

# Seattle Central Community College Disability Support Service's Student Handbook Policies and Procedures

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# **I. Responsibilities of Higher Education Related to Legislative Mandates**

## **Section 504 of the Rehabilitation Act of 1973**

Congress passed **Section 504** of the Rehabilitation Act in 1973. It is considered the first "civil rights" legislation for persons with disabilities on the national level. It is designed to prevent discrimination against individuals with disabilities and provides that:

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

## **The Americans with Disabilities Act**

**The Americans with Disabilities Act (ADA)** was signed into law in July 1990. It is patterned after Section 504 but it extends the civil rights protections of Section 504 to persons with disabilities in private sector employment, all public services, transportation and telecommunications.

## **Relevant Terms**

A **Person with a Disability** is someone with a physical or mental impairment that substantially limits one or more major life activities.

- **Physical Impairment** means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genito-urinary, hemic, and lymphatic, skin and endocrine;
- **Mental Impairment** means any psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and traumatic brain injuries.
- **Learning Disabilities** means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
- **Substantially Limits** means unable to perform a major life activity, or is significantly restricted as to the condition, manner, or duration under which a major life activity can be performed, in comparison to the average person or to most people; the availability of some mitigating measure (such as a

hearing aid) is not to be considered when determining if the disability substantially limits the individual;

- **Major Life Activity** means functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing learning, and working;
- **Individuals Who Are Current Illegal Users of Drugs** are not protected under the ADA, however, addiction is considered a disability. Therefore, a person who is addicted to drugs but is not actively using drugs is considered a person with a disability and is protected by law.
- **Service Animals**  
The mandate to make reasonable modifications in policies includes the general necessity of altering existing rules to allow for the presence of service animals. A service animal is any guide dog, signal dog, service dog, or other animal that is individually trained to work or perform tasks for the benefit of an individual with a disability.

### **ADA Compliance Coordination**

The ADA Compliance Coordinator is available to problem solve issues relative to disability access. Whenever a student wishes to appeal an accommodation decision, the Disability Support Services Office will work closely with the student and appropriate personnel for resolution. The ADA Compliance Coordinator is Bea Kiyohara, located in room 4180. Her Telephone number is: 587-3851.

## Mission Statement

The role of the Disability Support Services Office is to provide physical and programmatic accommodations to persons with documented disabilities. This is carried out within the overall goals and mission of the Seattle Central Community College and Seattle Community College District's Policy and Procedure 387 "Reasonable Accommodations for Students with Disabilities" <http://www.seattlecolleges.com/studentrules.aspx> The Disability Support Services (DSS) Office offers consultation to faculty, staff, and classified employees of the college for the purpose of designing accommodations that provide equal access to otherwise qualified students regardless of age, gender, race, or sexual orientation.

## **II. Office of Disability Support Services: General Information**

**Office of Disability Support Services  
Seattle Central Community College  
Room 2BE 1140  
Tel: (206) 587-4183 v/tty**

To be eligible for disability-related services, students must have a **disability** as defined by the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Under the ADA and Section 504, a person has a disability if he or she has a physical or mental impairment that substantially limits one or more of the major life activities (walking, standing, seeing, speaking, hearing, sitting, breathing, and taking care of oneself). In order to verify such a disability SCCC requires documentation as verification (see guidelines for Documentation of a Disability).

At the Seattle Central Community College Campus, Disability Support Services is the designated office that obtains and files disability-related documents, certifies eligibility for services, helps determine academic adjustments, and consults for the provision of such accommodations. The purpose of academic adjustments is to ensure access to community college courses, programs, counseling, activities, and facilities.

Disability Support Services provides or arranges a variety of auxiliary services to the college, such as sign language interpreting (District Wide), document conversion, assistive technology, exam modifications, and academic assistance.

We offer the following services based upon your documented needs:

- Advocacy
- Accessibility Accommodations
- Adaptive Equipment Services
- Admissions Assistance
- Auxiliary Services (i.e. interpreters, readers and scribes)
- Consultation with Faculty
- Counseling
- Disability Evaluation Referral
- Interpreting Services for the Deaf and Hard-of-Hearing
- Modification of exam when indicated by documentation
- Time and a half on exams when indicated
- Individually Prescribed Support Services
- Note Taking Services
- Orientation
- Reader/Taping Service Help
- Registration Assistance
- Referral Service
- Resource Information

## **III. Requesting Services**

### **A. Requesting Academic Adjustments**

1. The student must be admitted and/or enrolled at SCCC. This does not prohibit potential students from requesting information on programs, services, and activities before they are enrolled.
2. Students will meet with Disability Support Services Counselor for the purpose of completing an initial orientation session and requesting specific accommodations based on need.
3. Academic adjustments will be arranged after the DSS Office verifies student's disability and intake is completed along with documentation of disability based on need.

### **B. Responsibilities of Disability Support Services Office:**

1. Assessing, on a case-by-case basis, the effect of a student's disability on his/her ability to access programs, services, and activities based on appropriate documentation.
2. To identify through documentation and discussion with the student, the academic adjustments to be provided.
3. Establishing in-services to assist faculty and staff in understanding the needs of students with disabilities.
4. To be available to Faculty, Staff, and Classified personnel for consultation.

### **C. Responsibilities of Student Requesting Academic Adjustments:**

1. Identify self as a student with a disability and complete intake with Counselor of the Disability Support Services Office before the start of each quarter. In cases where taped books are needed this is up to 6 weeks before the quarter starts. Request for interpreting services with less than four weeks notice for on-going classes can result in delayed services. At least 3 business days are required for special requests/one time services.
2. Be available to assist faculty in further understanding your specific needs.
3. Follow the policies and procedures established by the Disability Support Services Office and Seattle Community College District. District policies and procedures can be found at <http://www.seattlecolleges.com/studentrules.aspx>
4. Inform DSS Office in a timely manner of any interruption or failure to receive agreed upon accommodations.

### **D. Responsibilities of Faculty and Staff:**

1. To be informed of the law with regard to disability and discrimination issues.
2. To work with the student to determine the most effective way to provide accommodations.
3. To be available to coordinate accommodations with the Disability Support Services Office.

## **IV. Arranging Accommodations**

### Letter of Introduction:

If a student with an identified disability requests that faculty be informed, a letter of introduction will be given to the student each quarter verifying the disability. It will suggest appropriate academic adjustments in the classroom. This form is called a "Letter of Introduction". Students must request this letter from the DSS Office at the start of each quarter, and hand it to the instructor for whom they are requesting the accommodation.

### Late Identification:

A student who chooses to identify a disability after the beginning of the quarter may experience a delay in receiving timely accommodations. This is in no way a reflection of the intent of the DSS Office, but simply the inability to respond in a reasonably timely manner.

**Note: SCCC is not required to provide accommodations to students who have failed to self-identify and have not provided documentation of disability.**

## **V. General Guidelines for Documentation of a Disability:**

The following guidelines for documenting a disability are provided to assist the student and evaluator in providing appropriate accommodations for a disability.

Documentation serves as the foundation that legitimizes a student's request for academic adjustments. The professional providing this information must have first hand knowledge of the student's condition and must be an impartial professional who is not related to the student.

Documentation shall:

1. Include a diagnostic statement identifying the disability, date of the current diagnostic evaluation, and the date of the original diagnosis.
2. Be current, typically within the last three years. The age of acceptable documentation is dependent upon the disabling condition, it's interaction with development across the life span, the presence or absence of significant events (since the original diagnosis) that would impact functioning, and the current condition of the disability at the time of the request for accommodation.
3. Include a summary of the evaluation procedures as well as the name of diagnostic tests and evaluation results used to make the diagnosis. For learning disabilities a grade level equivalency and I.Q. assessment are required.
4. Provide a description of the current functional impact or limitations of the disability on learning or other major life activities.
5. When appropriate, address the relevance of accommodation requests to the diagnosed disability.
6. When appropriate, include treatment, medication, and assistive devices currently prescribed or in use.

### Documentation Guidelines

**Psychiatric Disabilities:** Documentation must also include the DSM-IV diagnosis and a summary of present symptoms, in a written report from a psychiatrist, licensed psychologist, certified social worker (CSW or ACSW) or licensed professional counselor.

**Attention Deficit Hyperactivity Disorder:** Documentation must include a statement of the presenting problem; history that verifies a pattern of inattention and/or hyperactivity/impulsivity that currently affects learning; identification of DSM-IV criteria for ADHD; report summary and rationales for accommodations using evidence from the evaluation. Professionals considered acceptable for evaluating ADHD are licensed physicians, neuropsychologists, and psychologists.

**Learning Disabilities:** Documentation should validate the need for services based on the individual's current functioning in the educational setting. A school plan such as an individualized education plan (IEP) or a 504 plan is insufficient documentation, but it can be included as part of a more comprehensive assessment battery. A comprehensive assessment battery and the resulting diagnostic report should include a diagnostic interview, assessment of aptitude, academic achievement, information processing, and a diagnosis. Assessment, and any resulting diagnosis, should consist of and be based on a comprehensive assessment battery, which does not rely on any one test or sub test. Individual "learning styles," "learning differences," "academic problems," and "test difficulty or anxiety," in and of themselves, do not constitute a learning disability. The tests should be reliable, valid and standardized for use with an adolescent/adult population. The following professionals would generally be considered qualified to evaluate specific learning disabilities provided they have additional training and experience in the assessment of learning problems in adolescents and adults: clinical or educational psychologists, school psychologists, neuropsychologists, and medical doctors.

#### Authority & Confidentiality

The president of Seattle Central Community College has assigned authority to the Office of Disability Support Services for reviewing student documentation and determining what, if any, accommodations will be provided by the college to ensure equal access for all students.

All contact information and documentation received is kept in confidential files with the Disability Support Services office **for seven years - after which time it is destroyed.**

Information from the file is provided on a "need to know" basis only, at the student's request, or with a signed consent.

Bring or mail formal documentation of your disability and recommended accommodations to:

Office of Disability Support Services  
Seattle Central Community College  
1701 Broadway, Rm. #1147  
Seattle, Washington 98122

**Disability Category**

**Professional Providers to be Consulted**

ADD, ADHD

Psychologist/Psychiatrist/Neurologist

Emotional Disability

Psychologist/Psychiatrist/Certified Social Worker

Visual Impairment

Ophthalmologist

Hearing Impairment

Certified Otologist, Audiologist

Learning Disability

Psychologist, Neuropsychologist, School Psychologist, Learning Disabilities Specialist

Physical Disability

Medical Doctor

## **VI. Note Taking Services**

### **A. Eligibility Requirements:**

Student makes request for note taker(s) based on documentation indicating such a need.

### **B. Procedure for Securing Note Taker:**

NCR paper is available for note takers in the DSS office and is the preferred method. Copies may be made in the DSS office for students not using NCR paper.

Arrangements to identify a note taker in class to take notes for student can be made in one of three ways:

- a. Student may choose to ask another student in their class.
  - b. Student may ask the Instructor to identify a note taker in the class.
  - c. DSS coordinator may come to class and request a note taker. This usually occurs when a student wishes to remain anonymous.
- The above arrangement will be discussed between the DSS counselor and the student.

### **C. Procedure for Receiving Notes:**

1. Students receive notes from note takers in one of two ways:
    - a. Note taker may directly give the NCR notes to students after class.
    - b. DSS students may choose to pick up notes at DSS office placed in a folder that is not self identifying.
  - The above arrangement will be discussed between the DSS counselor and the student.
2. Arrangements to enlarge notes for individuals can be accomplished through the DSS office for those students who have visual limitations. The student is responsible for bringing the material to be copied to the DSS Office in a timely manner.

**Note: DSS students must attend class in order to receive note taking services. Exceptions are made when absences is due to emergency conditions. Note takers are not required to take notes for students choosing to be absent from class.**

**Concerns about note takers should be immediately and directly relayed to the DSS office by the student receiving the notes.**

## **VII. Procedures for Priority Registration**

Seattle Central Community College will set aside early registration dates each quarter for those students whose documentation indicates a disability-related need.

### **Eligibility Requirements:**

The DSS student must provide DSS coordinator with documentation verifying the need for early registration.

Common reasons for early registration appointment include:

- Scheduling classes around medications
- Medical treatment appointments
- Issues around personal home aides
- Arrangement for auxiliary aids (i.e. interpreters)
- Arrangement of readers to complete books on tape.
- Students with mobility disabilities may need to schedule classes so that they can travel across campus in a timely manner.

### **Procedure for Securing Early Registration:**

The student arranges an early registration appointment with the DSS Counselor the quarter prior to enrollment. The DSS Counselor will give the student a registration slip to be taken to registration office. Deaf student's registration forms will be given to the DSS Counselor so they can be batched registered.

## **VIII. Reasons for Alternative Test Taking**

- I. Eligibility: Student must provide the DSS office with documentation indicating the need for alternative test taking arrangements.
  
- II. Alternative test taking is provided as an academic adjustment when a student:
  1. Cannot accurately decipher written information and needs a proctor to read quiz or test questions.
  
  2. Cannot accurately decipher numbers and mathematical symbols and needs a proctor to read quiz or test questions.
  
  3. Has a visual impairment and needs a proctor to act as a scribe.
  
  4. Has a physical impairment and needs a proctor to act as a scribe (example: arthritis, cerebral palsy, MS and quadriplegia).
  
  5. Has a learning disability in which documentation suggests a separate room to take exams.
  
  6. Needs extended test taking time. DSS students will be allowed additional time to complete an exam as indicated in their documentation. This can include time and a half. Unlimited time is not an option for exams. Faculties have the option of adding additional time.
  
  7. Needs alternative site for test taking: depending on documentation, DSS student may be allowed to take the test outside the classroom. The instructor or the DSS Counselor may make these arrangements. (See IX- Testing Accommodations Procedures).

## **IX. Testing Accommodations Procedures:**

1. The student takes a Letter of Introduction to each class instructor indicating the need for alternative test taking arrangements and acquires the instructor's signature. Once the Letter of Introduction has been signed, it needs to be returned to the DSS office to be filed in the student's DSS file. This letter obtained from the DSS Office.
2. The student must notify the Testing Office (24hrs or more) prior to the test date of an exam. Students will sign up for testing with the testing office personnel. The Testing Office is located in 1106 in the main hallway of the Broadway-Edison Building.
3. The instructor sends the test to the Testing Office through the mail or delivers it to DSS where it is kept. The instructor will include any specific test taking instructions relevant to the exam.
4. Test taking options:
  - a. Student and instructor may decide to test in the classroom using additional time.
  - b. Student and instructor may decide to use a room designated by the instructor for additional time. In this scenario the instructor is responsible for proctoring the test.
5. Upon completion of the exam the Testing Office will return the exam to the instructor via campus mail, or the exam may be picked up by the instructor in the Testing Office.
6. Tests are scheduled at the same time as the instructor administers it to the others in class.

## **X. Accommodations for taking the COMPASS or the ASSET placement test:**

SCCC uses the COMPASS Placement test.

- Computer Test
- Un-timed Test
- Walk-in basis (No appointment necessary)
- All multiple choice
- Calculators are allowed
- Scratch paper and pencils are allowed.
- Practice test is available
- 90 days before you can re-take the test.
- Test in the Testing Center

For specific cases with documentations student may take request to the ASSET placement test. The ASSET Placement test:

- Paper and Pencil test
- Timed Test – 25 minutes per section.
- By Appointment Only.
- Requires medical documentation and a referral from the DSS Office.
- 90 days before you can re-take the test.
- Test in the Testing Center
- Asset Test is also available in a Brailled format

If you need additional time it may be granted on case by case basis for extenuating circumstances (i.e. need for a scribe) you must get approved by the DSS office and your documentation must support the need. Extended time is time and a half; unlimited time is not an option.

If you take the COMPASS Test and do not score into the level you hoped for you can not take the ASSET test just to see if you get a higher score. You will need to wait 90 days to take the test again.

## **XI. Procedures for text book taping:**

The Disability Support Services Office does provide audio reproductions of required academic materials to those students of eligible disability. DSS depends upon student cooperation to facilitate receiving tape-recorded materials in a timely manner.

Important: Due to the lead time required to record text books it is important that a student complete a request for taped text books and return it to the DSS office six weeks before the beginning of the quarter.

### **A. Eligibility Requirements:**

1. The student must provide DSS with documentation verifying the need for auditory material.
2. Students are encouraged to register with the National Recordings for the Blind and Dyslexic and the Washington Library for the Blind and Physically Handicapped.

### **B. Student Responsibilities:**

1. Students must complete a written request for materials they need taped. This should be done at least six weeks prior to the beginning of the quarter. Requests must include title, author, copyright date, edition and publisher. The student is to bring books used in the classroom to the DSS Office for recording. Please have the instructor indicate those chapters or sections that will not be used.
2. Students must return all taped materials to the DSS Office within two weeks after the end of the quarter.

### **C. DSS Responsibilities:**

1. The DSS Office will help to arrange for volunteers or paid staff to record textbooks that are not available through the tape libraries. Again, it is important that DSS Office have six weeks lead-time. If lead-time is not given, then the DSS Office will work with the student to attempt short-term arrangements.

## **XII.** Procedures for Equipment Use and Check-Out

The DSS office does provide auxiliary equipment based on a students documented need. The following equipment may be check out:

CCTV for the Classroom Use

Adaptive Computer Equipment (Keyboard, Track Ball)

Hand Held Magnifier

Books of Tape

Electronic Magnification Unit

Large Key Calculator

Tactile Math Peg Board

Tape Recorders

Personal FM Systems

Perkins Braille

Overhead Calculators

Computer Monitor Enlarger

Podium

Tables and Chairs

Equipment is allowed to be checked out every quarter. It is the students' responsibility to keep equipment in good working condition. If an item does break or no longer works it is the students' responsibility to inform the DSS staff as soon as possible in order that an item may be repaired and/or replaced.

### **XIII. Seattle Community College District Procedures & Guidelines for the Provision of ASL Interpreting Services** (Procedure 387, "Reasonable Accommodations for Students with Disabilities")

The Disability Support Services (DSS) Office at Seattle Central Community College provides interpreting services for District students who are deaf or hard-of-hearing. Persons with disabilities requiring accommodations, such as interpreters, are asked to contact their college's disability support office (see list below) prior to registration, present certified documentation and meet with a counselor. Requests for ongoing classroom services must be formally requested through the student's Disability Support Services office, submitted in writing prior to the beginning of the quarter or class session. Check with your college's Disability Support Office for priority registration dates. Students must be registered for the classes in which they are receiving services in.

These same services are also available for staff, faculty and campus events. The following are procedures and guidelines for the provision of these services.

Request for interpreting services with less than four weeks notice for on-going classes can result in delayed services. At least 3 business days are required for special requests/one-time services. Therefore, all inquiries and requests from any student, faculty or staff member must be referred to the DSS Office of the college at which the class or activity is located. See contact information listed below:

#### Seattle Central Community College, Seattle Vocational Institute, Wood Construction and Maritime.

All requests for interpreting services are made through Seattle Central Community College – Disability Support Services, 1701 Broadway Avenue, BE 1140, Seattle, WA 98122; (206) 587-4183 V/TTY; fax (206) 903-3236

#### South Seattle Community College, Duwamish and Holly Park.

All requests for interpreting services are made through South Seattle Community College – Disability Support Services. 6000 16<sup>th</sup> Avenue SW, RSB 12, Seattle, WA 98106-1499. (206) 763-5137; (206) 764-5845 TTY; fax 206-768-6649

#### North Seattle Community College

All requests for interpreting services are made through North Seattle Community College – Disability Support Services. 9600 College Way North, CC 2461A, Seattle, WA 98103. (206) 527-3697, (206) 526-0079 TTY; (206) 527-3635

## SERVICE PRIORITY:

Following legal and college mandates and due to the size of the district, DSS has established the following order of eligibility services:

1. Priority of eligible services.
  - a. Academic – This includes classes and classroom required events such as field trips, etc.
  - b. Human Resources requests for staff, and faculty – This includes staff meetings, professional development, performance evaluations, recognition ceremonies, celebrations, etc.
  - c. Academic Related – This includes meetings with advisors, instructors, financial aid, etc.
  - d. College Life – This is for events sponsored by the college such as guest lecturer, special performance, etc.
  
2. Priority for Special Requests/One Time Services.

Due to the limited availability of interpreters and the high volume need, DSS has set the following criteria for the prioritization of requests for Special Requests/One-Time Services (ad hocs) such as class field trips, tutoring, instructor meetings, etc. Requests for interpreting services must be formally requested through the college's DSS office. These requests must be related to the student's college program or activities. At least 3 business days are required to process these requests; the district's ability to respond is dependent on interpreter availability. If the request is for an off-campus event, a full address, name of facility, type of event and any fees due must be listed on the written request. Incomplete requests will not be honored.

- a. Initial request date – Early requests are given higher priority. Although DSS will make every attempt to fill requests for interpreter service, there is no guarantee for any request submitted with less than three business days prior to the event. A minimum of seven business days is required for a high profile event such as a guest lecturer or performance, etc.
  - b. Promptness in providing necessary information is a factor in determining priority. Day and date of event, begin and end time, location, name of sponsor, name of contact person and phone number/e-mail address are all considered necessary information.
3. Counseling Services
- In addition to providing interpreting services district wide, Seattle Central's Counselor for Students with Disabilities is available to provide additional assistance and support to staff, counselors and deaf students at all the campuses when needed.

#### INTERPRETERS:

Seattle Community College District has staff interpreters. An interpreter will be assigned. Due to the demand personal preference is not guaranteed. Scheduling of interpreters is an administrative decision made by the DSS office. Due to legal and contractual obligations the following information is used to assign staff interpreters.

1. Seattle Community College District's salaried staff Interpreters (Assigned first)
  - a. The Interpreter's skills: years of experience, certification, availability, educational background and/or transferable knowledge, reliability/dependability, length of service with SCCD.
  - b. The student and instructor/program goals/needs.
  - c. The student's preferred communication mode and background experience.
  - d. Difficulty and/or length of the class.
  - e. Student, Faculty, Staff and/or Interpreter personal/topic preference.
2. Part-Time Hourly Staff Interpreters (Assigned second)

- a. The Interpreter's skills: years of experience, certification, availability, educational background and/or transferable knowledge, reliability/dependability, length of service with SCCD.
- b. The student and instructor/program goals/needs.
- c. The student's preferred communication mode and background experience.
- d. Difficulty and/or length of the class.
- e. Student, Faculty, Staff and/or Interpreter personal/topic preference.

#### STUDENT COMPLAINTS POLICY:

- Student Complaints - General

In every institution, problems can sometimes occur. In order to ensure students are treated fairly, the Seattle Community College District has developed a policy and procedure (370.10-.40) for students who wish to register a complaint. A copy of the student complaint process is available for review in the DSS Office on each campus. Pursuant to that process, the campus president makes the final decision if the concerns have not been resolved at a lower level.

- Student Complaints – Interpreting Services

Any Student who receives interpreting services may file an informal complaint about the effectiveness of an interpreter by contacting the DSS Office of the college at which the class or activity is located. The enrolling college's DSS Office (other than at Seattle Central Community College) will consult with the Vice President of Student Development Services at Seattle Central Community College regarding the merits of the complaint and how best to resolve the complaint. A student whose complaint is addressed in this manner will be notified in writing of the college's disability discrimination grievance procedure and of his or her right to file a formal complaint if the concern is not resolved to the student's satisfaction.

*Adopted: 3/05/96  
Amended: 4/10/06*

## **XIV. Evacuation procedures for persons with disabilities:**

Each building has a fire safety/disaster plan for evacuation during an emergency.

To: Students Needing Evacuation Assistance  
From: Al Souma, Counselor/Coordinator, Rm. 1140  
Re: Individual Emergency Plans

A primary concern of the Campus Security and the Disability Support Services Office is the safety of individuals with disabilities on campus in the event of emergencies. The optimal method of your safe evacuation may be best addressed on consultation with you about your individual needs. To facilitate this task we are requesting that you fill out the attached form and arrange an interview with Campus Security. During the interview you should discuss safety precautions and the methods of evacuation that will suit your needs.

### Individual Emergency Plan

Name \_\_\_\_\_ Student Number  
\_\_\_\_\_

- 1.) Disability: Briefly describe your disability.
  
- 2.) Emergency Information: Describe the most appropriate way to assist you in an emergency situation.
  
- 3.) Warning: List those actions individuals trying to assist you should not attempt.

Please attach an updated copy of your quarterly schedule to Campus Security and the DSS Office.

## **XV. Examples of Accommodations not required of SCCC:**

- Provision of attendants for personal care and use.
- Individually prescribed devices (eyeglasses, wheelchairs, hearing aids, home computers, guide dogs, etc.).
- Readers for personal use or study.
- Transportation services.
- Testing to determine a disability.
- Accommodations to individuals who miss so much class time, that they do not meet the essential requirement of attendance.

## XVI. DISABILITY SUPPORT SERVICE'S COMPLAINT FORM:

<b>Disability Support Service's Complaint Form</b>
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

Phone: \_\_\_\_\_ Student I.D. \_\_\_\_\_

Accommodation Problem: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>The complaint should include all details of the issue at hand, and the outcome or resolution you propose in response to your complaint. If you have questions about the process please contact the Disability Support Services Office at 587-4183.</b>
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In order to insure that students are treated fairly, the Disability Support Services Office has developed an internal process for students who wish to resolve a complaint. Complaint forms are available in the DSS Office.

### **PROCESS:**

- Fill out Complaint Form and give the form to DSS Counselor, room 1140 or ADA Compliance Officer, Rm. 4180.
- DSS Counselor/Coordinator or ADA Compliance Officer, will request to meet with you regarding the issue. If agreement cannot be met, then the student can forward the complaint to the Disability Advisory Committee. DSS Office will assist in this process.
- Disability Advisory Committee will respond within 15 days of receiving complaint.

If a student has a grievance and would like to go outside the institution channels for resolution s/he may contact: United States Department of Education -Office of Civil Rights: (206) 220 – 7900.

## **XVII. Service Animal Policy:**

### SERVICE ANIMALS ON CAMPUS

In accordance with the Americans with Disabilities Act (ADA), service animals are permitted in college facilities. Service animals are animals trained to assist people with disabilities in the activities of daily living. The ADA definition of service animals is: "...any animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including but not limited to, guiding individuals with impaired vision, alerting individuals who are hearing impaired to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items."

#### A. Definitions

1. **Owner/Handler:** A person with a service animal.
2. **Service Animal:** Any animal individually trained to do work or perform tasks for the benefit of a person with a disability. Service animals are usually dogs; however, a few other animals have been presented as service animals.
3. **Pet:** A domestic animal kept for pleasure or companionship. Pets are not permitted in college facilities. Permission may be granted by an instructor, dean, or other college administrator for a pet to be in a campus facility for a specific reason at a specific time.

#### B. Requirements of Service Animals and Their Owner/Handlers

1. **Under Control of Owner/Handler:** The owner/handler must be in full control of the animal at all times. The care and supervision of the service animal is solely the responsibility of its owner/handler.
2. **Leash:** The animal must be on a leash at all times. The City of Seattle Municipal Code 18.12.030 states: "a leash means a cord, rope, thong, or chain not more than eight feet in length by which the animal is controlled by the person handling it."
3. **Licensing and Tags:** The City of Seattle Municipal Code 9.25.051 states: "Dogs four months old or older shall be vaccinated against rabies;" "all license tags issued shall be securely fastened to a collar or other like harness which shall be worn by the animal at all times when off the premises of the licensed owner."

C. Responsibilities for Faculty, Staff, and Students

1. Allow a service animal to accompany the owner/handler on campus, except where service animals are specifically prohibited.
2. Do not feed, pet, or deliberately startle a service animal.
3. Do not separate or attempt to separate a handler from his or her animal.

D. An Owner/Handler May be asked to remove an Animal

1. Disruption: An owner/handler may be asked to remove an animal from college facilities that is unruly or disruptive. If the improper behavior occurs repeatedly, the owner/handler may be told not to bring the animal into any college facility until the owner/handler has taken significant steps to mitigate the behavior.
2. Ill health: Service animals that are ill should not be taken into public areas. An owner/handler with an ill animal may be asked to leave college facilities.