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Seattle Central College  
**Disability Support Services**  
**Student Handbook**  
**Policies and Procedures**

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**SEATTLE CENTRAL  
COLLEGE**

*One of the Seattle Colleges*

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# About the DSS office

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The role of the Disability Support Services Office is to provide services to qualified students with documented disabilities regardless of age, gender, race, or sexual orientation who have documented disabilities. This is in accordance with the overall goals and mission of Seattle Central College and the Seattle College District's Policy and Procedure 387. Title: Reasonable Accommodations for Students with Disabilities.

<http://www.sccd.ctc.edu/district/policies/policies.aspx?policyID=pol387>

## Accommodations

The Disability Support Services Counselor certifies eligibility for students receiving services at the college, and work with students to determine accommodation needs. Once an accommodation has been determined the DSS office facilitates the accommodation process.

## Counseling

The DSS counselor is available to students signed up with the DSS office. The counselor works with students to set up accommodation and is available for personal counseling as well. The DSS counselor can help students examine their goals and offer suggestions for planning there schedule.



## Consultations

The Disability Support Services (DSS) Office offers consultation to faculty, staff, and classified employees of the college for the purpose of designing and maintaining accommodations that provide equal access.

## Confidential Files

All contact information and documentation received are kept in confidential files with DSS office for seven years - after which time they are destroyed.

# Admissions and Registration Process

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The Seattle Central College Web site has a step by step guide to help students navigate the admission and registration process. To see the original SCC instructions go to <http://www.seattlecentral.edu/getstarted/index.php>.

The DSS office is available to help potential students with disabilities who need accommodations for the admissions process. Admission accommodations include Sign Language interpreters for Deaf students and scribes and readers for students who have visual and physical disabilities. These accommodations need to be requested in advance.

## Step 1: Apply

Anyone age 18 or older can become a Seattle Central student. To apply, just fill out the [online application form](#), it's



fast and free! Two business days later, students will receive an official Student Identification Number (SID).

Applicants under the age of 18 or who do not have a high school diploma will need to apply to one of our [High School Programs](#).

## Step 2: Plan Funding

The key to successfully planning college funding is to start early—Planning should start at least three months before funding is needed!



There are several resources available including:

[Financial Aid](#)

[Federal Direct Loans](#)

[Workforce Education](#)

[Veteran's Services](#)

[Grants](#)

Detailed information about these and other options can be found in the comprehensive [pay for college section of our website](#).

Seattle Central offers an [Automatic Payment Plan](#) to spread out college costs.

## Step 3: Placement for Classes

New students have several options to demonstrate their English and / or math proficiency level.

- Take the COMPASS [placement test](#). To refresh your skills and to practice online, go to [beforeyoutest.org](http://beforeyoutest.org).
- Use qualifying ACT or SAT scores – For Frequently Asked Question about testing, go to [testing FAQ](#).
- Seattle Public Schools Students: Use high school transcript for placement in intermediate algebra or college level math. COMPASS placement test still required for English. Click to get math placement [request form](#) and [chart](#) of H.S. to college math equivalencies.
- When documentation indicates the need, students may request to take the ASSET placement test instead of the COMPASS. If a student feels the ASSET test is right for them, they must meet with the DSS counselor to receive authorization.
- Information about the asset test below.

### DSS information: Facts about the COMPASS Placement Test

- Test in the Testing Center
- Computerized test
- Un-timed test
- Walk-in basis (no appointment necessary)
- All questions are multiple choice
- Calculators are allowed (See note below regarding calculators)
- Scratch paper and pencils are allowed
- 90 days before the test can be retaken
- Sample test questions are available across the hall from the testing center
- Also available in ESL format

Note on calculators: The testing office will provide a calculator or students can bring their own. No graphing calculators, calculators on phones or other personal electronic devices are allowed.

## DSS information: Facts about the ASSET Placement Test

- Test in the Testing Center or the DSS office
- Paper and pencil test
- By appointment only
- Requires medical documentation and a referral from the DSS Office
- 90 days before the test can be retaken
- Also available in a Brailled format

Additional time for the ASSET Test may be granted on a case by case basis for extenuating circumstances (i.e. need for a scribe). Students must first get approved by the DSS office and documentation must support the need. Extended time is time and a half; unlimited time is not an option.

## **Step 4: Register**

New students must complete the START orientation either in person (sign up in room BE1104 and receive a PIN right away) or [online](#) (enter SID; receive PIN in two business days). For returning students START is optional.

The following student groups use a separate orientation and are not required to take START: Running Start, International Students, Non-credit ABE, ESL, and GED students.

## Advising

Advisors help guide students in choosing classes based on academic goals. College transfer students will need to work with an [Academic Advisor](#) (mandatory after 45 credits). Students entering a Professional / Technical program may need to see a Workforce Advisor before entry into the program. Please check with the specific program for details regarding Workforce Advising requirements. Detailed information about advising and appointment scheduling can be found in the [advising section](#) of the Seattle Central College website.

## DSS information: Advising

The DSS counselor provides academic advising to help students with disabilities to plan a class schedule conducive to their individual and academic needs, including accommodations during the registration process. Please refer to the [Counseling](#) section under About the DSS Office in this handbook for details.

## Register for Classes

After completing steps 1–4, there are two ways to register for classes.



**Online:** Register for classes using [Student Online Services](#). Scroll down to "Register" and browse the provided tutorial (if needed). Additional video tutorials for using the online registration and waitlist application can be found in the [registration section of the Seattle Central College website](#).

**In Person:** Visit the Registration office (Room BE1104). This may be required for courses that need the instructor's permission.

## **Step 5: Pay & Prepare**

Cashier's Office:  
Room BE1104–A  
Phone 206.934.4108



Tuition is due within seven business days from the date the student registers for classes or by the first day of class, whichever comes first. Students who applied for Financial Aid can check their award status with the Financial Aid office or [online](#).

## Buy Books & Supplies

Bookstore: Located on Broadway across the street from the main campus.  
Phone 206.934.4148.

New and used paper and e-books can be purchased (or rented) from the campus bookstore. Class item numbers and section numbers are needed to buy books and the campus bookstore has lists of required textbooks. Books and supplies can also be [downloaded and purchased online](#).

### [DSS info: Books in an Alternative Format](#)

For students who have the accommodation of receiving text books in alternative format, see [Textbooks and Printed Materials](#) under Types of Accommodations in this handbook.

### [Plan Parking & Transportation](#)

For help with planning a commute to Seattle Central, learn about ORCA cards and student parking permits in the [transportation section of our website](#).

### [Get a Seattle Central Photo I.D. Card](#)

Student I.D. Card: Phone 206.934.6918, Room BE1104.

Photo identification (I.D.) cards are required for all students and can be obtained in the Enrollment Services lobby just to the right of the Financial Aid Window. We suggest that students obtain an I.D. card as soon as they have paid for their classes; if a student is enrolled in a payment plan, their first payment must be received by the college before they can get an I.D. card.



# Signing up with the DSS office

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Students must be signed up with the DSS office in order to start receiving classroom accommodations at Seattle Central College. Instructors are not required to provide accommodations without a statement from the DSS office. The following section explains who is eligible to receive accommodations, how to request them, what documentation is needed. This section will also provide helpful information about setting up accommodations each quarter.

## Eligibility for Services

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 a disability SCC requires documentation. Students with both long term and temporary disabilities may be eligible for accommodations.

Individuals who are current illegal drug users 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.

For questions about eligibility, please make an appointment with the DSS counselor.

## General Documentation Guidelines

Documentation is used to allow the counselor to authorize academic adjustments. The professional providing documentation must have first-hand knowledge of the student's condition and be an impartial professional who is not related to the student.

## Documentation Shall

- Include a diagnostic statement identifying the disability, date of the current diagnostic evaluation, and the date of the original diagnosis.
- Include a summary of the evaluation procedures as well as the name of diagnostic tests and evaluation results used to make the diagnosis.
- Be current (typically within the last three years). The age of acceptable documentation is dependent upon the type of disability.
- Provide a description of the current impact or limitations of the disability on learning or other major life activities.
- When appropriate, include treatment, medication, and assistive devices currently prescribed or in use.

## Documentation Guidelines for Specific Disabilities

**Attention Deficit Hyperactivity:** Documentation must include a statement of the presenting problem including identification of DSM-V criteria for ADHD and a history that verifies a pattern of inattention and/or hyperactivity/impulsivity that currently affects learning. Professionals considered acceptable for evaluating ADHD are licensed physicians, neuropsychologists, psychologists and Psychiatrist.

**Autism:** Provide relevant educational, developmental, and medical history in support of the diagnosis of autism spectrum disorder and the functional limitation. Information about the student's history of receiving school accommodations (if any) helps in understanding the nature and severity of the student's disability and the need for accommodations. A narrative summary of evaluation results with clear evidence of clinically significant impairment in the academic setting. Establish the evaluator's professional credentials. Evaluators must be authorized by the state in which they practice to administer the necessary tests and to diagnose autism spectrum disorder.

**Hearing Impairment:** Provide an audiogram for documentation. Professionals considered acceptable for evaluating hearing impairments are Certified Otologist and Audiologist.

**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. A comprehensive assessment includes a report with a diagnostic interview, assessment of aptitude, academic achievement, information processing, and a diagnosis. Assessment should be based on a comprehensive assessment battery, which does not rely on any one test or sub test. The tests should be reliable, valid and standardized for use with an adolescent/adult population. Individual "learning styles," "learning differences," "academic problems," and "test difficulty or anxiety," in and of themselves, do not constitute a learning disability. 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, medical doctors and Learning Disabilities Specialist.

**Physical Disability:** Documentation should provide a specific diagnosis of a physical disability or chronic health-related condition, current functional limitations (this would include activities in the academic environment), and side effects from prescribed medications and therapies that may impact the learning process. Professionals considered acceptable for evaluating Physical Disabilities are medical doctor, surgeon, physician's assistant, nurse practitioner, Ophthalmologist and other specialists.

**Psychiatric Disabilities:** Documentation must include the DSM-V diagnosis and a summary of present symptoms in a written report. Professionals considered acceptable for evaluating psychiatric disabilities are psychiatrists, licensed psychologists, certified social workers (CSW or ACSW) or licensed professional counselors.

**Visual Impairment:** A clear statement of vision-related condition by an ophthalmologist or optician with summary of assessment procedures and evaluation instruments used to make the diagnosis. Description of condition, including the extent of the student's visual fields and the degree of his or her visual acuity. The age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's request for accommodations.

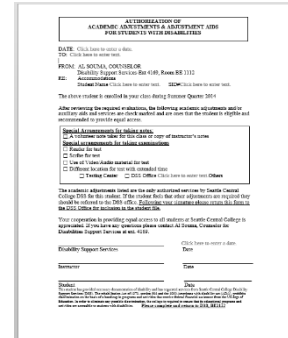
Formal disability documentation and recommended accommodations may be mailed, faxed or brought to the [Disability Support Services office](#).

## Arranging Accommodations

When arranging accommodations each quarter students are required to follow procedures and time lines established by the Disability Support Services Office. Because different classes may require different accommodations for the same student, students must meet with the DSS counselor at the beginning of each quarter to arrange accommodations specific to the needs of the quarter.

### Letter of Accommodation

Students must see the DSS Counselor at the start of each quarter to request a Letter of Accommodation for classes in which they need an academic adjustment. The letter will outline the academic adjustments as specified by the DSS counselor. Students must give a copy of this letter to each of their instructors to be signed and returned to the DSS office.



The DSS counselor generally reserve the first week of the quarter for walk-ins. This is set up to allow students easy access to the counselor in order to receive accommodation letters. Students who choose to request a letter of accommodations after the first week of the quarter must make an appointment with the counselor and may experience a delay in receiving their letter.

### Late Accommodation Request

Students who choose to wait beyond the first week of the quarter to meet with the counselor may experience a delay in receiving timely accommodations. This is in no way a reflection of the intent of the DSS Office, however, some accommodations take more time to set up. Accommodations cannot be retroactive.

Faculty are required to follow accommodation suggestions as specified in the Letter of Accommodation.

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*Please inform the DSS Office in a timely manner of any interruption or failure to receive agreed upon accommodations.*

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# Types of Accommodations

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The DSS office at SCC arranges a variety of accommodations for students depending on their disability and need. Please see the following section for a list of accommodations along with a description and important information about the procedure and timeline for receiving them.

## Attendance as an Accommodation

SCC will consider whether or not to grant flexibility of class attendance for a student with a disability. The following procedure will occur when a request is made for flexibility in the attendance policy.

**Request:** Student with a disability must request consideration of this accommodation from the Disability Support Service Office at the beginning of each quarter in which the accommodation is requested. The determination of the curricular impact and appropriateness of such request will be considered for each class individually. Documentation must be provided that indicates both why the student may need to miss class and to what extent. While it is understood that the student cannot always predict accurately the number or percent of absences anticipated, the student is asked to provide some indication of the scope of the request.

**Evaluate:** The DSS office will evaluate the documentation provided to determine whether the student has provided justifiable disability-based reasons for requesting flexibility in attendance requirements. After evaluation of the documentation the DSS office will then evaluate in conjunction with the instructor the request for flexible attendance. Due consideration in determining whether or not to grant the request is based on the following criteria:

- Is there classroom interaction between the instructor and students and among the students themselves?
- Does student contribution in class constitute a significant component of the learning process?
- Does the fundamental nature of the course rely upon student participation as an essential method of learning?
- To what degree does a student's failure to attend class constitute a significant loss of the educational experience of other students in the class?
- What does the course description and syllabus say regarding attendance?
- What is the method by which the final course grade is calculated?

## Procedures for Attendance as an Accommodation

**Accommodation Letter:** If the request for flexible attendance is granted as an accommodation the student and instructor will be provided a letter explaining both the established boundaries of the accommodation and the responsibilities of both instructor and student in carrying out this accommodation.

**Inform Instructor of each absence:** Students are responsible for contacting the faculty member as soon as possible when a disability-related absence will occur/has occurred and, as necessary, informing the faculty member as to when the student will return to class. If the student is unable to reach the faculty member directly, the student or someone acting on his/her behalf may contact Disability Services Office. Information will then be relayed to the faculty member through the DSS.

**Do all Work:** This accommodation potentially provides relief from requirements for physical attendance in classes. The student is responsible for any material covered or work done during such disability-necessitated absences; NEITHER extension of deadlines for assignments due, NOR arrangements for making up tests and exams missed during such absence are included in this assigned accommodation and must be negotiated individually with faculty as need arises.

**Instructor's Responsibility:** If, at any time, the faculty member believes that the student's absences from class threaten the academic integrity of the curriculum or the accomplishment of learning objectives, the faculty member should contact Disability Services AS SOON AS POSSIBLE. After consulting with the faculty member, DSS staff will contact the student to review available options.

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If the accommodation is not granted other options will be discussed between the DSS office, student and instructor.

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## **Equipment Use**

The DSS office provides auxiliary equipment to be checked out based on students documented needs.

## Equipment and Technology Available

- CCTV for the Classroom Use
- Hand Held Magnifier
- Electronic Magnification Unit
- Large Key Calculator
- Tape Recorders
- Personal FM Systems
- Podium
- Tables and Chairs (not ergonomic)
- Access to computer with Dragon Dictate
- Access to Zoom Text

## Procedure for Checking out equipment

Equipment is allowed to be checked out every quarter. Students must complete an Equipment Loan Agreement. Some equipment may need to be returned to DSS office daily. Students are responsible to keep equipment in good working condition. If an item breaks or no longer works it is the students' responsibility to inform the DSS staff as soon as possible so that an item may be repaired and/or replaced. Per the Equipment Loan Agreement, students who don't return equipment will have a hold placed on their school account.

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*Problems with equipment or technology should be immediately reported to the DSS office by the student using the equipment.*

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## **Interpreting Services**

The Disability Support Services Office at Seattle Central College provides American Sign Language interpreting services for Deaf Deaf-Blind and Hard-of-Hearing students attending Seattle Central College, Seattle Vocational Institute, Wood Technology Center, and Seattle Maritime Academy.

Interpreting services are also available for staff, faculty and campus events at the aforementioned campuses and the Seattle College District Office.

Interpreters are assigned by the Interpreter Coordinator based on availability, class schedule and interpreter strengths. Due to demand, personal preference is not guaranteed.

For more information regarding the Seattle College District's policies and procedures regarding interpreting and other services for the deaf, [see Seattle College District Procedure Number 387.75.](#)

## Procedure for Requesting Interpreters

Each quarter students receiving interpreting services must sign an Accommodation Request Form.

**For registered classes:** Students must bring in or email a copy of their registration form to the DSS office as soon as they register. Deaf students are eligible for Priority registration for this reason. It is best to request interpreters at least three to four weeks before the quarter starts. The registration form must be turned in to the Interpreter Coordinator in BE 1112 or emailed to [signlangreq.central@seattlecolleges.edu](mailto:signlangreq.central@seattlecolleges.edu). Interpreters will not be scheduled until the registration form is received.

**For special events:** Students must make a request through the on line Interpreter Request Form at: <http://www.formstack.com/forms/?1418022-KNVogm8ivS> to request interpreters for events outside of class activities such as club meetings, orientations, registration, graduation, tutoring, and class activities scheduled beyond regular class hours such as final tests and meetings with instructors. This link can also be found on the left hand side of the DSS web page. Requests must be submitted at least 3 business days prior to the request date. For large events requiring more than 2 interpreters, or lasting more than 4 hours, please request interpreters at least a week in advance.

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*Concerns about or issues related to interpreting services should be immediately reported to the DSS office by the student receiving the interpreting.*

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## Note Taking Services

The DSS office assists students in obtaining student volunteers to share class notes. Credits may be available for students volunteering to help with note taking.



## Procedure for Securing Note Taker

The DSS counselor will meet with the student receiving services to discuss the options around requesting another student to take notes for them.

- Students may choose to ask a student in their class to share their notes.
- Students may ask the Instructor to select a note taker in the class.
- The DSS coordinator may come to class and request a note taker. This usually occurs when students wish to remain anonymous.

Instructors may choose to provide class notes to students with disabilities or post class notes to their website. However, we cannot require instructors to provide their own notes to students with disabilities as an accommodation.

The note taker may give notes on NCR paper directly to students at the end of class. Students who wish to remain anonymous may choose to have the note taker bring the notes to DSS office where they will be placed in a file. The DSS student can then pick up the notes.

## Students are required to attend class

DSS students are required to attend class in order to receive note taking services. Exceptions are made upon agreement with the DSS counselor.

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*Concerns about or issues related to note takers should be immediately reported to the DSS office by the student receiving the notes.*

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## **Priority Registration for classes**

Seattle Central College priority registration each quarter for those students whose documentation indicates a disability-related need. Priority registration is one week prior to general registration.

## Common reasons for Priority registration appointments include:

- Scheduling classes around medications
- Medical treatment appointments
- Issues around personal home aides
- Arrangement for auxiliary aids (i.e. interpreters)
- Arrangement to order books in an electronic format.
- Schedule classes around mobility issues.

## Procedure for Receiving Priority Registration

Students must arrange an early registration appointment with the DSS Counselor the quarter prior to enrollment to receive priority registration accommodations.

The DSS Counselor will provide students with a signed registration form. Students may take the signed registration form to registration office one week prior to general registration to register for classes.

Once registered students need to arrange accommodations for classes.

## **Test Taking Accommodations**

The DSS office offers alternative testing accommodations that take place in DSS office, the Testing Center or in the class room.

### Types of Alternative test taking accommodations

**Proctor to read quiz or test questions:** The DSS office will schedule someone to read a test or quiz for students who cannot accurately decipher written information and or numbers and mathematical symbols due to a disability. The test is generally given in the DSS office.

**Proctor to act as a scribe:** The DSS office will schedule someone to write verbal answers on a test or quiz for students who have a physical impairment. (Example: arthritis, cerebral palsy, MS and quadriplegia). The test is generally given in the DSS office.

**Proctor to act as a reader and scribe:** The DSS office will schedule someone to read and write verbal answers on a test or quiz for students who have a visual impairment. The test is generally given in the DSS office.

**Separate room to take exams:** The DSS office has a testing room that hold up to 7 students. SCC also has a testing office in BE 1106. During the intake the DSS counselor and student agree on which space is better suited for the student's needs.

**Extended test taking time:** Students are allowed additional time to complete a quiz or exam. Students who qualify are generally given time and a half. Unlimited time is not an option for exams. Instructors have the option of adding additional time.

## Procedures for Testing Accommodations

### At the beginning of the quarter

Students meet with the DSS counselors at the beginning of each quarter to receive a Letter of Accommodation for each class. Click here on [Letter of Accommodation](#) for more information.

### Before the test

Students must notify the Testing Office/DSS Office (24hrs or more) prior to the test date of an exam. Because testing space is limited in the DSS office, students who book space for their exams in advance will be given priority.

Instructors send tests to the Testing Office BE 1106 or DSS office BE 1112 through the mail or delivery in person. Instructors also have the option of emailing the test as an attachment to [DSS.central@seattlecolleges.edu](mailto:DSS.central@seattlecolleges.edu) (DSS office) or [SCCCTesting@seattlecolleges.edu](mailto:SCCCTesting@seattlecolleges.edu) (Testing Center). The instructor will include any specific test taking instructions relevant to the exam on the test information sheet. On this sheet instructors will include their name, student's name, date and time the test will be given, how long the rest of the class is given to take the test, what materials are allowed during the test, what the student should bring to the test, and how they want the test delivered.

### At the time of the test

Students must show up at the appropriate place and time to take the test. The test starts at the same time the class starts the test unless alternative arrangements have been made with the instructor and the DSS office. This means students who show up late for their test will not be given extra time beyond the original time and a half scheduled. Students who do not show up during the test time will not be allowed to take the test without special permission from the instructor.

While taking test students must leave all back packs, bags phones and other materials other than those specified by the instructor, in the designated front office area.

Once a student starts a test they cannot leave part way through to go to another class or get food and then return to finish the test. Students may need to make special arrangement to start early rather than end late if they have a class right after the test, or schedule an alternative time, if they have classes before and after the test.

### **When the test is over**

Upon completion of the exam the Testing Office will return the exam as indicated by the instructor on the test information sheet. The test will be returned via campus mail, picked up by the instructor, faxed to the instructor or in some cases the instructor will ask the student return the test back themselves.

### **Alternative Test taking venues**

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.

## **Textbooks and Printed Materials**

The Disability Support Services Office offers support in obtaining required printed academic materials in alternative formats to those students requiring this service based on disability. DSS depends on the cooperation of students to submit requests in a timely manner.

### **Description of Alternative Formats**

**E-books:** book in electronic format that can be read from an E reader program or run on a text to voice program such as JAWS.

**Enlargements:** Black and white enlarged copies of the syllabus, handouts, class notes and text book assignments. Class notes must be written in pen in order to be enlarged.

### **Procedure for Obtaining Text in Alternative Format**

Students must complete the [Alternative Format Request Form](#) found on the side bar of the DSS web page. This should be done at least three weeks prior to the beginning of the quarter. Students must submit the book request as soon they know which books are needed to ensure that the DSS office has sufficient time to request and receive an alternate format from the publisher.

Students must show a proof of purchase before they can receive their book in the alternate format. Requests must include title, author, copyright date, edition and publisher.

Enlargements of specific chapters in a text, class materials, and class notes can be requested at the DSS office. The amount of time needed to make copies will depend on the amount of information needing to be enlarged.

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*Students are encouraged to register with the National Recordings for the Blind and Dyslexic and the Washington Library for the Blind and Physically Handicapped.*

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## **Accommodations Not Provided by the DSS Office**

- 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
- Disability assessments
- Waiving required classes

## Additional Policies and Procedures

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The following policies and procedures have been established by Washington State, the Seattle College District, Seattle Central College and/or the DSS office.

### Service Animal Policy

In accordance with the Americans with Disabilities Act (ADA), service animals are permitted in college facilities. 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 domestic animal kept for pleasure or companionship is considered a pet and is not permitted in college facilities. Permission may be granted by an instructor, dean, or other college administrator for a pet to be on campus for reasons not related to a disability.

### Requirements of Service Animals and Their Owner

**The owner 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.

**The service 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.”

**The service animal must have current license tags and vaccinations:** 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.”

### Circumstances in which an owner may be asked to remove a service animal

**Disruption:** An owner may be asked to remove an animal that is unruly or disruptive from college facilities. If the improper behavior occurs repeatedly, the owner may be told not to bring the animal into any college facility until the owner has taken significant steps to mitigate the behavior.

**Illness:** Service animals that are ill should not be taken into public areas. An owner with an ill animal may be asked to leave college facilities.

## Emergency Evacuation Procedures for Persons with Disabilities

Each building on the Seattle Central College Campus has a fire safety/disaster plan for evacuation during an emergency. For more information go to Seattle College's web page on [Workplace & Classroom Emergencies](#)

### Set up with campus security

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. Students that require assistance in the event of emergency must complete the [Individual Emergency Plan](#). The link can also be found on the left hand side of the DSS web page. Once the form has been submitted, students must arrange a meeting with the DSS counselor. During the meeting students will turn in a copy of their schedule and discuss safety precautions and the methods of evacuation.

### During an emergency

If a person has a disability that affects mobility and finds that assistance is not immediately available during an emergency, that individual should stay in an exit corridor or in a stairwell landing. Students in the Broadway Edison Building should go to the North or South Stairwells only. They should continue to call for help until rescued. Individuals who cannot speak loudly should carry a whistle or have other means of attracting the attention of others. To assist such individuals, others should report their location to the campus Department of Safety and Security at 206-934-5442



# Legislative Mandates

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The DSS office at Seattle College District is in compliance with Federal Laws regarding accommodations for persons with disabilities.

## Section 504 of the Rehabilitation Act of 1973

Congress passed **Section 504 of the Rehabilitation Act in 1973**. It is designed to prevent discrimination against individuals with disabilities and states 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.