to rectify the situation. Students need information and materials from the Supportive Services Office staff and the staff needs input from the students about their courses and their needs. Working together, we are able to create an accessible environment to assist students in meeting academic goals.