Handbook for Students with Disabilities

Fourth Edition
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The purpose of this handbook is to provide students, faculty and others with information regarding the services available to those attending college who have documented disabilities that substantially limit one or more of their major life activities.

Although it is not intended to be all inclusive, this handbook will serve as a guideline to recommended protocols when individual concerns arise. The Student Accommodation Center (SAC) welcomes any feedback regarding the clarity and utility of this handbook. Please feel free to offer suggestions for future revisions.

Lakeland Community College is committed to providing persons with disabilities the opportunity to enhance their education. A positive educational experience can be accomplished by promoting independence in an environment which provides equal access to learning. The Student Accommodation Center works to provide the means for "otherwise qualified" students to overcome their disabilities by offering opportunities for academic accommodations and services which promote a smooth transition to higher education.

If you have any questions regarding Lakeland's policies and procedures relating to persons with disabilities please contact the SAC at 440.525.7020, office number A-1042.
Handbook for Students with Disabilities

Introduction
LAKELAND COMMUNITY COLLEGE
MISSION STATEMENT

To provide quality learning opportunities to meet the social and economic needs of the community.

STUDENT ACCOMMODATION CENTER
MISSION STATEMENT

To remain in compliance with applicable laws and to offer students with documented disabilities reasonable accommodations which provide access to all of Lakeland’s programs, classes and activities. Each accommodation is tailored to meet the needs of the individual student. The Student Accommodation Center recognizes each student’s right to be treated with dignity and respect and encourages students to move toward increasing independence and responsibility in their academic life.
The Student Accommodation Center is committed to:

1. Conforming to the applicable federal, state and university policies, regulations and definitions regarding students with disabilities.

2. Providing services that comply with external and internal policies and laws to qualified students through the SAC.

3. Upholding academic standards in the context of these policies and services.

4. Assisting qualified students with disabilities in obtaining reasonable accommodations.

5. Maintaining legally appropriate confidentiality for students with disabilities.
Lakeland Community College is subject to the requirements of Section 504 and Section 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) as amended, due to its status as a public entity. Title II of the ADA prohibits discrimination against qualified individuals with disabilities with regard to the services, programs and activities offered by the institution.

**Definition of Disability**
A person with a disability is one who has a physical or mental condition which substantially limits one or more major life activities or has a record of such a condition or is regarded as having such a condition by a prudent person.

- **A physical disability** is a physical condition, anatomic loss, or cosmetic disfigurement which was caused by bodily injury, birth defect or illness.

- **A mental disability** includes developmental disabilities such as mental retardation, autism, or any other neurological conditions; an organic or mental condition that has substantial adverse effects on an individual's cognitive or volitional functions, such as central nervous system disorders; significant discrepancies among mental functions of an individual including any mental or psychological disorder such as a head injury; emotional or mental illness; and specific learning disabilities.

- **Major life activity** may include: caring for oneself, walking, seeing, hearing, speaking, working or learning.

**Applicable Laws**
With regard to students who identify themselves as having a disability, Lakeland Community College adheres to the laws established by Section 504 and 508 of the Rehabilitation Act of 1973 and the ADA when providing support services to students with disabilities.

- **The Rehabilitation Act of 1973** prohibits discrimination on the basis of disability in programs run by federal agencies; programs that receive federal financial assistance. Like the ADA, the Rehab Act has several sections.
Section 504 of the Rehabilitation Act of 1973 prohibits discrimination based on disability in any program or activity operated by recipients of federal funds. It states, “No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance . . .”

Section 508 of the Rehabilitation Act of 1973 requires federal electronic and information technology to be accessible to people with disabilities, including employees and members of the public. An accessible information technology system is one that can be operated in a variety of ways and does not rely on a single sense of ability of the user. For example, a system that provides output only in visual format may not be accessible to people who are blind or have low vision and a system that provides output only in audio format may not be accessible to people who are deaf or hard of hearing. Some individuals with disabilities may also need accessibility related software or peripheral devices in order to use systems that comply with Section 508.

Title II of the Americans with Disabilities Act of 1990 (ADA) prohibits discrimination based on disability by public entities, regardless of whether they receive federal financial assistance. Title II states: “(N)o qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.”

The ADA calls for “reasonable modifications” in accommodations of such persons. If reasonable modifications are not evident, effort must be made to look for accommodations. Those accommodations resulting in an “undue burden” or “significant difficulty or expense” are not required by the ADA. A faculty member would be expected to consult with the Student Accommodation Center before denying an accommodation. On the other hand the faculty member has the right to determine if an identified accommodation “fundamentally alters” the course and can suggest an alternative accommodation.
SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 states that "no otherwise qualified handicapped individual in the United States shall, solely by reason of his 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." Article (2)(A) includes "...a college, university, or other postsecondary institution, or a public system of higher education." This law is intended to provide students with disabilities with an equal opportunity to access education and specifically address a variety of issues that may disadvantage students with disabilities. For example, the law covers modification of degrees and courses; testing formats and evaluation techniques; use of special equipment; note takers and interpreters; provision of assistance with admission policies; and individual counseling in areas of personal, career and academic advising.

Section 504 had been in existence prior to the signing of the Americans with Disabilities Act (1990). It applies to a person who has a disability that substantially limits his/her functioning in a major life activity (see page 9 for definition). It does not, however, dilute the level or amount of material expected to be learned in any given course. The purpose is to ensure that materials are provided in a form that gives a student with a disability a reasonable opportunity to obtain information in a course by removing or effectively reducing barriers to the educational process.
The Americans with Disabilities Act (ADA), public law 101-336, was enacted on July 26, 1990, "to provide a clear and comprehensive mandate for the elimination of discrimination against individuals with disabilities." This federal legislation requires equal treatment of people with disabilities in employment, public services and transportation, public accommodations, and telecommunications services.

The five sections of the act cover the areas of:

1. Employment
2. Public accommodation
3. Transportation
4. State and local government operation (Lakeland Community College)
5. Telecommunications

The scope of this law affects the college in many areas. These areas include but are not limited to:

1. "All government facilities, services and communications must be accessible, consistent with the requirements of Section 504 of the Rehabilitation Act of 1973."
2. "Reasonable changes in policies, practices and procedures must be made to avoid discrimination."
3. "Public accommodations may not discriminate on the basis of disability..."
4. "Physical barriers" in existing facilities must be removed, if removal is readily achievable. If not, alternative methods of providing the services must be implemented.
5. "Auxiliary aids and services must be provided to individuals with vision or hearing impairments or other individuals with disabilities, unless an undue burden would result."

The ADA act calls for "reasonable modifications" in accommodation of such persons. If reasonable modifications are not evident, effort must be made to look for accommodations. Those accommodations resulting in an "undue burden" or "significant difficulty or expense" are not required by the ADA. A faculty member would be expected to consult with the counselors for students with disabilities before concluding that a requested modification could not be provided. On the other hand, the faculty member has the right to determine if an identified accommodation "fundamentally alters" the course and can suggest an alternative accommodation.
WELCOME TO COLLEGE

As you embark on the next educational level of your life, there are some facts you should know to better prepare you for the journey. The next three pages are provided to give you some idea as to the differences between high school and college. In addition to the transition that all students must make from the expectations of high school to those of college (summarized on page 17), persons with disabilities experience a radical shift in resources and responsibilities caused by the change in relevant law (summarized on pp. 10-11).

HAPPY TRAILS!

AL
### DIFFERENCE BETWEEN HIGH SCHOOL AND COLLEGE REQUIREMENTS

<table>
<thead>
<tr>
<th></th>
<th>High School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLASS TIME</strong></td>
<td>6 hours per day, 180 days</td>
<td>12 hours per week, 28 weeks</td>
</tr>
<tr>
<td>Total?</td>
<td>1,080 hours!</td>
<td>Total? 336 hours!</td>
</tr>
<tr>
<td><strong>STUDY TIME</strong></td>
<td>Whatever it takes to do your homework! 1-2 hours per day?</td>
<td>Rule of thumb: 2 hours of study for 1 hour of class. 3-4 hours per day?</td>
</tr>
<tr>
<td><strong>TESTS</strong></td>
<td>Weekly; at the end of a chapter, frequent quizzes</td>
<td>2-4 per semester; at the end of a four-chapter unit; at 8:00 a.m. on the Monday after Homecoming!</td>
</tr>
<tr>
<td><strong>GRADES</strong></td>
<td>Passing grades guarantee you a seat!</td>
<td>Satisfactory academic standing = C's or above!</td>
</tr>
<tr>
<td><strong>TEACHERS</strong></td>
<td>Often take attendance, May check your notebooks, Put information on the blackboard, Impart knowledge and facts</td>
<td>Rarely teach you the textbook, Often lecture nonstop, Require library research, Challenge you to think, Have individual attendance policies</td>
</tr>
<tr>
<td><strong>FREEDOM</strong></td>
<td>Structured defines it most of the time! Limits are set: by parents, by teachers or by other adults</td>
<td>The single greatest problem most college students face! Should I go to class? Should I plan on 4, 5, 6, or 10 hours of sleep?</td>
</tr>
</tbody>
</table>

**Source:**
<table>
<thead>
<tr>
<th><strong>MISSION</strong></th>
<th>The IDEA</th>
<th>Section 504</th>
<th>The ADA</th>
</tr>
</thead>
<tbody>
<tr>
<td>MISSION</td>
<td>To provide a free, appropriate, public education (FAPE) in the least restrictive environment.</td>
<td>To provide persons with disabilities, to the maximum extent possible, the opportunity to be fully integrated into mainstream American life.</td>
<td>To provide all persons with disabilities broader coverage than Section 504 in all aspects of discrimination law.</td>
</tr>
</tbody>
</table>

| **SCOPE** | Applies to public schools. | Applies to any program or activity that is receiving federal financial assistance. | Applies to public or private employment, transportation accommodations, and telecommunications regardless of whether federal funding is received. |

| **COVERAGE** | Only those who are educationally disabled, in that they require special education services, ages 3-21 years. | All qualified persons with disabilities regardless of whether special education services are required in public elementary, secondary, or postsecondary settings. | All qualified persons with disabilities, and qualified nondisabled persons related to or associated with a person with a disability. |

| **DISABILITY DEFINED** | A listing of disabilities is provided in the act, including specific learning disabilities. | No listing of disabilities provided, but inclusionary criteria of any physical or mental impairment that substantially limits one or more major life activities, having a record of such an impairment, or being regarded as having an impairment. | No listing of disabilities provided. Same criteria as found in Section 504. HIV status and contagious and noncontagious diseases recently included. |

| **IDENTIFICATION PROCESS** | Responsibility of school district to identify through “Child Find” and evaluate at no expense to parent or individual. | Responsibility of individual with the disability to self-identify and to provide documentation. Cost of the evaluation must be assumed by the individual, not the institution. | Same as Section 504. |

| **SERVICE DELIVERY** | Special education services and auxiliary aids must be mandated by Child Study Team and stipulated in the Individualized Education Program. | Services, auxiliary aids and academic adjustments may be provided in the regular education setting. Arranged for by the special education coordinator or disabled student services provider. | Services, auxiliary aids and accommodations arranged for by the designated ADA coordinator requires that accommodations do not pose an “undue hardship” to employers. |
# COMPARISON OF IDEA - SECTION 504 AND THE ADA

<table>
<thead>
<tr>
<th></th>
<th>The IDEA</th>
<th>Section 504</th>
<th>The ADA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FUNDING</strong></td>
<td>Federal funds are conditional to compliance with IDEA regulations.</td>
<td>No authorization for funding attached to this Civil Rights statute.</td>
<td>Same as Section 504.</td>
</tr>
<tr>
<td><strong>ENFORCEMENT AGENCY</strong></td>
<td>Office of Special Education and Rehabilitative Services in U.S. Department of Education.</td>
<td>The Office for Civil Rights (OCR) in the U.S. Department of Education.</td>
<td>Primarily the U.S. Department of Justice, in conjunction with the Equal Employment Opportunity Commission and Federal Communications Commission. May overlap with OCR.</td>
</tr>
<tr>
<td><strong>REMEDIES</strong></td>
<td>Reimbursement by district of school-related expenses is available to parents of children with disabilities to ensure a FAPE.</td>
<td>A private individual may sue a recipient of federal financial assistance to ensure compliance with Section 504.</td>
<td>Same as Section 504 with monetary damages up to $50,000 for the first violation. Attorney fees and litigation expenses are also recoverable.</td>
</tr>
</tbody>
</table>

**Source:**
Handbook for Students with Disabilities

Chapter 2
Students may be referred to the SAC by:

a. Self
b. Parent
c. Faculty member
d. Lakeland psychologist
e. Medical professional
f. High school counselor
g. Friend/other

I. Active roster

A student is considered to be on the active roster only after completing the following steps: complete all office forms, provide current documentation, accept reasonable accommodations, and register for courses. Only students on the “active” roster are ensured their identified accommodations for the applicable academic term. Ideally, students are placed on the active roster after meeting with the SAC during priority registration. The SAC will assist students at any point in their education journey, however, if requests for accommodations are not made in a timely manner there may be a delay in the delivery of those services.

New Students

A. Must identify themselves as a person with a disability to the SAC.
B. Must provide appropriate documentation of their disability.
   1. Documentation includes a diagnosis from a professional in a field related to disabilities that affect learning such as:
      A. Medical doctors
      B. Psychiatrists
      C. Psychologists
      D. Appropriate representatives of community agencies.
      E. Other qualified professionals
   2. Documentation includes test scores, other evidence to support the diagnosis, release forms, Individualized Education Plan (IEP), Individualized Transition Plan (ITP), Multifactored Exam (MFE), Evaluative Team Report (ETR), and any suggested accommodations.
C. Shall identify appropriate accommodations in consultation with the SAC.

Returning Students

A. Must review their accommodations prior to each term, ideally, during priority registration with the SAC.
B. Will revise or update documentation as needed.
II. Services provided to students on the active roster

Each term, the SAC will coordinate support services for students on the active roster. Although all supports, services and accommodations are provided on a case-by-case basis, frequently provided services may include:

A. Admissions/registration
   1. Pre- and post-admission counseling and orientation.
   2. Priority registration.

B. Classroom
   1. Inform faculty of students with documented disabilities in the classroom and suggest accommodations.
   2. Coordinate with faculty members to meet special needs while maintaining academic standards.
   3. Coordinate classroom requirements with special needs of students.
   4. Assist in obtaining access to Recording for the Blind and Dyslexic and other resources as available.
   5. Provide sign language interpreter, readers and test proctors when necessary.
   6. Provide access to assistive technology as needed.

C. Collaborative efforts
   1. Coordinate services with government agencies.
   2. Advocate for accessibility to Lakeland Community College facilities.
   3. Serve as a resource to outside public and private agencies.
   5. Provide workshops.
   6. Promote participation in student activities.

III. Confidentiality

Confidentiality is a concern of many students with disabilities. The SAC maintains a confidential file for each student which includes: relevant documentation, a release form, a general information sheet, all correspondence between student and the SAC, notes of meetings, and any other documents pertinent to the student’s full participation as a Lakeland student.

On several occasions, students have requested that the Student Accommodation Center send copies of their documentation to outside institutions. Since we maintain only copies of your documentation, we cannot honor that request because it is the policy of Lakeland Community College to not send copies of copies.
Although each student at Lakeland Community College is served on an individual basis, there are some fundamental aspects of our procedures that are common to each case. The SAC will spend some time getting to know you. They might ask you about your job, your interests or your family to get started. Some follow-up questions may involve your short and long-term goals. Those will probably include inquiries about your career goals and how Lakeland Community College can help you make progress toward them.

Other information that we find helpful includes the identification of your strengths and weaknesses both in and out of an academic setting. Remember, of course, that weaknesses are not necessarily disabilities. One of our philosophies is that, by taking advantage of your strengths and attempting to improve on your weaknesses, we can begin to lessen the impact of your disability on your academics.

As the conversations progress, the focus will eventually shift to a discussion about your disability. You will be asked to bring in some current documentation that identifies your disability and identifies the barriers to education you may experience as a result. The documentation that you provide must be from a physician, a psychologist or other qualified professional who can provide an appropriate diagnosis.

Once the above information has been collected, the SAC will ask for information regarding your past performance in school, some of the learning strategies you used successfully, and those that may not have yielded positive results. Your counselor will take into consideration all of this information and discuss the potential barriers that remain for accessing education due to your disability. Finally, accommodations/academic adjustments are determined and the process of implementing them are discussed.
Getting on the Active Roster

Procedure to acquire accommodations

1. Complete New Student Orientation Process
2. Self Identification or Referral
3. Individual Meeting in Student Accommodation Center
4. Review of Documentation
5. Accommodations Given Based on Need
6. Student must meet in SAC each term to review, update and continue accommodations
Staying on the Active Roster

Student meets in SAC during priority registration

Review of accommodations agreed upon between the student and the SAC

Letter of Accommodation picked up by the student, ideally during the first week of the term

Student communicates the need for accommodation(s) to the instructor, ideally by the end of the second week of the term

Instructor signs the accommodation letter in agreement of the accommodation terms

Instructor disagrees to accommodations and uses Procedure to challenge

Accommodations provided

Appeal to Associate Provost for Enrollment Management for review of disputed accommodations

Review warrants change in delivery of accommodations

Refer to the Lakeland Student Handbook for procedure

No accommodations provided

1. Typical procedure each term
2. Dispute over accommodation
3. Failure to communicate with instructors
4. Instructor requires clarification
Chapter 3

Handbook for Students with Disabilities
Students with disabilities at Lakeland Community College seeking accommodations must:

1. Identify themselves and provide documentation verifying their disability to the SAC.
2. Provide recent results of evaluation and appropriate testing for their disability. Typically, the document should be not older than three to five years.
3. Consult with the SAC prior to each term to evaluate specific accommodation needs and get on the active roster.
4. Contact each instructor, ideally, before the second week of the term to discuss the identified accommodation(s).
5. Have each instructor sign and date the accommodation letter indicating the accommodations have been agreed upon.

Faculty responsibilities at Lakeland Community College regarding students with disabilities include but are not limited to:

1. Complying with accommodations approved for students with disabilities by the SAC.
2. If an instructor chooses to challenge an accommodation, they should follow the Lakeland Procedure for resolving Instructional Disputes Involving Students with Disabilities, IS 59-03, rather than disputing the accommodation with the student. Deviation from an identified accommodation may occur if the instructor demonstrates that an equally effective accommodation can be offered, or that the identified accommodation constitutes a fundamental alteration to the program or course.
3. Consulting in a timely fashion with the SAC if a question arises regarding specific recommendations for accommodations for an individual student.
4. Treating all information regarding students with disabilities as CONFIDENTIAL as mandated by federal law.
Handbook for Students with Disabilities

Appendix A
### STUDENT RESPONSIBILITY CHECKLIST

<p>| | | | |</p>
<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>N</td>
<td>N/A</td>
<td>1. I understand it is my responsibility to identify areas of needed accommodation or to ask for assistance in determining them.</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>N/A</td>
<td>2. Accommodations must be requested from the Student Accommodation Center each term for them to be in place.</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>N/A</td>
<td>3. Accommodations must be requested during the Priority Registration period to guarantee instructors are notified by the beginning of any given term. There may be a delay in getting my accommodations in place if I miss Priority Registration.</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>N/A</td>
<td>4. It is my responsibility to meet with my instructor(s) to implement my accommodations and ask them to sign the accommodation letter indicating an agreement of the terms. Further, my accommodations will not be in place until I notify my instructor(s) and they sign the accommodation letter. If my instructor(s) refuse to sign the accommodation letter for any reason, I will inform the Student Accommodation Center immediately.</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>N/A</td>
<td>5. When taking online courses I must email my instructors informing them of my desire to implement accommodations in their course(s). I will also request a return email to verify that the services are in place. The return email will act as their signature on the accommodation letter. I understand this email and my accommodation letter should be kept together until the end of the semester.</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>N/A</td>
<td>6. If, at any time, my instructor(s) suggests alternative accommodations I will inform the Student Accommodation Center immediately. Any change to my accommodation list must be approved by the Student Accommodation Center.</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>N/A</td>
<td>7. I should thoroughly review each syllabus upon receipt to identify areas of concern. It is my responsibility to discuss those concerns with my instructor(s) as early as possible to gain clarification of instructions/directions to plan accordingly.</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>N/A</td>
<td>8. I must meet with a Counselor for Students with Disabilities at least two times per term to discuss academic progress, accommodation effectiveness and any other information pertinent to my success at Lakeland Community College.</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>N/A</td>
<td>9. I understand the Student Accommodation Center does not track my progress in any course. In the event that any disagreements arise regarding accommodations, or any academic issues, I will inform the Student Accommodation Center promptly.</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>N/A</td>
<td>10. I have been made aware of the Handbook for Students with Disabilities. The latest version of the handbook is available online at Lakeland Community College’s website and I am responsible for keeping up to date with the latest versions.</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>N/A</td>
<td>11. I understand it is my responsibility to keep the original copies of my documentation. The Student Accommodation Center has a copy for their files and it is their policy to not make duplicates.</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>N/A</td>
<td>12. I understand that all students are expected to be familiar with and follow Lakeland Community College’s Student Conduct Code located in the student handbook.</td>
</tr>
</tbody>
</table>

**Signature:** _______________________________  **Date:** _______________________________
Appendix B

Forms
Student Accommodation Center Initial Interview/Chat

Date ________________________________

Student Name _______________________________________
LID# ____________________________________________

Phone # ____________________________________________
Employment:   F/T   P/T   N/A

High School Attended _________________________________
Graduation Year ___________________________________

Intended Major/Reason for attending LCC: ___________________________________________________________

Lakeland Status:

☐ Application on file        ☐ English Placement        ☐ Math Placement

Registered Courses __________________________________________

Reason for Meeting Today: __________________________________________

Disability Status/History of Accommodations: __________________________________________

Notes: __________________________________________

Plan: __________________________________________

28
STUDENT AUTHORIZATION FOR RELEASE OF INFORMATION

Date___________________

I, __________________________ give my permission to the Student Accommodation Center to share information regarding the nature of my disability. I understand that this information will be released to faculty members, and/or academic staff, and/or the following agencies:

<table>
<thead>
<tr>
<th>AGENCY</th>
<th>STUDENT INITIAL &amp; DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
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</tr>
</tbody>
</table>

The purpose of this release is to assist in the understanding of my disability and its unique nature, and to support any requests for coursework modifications/accommodations and special services which relate to my disability.

This authorization is valid for as long as I am a student at Lakeland Community College unless I revoke my permission in writing.

________________________________________
Student Signature**

________________________________________
SSN# or LID#

________________________________________
Date

________________________________________
Witness (if under age 18)

**If signed by guardian or legal representative, please check here:________
AGENCY RELEASE OF INFORMATION FORM

Date________________________

REGARDING:

NAME _______________________________ SOCIAL SECURITY # ________________________________

ADDRESS ________________________________________________________________________________

CITY, STATE, ZIP CODE _______________________________________________________________________

I hereby give permission to _____________________________________________________________________

(attending physician or agency)

to release the following information:

____ My last 2 I.E.P.’s while attending your institution

____ Any transcripts, progress reports or other evaluations that indicate the existence of a disability

____ Any information regarding my disability and how it affects my schoolwork

____ Any test scores/other indicators that support my diagnosis

____ Any suggested accommodations that can assist me in dealing with my disability on a college campus

____ Multifactored Evaluation

This information is to be sent to: Student Accommodation Center
Lakeland Community College
7700 Clocktower Drive
Kirtland, Ohio 44094
Fax #: 440.525.7038

This authorization is valid for as long as I am a student at Lakeland.

X ______________________________________
Student Signature**

X ______________________________________
Witness (if under 18)
**If signed by guardian or legal representative, please check here: _____
Dear Instructor

Your list of students with disabilities requesting accommodations has been updated.

Please click the link below to display a confidential list of students with disabilities on our active roster that are enrolled in 1 or more of your courses. The accommodation(s) listed with their name have been identified to provide equal access to learning. The list was generated from results of a needs assessment via interview and/or review of professional documentation that supports the existence of a disability. Please note that it is incumbent upon the student to approach you with their Active Roster Verification (ARV) letter to discuss implementation of their accommodations. They will be asking you to sign the ARV to confirm that their accommodation(s) will be in place for the remainder of the term. Your signature (or email response for online courses) confirms that a discussion has taken place and is essential to document that the accommodations have been agreed upon.

*********************************************************************************************************************************************************************************************************

Please inform our office within 5 working days of the date of this email notification if you feel any of these accommodations will cause an undue burden or fundamentally alter your course in any way. In addition, any proposed alternatives to the accommodation list for any student must be approved by the Student Accommodation Center.

*********************************************************************************************************************************************************************************************************

Please note: Many disabilities create a barrier to educational activities when a specific time frame is enforced. As a result, the extension of time has been recognized as a reasonable accommodation by applicable law. In the event that your course includes a paper, project, etc. where the directions are given after the syllabus is distributed, the student(s) below (and those with disabilities added to the roster later) may need a reasonable extension of time to complete the assignments. If this applies to your course, it is strongly recommended that you discuss the assignment(s) with each student when they initially produce their accommodation letter.

Link to Procedure for Resolving Instructional Disputes Involving Students With Disabilities
https://notes.lakelandcc.edu/polprocs.nsf/1d5ef8f0d962774e8525650c00443fa9/87775b0ad9e57d7b85256935005562b9?OpenDocument

Link to Student List (Requires logging into myLakeland)
https://myportal.lakelandcc.edu/group/mycampus/student-accommodations

Finally, it is imperative that any communication regarding a student's disability and/or accommodation(s) be kept strictly confidential. Thank you for your continued support in providing quality education to students with disabilities. Feel free to contact our office with any questions or concerns.

The Student Accommodation Center
X7020
Accommodations for Student with a Disability
Active Roster Verification

TO:  Instructors of:    DATE:  1/11/2017
FROM:  
LID:  

This letter is to inform you that I am on the current active roster for students with disabilities at Lakeland Community College. Upon the latest review, the following accommodations were identified:

- Testing in Test Center
- Extended time for taking exams
- Audio Recorder for lectures

For more information on the above accommodations go to http://lkn.lakelandcc.edu/disability.cfm

Notes/ Instructions

I agree that the accommodations mentioned above are those I have identified as necessary to create equal access to learning. Further, I understand my accommodations for the current term will only be in place from instructors that have signed this form.

Student                                      Date

***If these accommodations are incorrect in any way, please call 440-525-7020.
***The "Notes/Instructions" space above should include your instructor(s) signature and date indicating that you have discussed and confirmed the identified accommodations. It should also include a list of any alterations.
***There may be a delay with the implementation of your accommodations if this process is completed after the first week of the term.