# TABLE OF CONTENTS

**Introduction** ............................................................................................................................1
IRSC Student Disability Services Office
IRSC Student Disability Services Web site
IRSC Campus Locations and Contact Information
IRSC Web site

**Requesting Services at IRSC** ....................................................................................................2
Eligibility for Reasonable Accommodations

**Faculty Liaison** .........................................................................................................................3

**Location of Campus Resources** ..............................................................................................3 – 4
Student Support Services (SSS)
Academic Support Center (ASC)
Student Services
Assessment Center
Health and Wellness Center
The River Hammock
The River Shop
Health, Safety, and Disability Awareness Committee
Achiever’s Club
Administration

**Agencies Providing Services for Students with Disabilities** .....................................................5
Division of Vocational Rehabilitation (VR)
Division of Blind Services (DBS)
Deaf and Hard of Hearing Services of the Treasure Coast
Recording for the Blind and Dyslexic (RFB&D)
Community Transportation

**Categories of Disabilities and Services/Equipment Available** ............................................. 6 – 10
Specific Learning Disability
Physical Impairment
Visual Impairment
Hearing Impairment
Speech Impairment
Mental or Psychological Disorder
Other Impairments
INTRODUCTION

This handbook provides information about IRSC and the wide-range of programs, facilities, services, accommodations, and equipment available to students with disabilities. The College provides equal access to quality education and is dedicated to meeting the current and future needs of the diverse populations of St. Lucie, Indian River, Martin, and Okeechobee Counties. IRSC encourages prospective students to visit, call or email the Student Disability Services Office at the Main Campus for further information.

IRSC Student Disability Services Office

Student Disability Services (SDS) provides auxiliary aid services, equipment, reasonable accommodations, and academic advisement to students with documented disabilities. SDS is located in Advising, Crews Hall, Main Campus, Fort Pierce. Academic advisement is also available at all IRSC Campuses.

(772) 462-7782 Rhoda J. Brant, Counselor rbrant@irsc.edu W-145
(772) 462-7808 Terry A. Valencia, Advisor tvalenci@irsc.edu W-144
1-866-792-4772 ext. 7782 or 7808 Toll Free
(772) 462-4654 TDD
(772) 462-4699 FAX

IRSC Student Disability Services Web site:

Main Campus
3209 Virginia Avenue
Fort Pierce, FL 34981-5596
(772) 462-4772

Mueller Campus
6155 College Lane
Vero Beach, FL 32966
(772) 569-0333

IRSC Blackburn
Educational Building
3002 Avenue D
Fort Pierce, FL 34947
772-462-7100

Chastain Campus
2400 S.E. Salerno Road
Stuart, FL 34997
(772) 283-6550

St. Lucie West Campus
500 N.W. California Boulevard
Port St. Lucie, FL 34986
(772) 879-4199

Stuart Square Site
1994 S.E. Federal Hwy.
Stuart, FL 34994
772-419-5690

Dixon Hendry Campus
2229 N.W. 9th Avenue
Okeechobee, FL 34972
(863) 824-6000

Indiantown Education Center
15655 S.W. Osceola Street
Indiantown, FL 34956
772-597-5130

Treasure Coast Public
Safety Training Complex
4600 Kirby Loop Road
Fort Pierce, FL 34981
(772) 462-7676

IRSC Home Page:
www.irsc.edu
REQUESTING SERVICES AT IRSC

In order to provide reasonable accommodations to students with disabilities, Indian River State College asks for voluntary self-identification of students with a documented disability. This information is kept confidential and is used to aid students in achieving their fullest potential while attending IRSC. To ensure that services are available on the first day of classes, the student needs to make early contact with Student Disability Services in Crews Hall/Main Campus and provide all medical or psychological documentation. Student Disability Services is the only office on campus where students with disabilities are to make notification and provide documentation of a disability, when requesting accommodations.

To be eligible for reasonable accommodations, students must provide SDS with the following:

- Documentation verifying a disability (within the past 5 years) from a licensed or certified physician, psychiatrist, psychologist, school psychologist, audiologist, or speech-language pathologist that demonstrates the student has physical, emotional or mental impairment(s) which limit(s) one or more major life activities. The documentation must include a diagnosis and reasonable assessment of the accommodations the student will need.

- Completion of IRSC/Student Disability Services forms, including Voter Registration Preference form.

- When requested, a verification letter from a state agency (i.e., Division of Vocational Rehabilitation or Division of Blind Services), indicating whether or not the student is a client and whether or not the agency will be responsible in providing the student with services and/or equipment.

- IRSC Application for Admission

- Official high school transcript with a standard diploma in a sealed envelope or a copy of GED diploma and scores. (This is necessary only for degree-seeking students.)

- ACT, SAT, or CPT scores when seeking a degree. Alternative testing arrangements for the GED, FCAT, TABE, CPT, ACT, CLAST, Health Sciences Program Examinations, etc., may be provided through the Assessment Center by first submitting the proper documentation and completing forms in Students Disability Services.

Academic and career advising is available to all Students. When enrolling at IRSC, a self-identified student with a documented disability and a Student Disability Services (SDS) Counselor or Advisor determine the type and level of accommodations the student may require for academic success. Services, auxiliary aids, and academic accommodations may be provided in regular educational settings.
Faculty Liaison
Liaison services between the student and IRSC faculty are provided as needed, by SDS staff. The services may include:

⇒ Notification - With a signed permission form, SDS staff notifies instructors of the student's enrollment in a class and any reasonable accommodations needed by the student. Additionally, SDS sends a letter to enrolled students each semester, including a similar notification of reasonable accommodations the student is eligible to receive. It is the responsibility of the instructor and the student to discuss the accommodations that will be needed for each individual class.

⇒ Consultation - SDS staff act as a resource in providing information to the faculty regarding the characteristics of certain disability conditions and assists faculty in determining reasonable accommodations.

⇒ Retention - Faculty complete Early Alert letters each semester for students experiencing academic difficulty. The students should meet with their instructors to discuss their performance or be referred to SDS for assistance. Students are encouraged to communicate with SDS throughout each semester regarding their academic progress and accommodations.

⇒ Faculty Orientation and Awareness Seminar - SDS staff provides information on program services, reasonable accommodations, and current laws at meetings.

LOCATION OF CAMPUS RESOURCES

Student Support Services (SSS) provides academic and career counseling; tutoring; mentoring; study skills enhancement; and assistance in obtaining college admissions and financial aid for eligible students with disabilities. Room J-101, Main Campus.
(772) 462-7614 Betty Talley, Director btalley@irsc.edu

Academic Support Center (ASC) provides tutoring assistance in English, mathematics, reading, and science. Located in Miley Library, Main Campus and available at all IRSC Campuses.
(772) 462-7581 Dr. Neila Bird, Learning Assistant nbird@irsc.edu
Department Chairperson

Student Services provides New Student Orientation, financial aid information, admissions and registration assistance, and career services to all IRSC students. Room W-104, Main Campus.
(772) 462-7467 Flossie Jackson, Director fjackson@irsc.edu

Assessment Center provides a less distracting environment and assistance for taking classroom and standardized tests (i.e. GED, CPT, ACT, CLAST, TABE, Health Science Admissions Examinations, etc.) Located in W-109, Main Campus and available at all IRSC Campuses. Students must contact Steven Daniello, when a reader or scribe is needed for testing.
(772) 462-7583 Steven Daniello, Assessment Services Manager sdaniello@irsc.edu
(772) 462-7578 Carol Adkins, Testing Coordinator cadkins@irsc.edu
Health and Wellness Center provides a variety of health information services, basic first aid, crisis counseling, support groups, alcohol and drug education, personal growth literature, and audiovisual materials. Koblegard Student Union, Room 105, Main Campus.
(772) 462-7826 Patricia Corey, R.N., Coordinator pcorey@irsc.edu

The River Hammock is the IRSC student residence complex, located on the Main Campus in Fort Pierce. Apartments are available that accommodate students with disabilities. Foundation Office, A-154, Main Campus.
(772) 462-4786 Latrice Thomas lthomas@irsc.edu

The River Shop is the IRSC bookstore located in F-104 on the Main Campus. Staff is available to assist students in selecting textbooks by using their class schedules. Students who are given a RFB&D Book form to complete may obtain the required textbook information at The River Shop.
(772) 462-7700 Lissa K. Riley, Bookstore Manager therivershop@irsc.edu

Health, Safety, and Disability Awareness Committee conducts an annual survey of the physical facilities and services of the College to determine accessibility for individuals with disabilities. The Committee arranges visits from specialists to educate faculty members about the needs of the disabled and reviews the Student Disability Services Handbooks for Faculty and Students.
(772) 462-7055 Theresa Errante-Parrino, Chairperson tparrino@irsc.edu

Achiever’s Club is open to academically motivated Sophomores in the Student Support Services (SSS) program who are interested in mentoring and tutoring SSS Freshman students to assist in their academic success. The goal of the club is to develop leadership skills, as well as a sense of community and social responsibility.
(772) 462-7615 Sophia McGhie, Advisor smcghie@irsc.edu

Administration
Mary G. Locke, Ph.D. Vice President of Instructional Services
A-220/Main Campus
(772) 462-4702

Henri Sue Bynum, Ph.D. Vice President of Academic Affairs
CLAST Instructional Committee
A-226/Main Campus
(772) 462-4704

Steven Payne Assistant Dean of Educational Services
W-161/Main Campus
AGENCIES PROVIDING SERVICES FOR STUDENTS WITH DISABILITIES

Division of Vocational Rehabilitation (VR)

St. Lucie County-Fort Pierce Office
1903 South 25th Street, Suite 103
Fort Pierce, FL 34947
(772) 468-3948

Indian River County
1450 Old Dixie Highway
Vero Beach, FL 32960
(772) 778-6349

Okeechobee County
209 SW Park Street
Okeechobee, FL 34974
(863) 462-5350

St. Lucie County- Port St. Lucie Office
1905 S. 25th St., Suite 202
Fort Pierce, FL 34947
(772) 467-3133

Martin County
2231 S. Kanner Highway
Stuart, FL 34994
(772) 221-4095

Division of Blind Services (DBS)

2000 Palm Beach Lakes Boulevard
West Palm Beach, FL 33409
(561) 681-2548
1-866-225-0794 (Toll Free)

Deaf and Hard of Hearing Services
of the Treasure Coast

Fountain Plaza
10016 S. Federal Highway
Port St. Lucie, FL 34952
(772) 335-5546
(772) 335-9966 (TDD)

Recording for the Blind & Dyslexic

20 Roszel Road
Princeton, NJ 08540
(609) 452-0606
1-800-221-4792 (Toll Free)
(609) 987-8116 (FAX)
www.rfbd.org

Community Transportation:

St. Lucie County Community Transit
1505 Orange Avenue
Fort Pierce, FL 34950
Fort Pierce (772) 464-7433
Port St. Lucie (772) 879-1287

Indian River Transit
692 14th Street
Vero Beach, FL 32960
(772) 569-0903

Martin County Community Coach
1835 SE Airport Road
Stuart, FL 34995
(772) 283-1814
(772) 221-7982 (TDD)

Treasure Coast Connector
1505 Orange Avenue
Fort Pierce, FL 34950
(772) 464-8878

Treasure Coast Transportation
2101 15th Avenue
Vero Beach, FL 32960
(772) 562-5558
CATEGORIES OF DISABILITIES & SERVICES/EQUIPMENT AVAILABLE

Listed are the seven categories of disabling conditions that the State Board of Education currently maintains. Reprinted with permission.

Directly below each of the categories are the services and equipment that are available at IRSC, to eligible students with disabilities.

1) SPECIFIC LEARNING DISABILITY:

A disorder in one or more of the basic psychological or neurological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, thinking, reading, writing, spelling, or performing arithmetic calculations. Examples include dyslexia, dysgraphia, dysphasia, dyscalculia, and other specific learning disabilities in the basic psychological or neurological process. Such disorders do not include learning problems which are due primary to visual, hearing, or motor handicaps, mental retardation, emotional disturbances, or an environmental deprivation.

Accommodations and Services:

* new student orientation/academic advisement/career assessment and counseling
* tests with extended time/accommodations
* notetakers
* scribes
* reader services (SDS)
* textbooks on CD (through RFB&D by contacting SDS)
* CLAST exam on cassettes, extended time, etc.
* course substitution/CLAST waiver in specific documented circumstances
* extended time to complete in-class essays/projects (may be completed in the ASC and on computer)
* tutoring assistance in English, reading, mathematics, and science (all ASC labs)

Equipment:

* talking books and equipment (Miley Library)
* tape recorder (SDS)
* Arkenstone Open Book Reading Machine (all ASC labs)
* RFB&D CD players and software on computers to playback textbooks on CD (all ASC labs)
* talking calculator (SDS)
* spell checker (SDS)
* (JAWS) speech output computer with ZoomText (all ASC labs)
* Dragon Dictate Naturally Speaking Voice Recognition software (SDS)
* CCTV Enlarger Monitor (all ASC labs, Tomeu Center, Miley Library, Assessment Center)
* may bring personal laptop to class to take notes (not furnished by the college)
2)  PHYSICAL IMPAIRMENT:

Musculoskeletal and connective tissue disorders, neuromuscular disorders. Physically disabling conditions which may require an adaptation to one’s school environment or curriculum. Examples include but are not limited to cerebral palsy, absence of some body member, clubfoot, nerve damage to the hand and arm, cardiovascular aneurysm (CVA), head injury and spinal cord injury, arthritis and rheumatism, epilepsy, intracranial hemorrhage, embolism, thrombosis (stroke), poliomyelitis, multiple sclerosis, Parkinson’s disease, congenital malformation of brain cellular tissue, and physical disorders pertaining to muscles and nerves, usually as a result of disease or birth defect, including but not limited to muscular dystrophy and congenital muscle disorders.

Accommodations and Services:

* new student orientation/academic advisement/career assessment and counseling
* tests with extended time/accommodations
* notetakers
* scribes
* reader services (SDS)
* classroom changes
* library access assistance at any campus
* CLAST exam with extended time and scribe
* extended time to complete in-class essays/projects (may be completed in the ASC, on computer, or with scribe)
* tutoring assistance in English, reading, mathematics, and science (all ASC labs)
* parking spaces for the disabled with DMV permit
* no service dog restrictions

Equipment:

* wheelchair desks/wheelchair computer desks/separate desks and chairs/ergonomic chair (SDS)
* one-handed computer keyboard (SDS)
* adjustable keyboard tray (SDS)
* talking books & equipment (Miley Library)
* tape recorder (SDS)
* Dragon Dictate Naturally Speaking Voice Recognition software (SDS)
3) **VISUAL IMPAIRMENT:**

Disorders on the structure and function of the eye as manifested by at least one of the following: (1) visual acuity of 20/70 or less in the better eye after the best possible correction, (2) a peripheral field so constricted that it affects one’s ability to function in an educational setting, (3) a progressive loss of vision which may affect one’s ability to function in an educational setting. Examples include, but are not limited to cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

**Accommodations and Services:**

* new student orientation/academic advisement/career assessment and counseling
* tests with extended time/accommodations/large print exams
* notetakers
* scribes
* reader services (SDS)
* textbooks on CD (through RFB&D by contacting SDS)
* CLAST exam in Braille (essay), on cassettes, with extended time, scribed
* course substitution in specific documented circumstances
* classroom changes
* library access assistance at any campus
* extra time to complete in-class essays/projects (may be completed in the ASC, on computer, or with scribe)
* tutoring assistance in English, reading, mathematics, and science (all ASC labs)
* no guide dog restrictions

**Equipment:**

* talking books and equipment (Miley Library)
* tape recorder (SDS)
* Arkenstone Open Book Reading Machine (all ASC labs)
* RFB&D CD players and software on computers to playback textbooks on CD (all ASC labs)
* APHB Cassette Player
* talking calculator (SDS)
* spell checker (SDS)
* (JAWS) speech output computer with ZoomText (all ASC labs)
* Dragon Dictate Naturally Speaking Voice Recognition software (SDS)
* CCTV Enlarger Monitor (all ASC labs, Tomeu Center, Miley Library)
* Braille Printer (ASC/Main Campus)
* may bring personal laptop to class to take notes (not furnished by the college)

4) **HEARING IMPAIRMENT:**

A hearing loss of 30 decibels or greater, pure tone average of 500, 1000, 2000 hz, ANSI, unaided, in the better ear. Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness, and acoustic trauma hearing loss or deafness.
Accommodations and Services:

* new student orientation/academic advisement/career assessment and counseling
* interpreter services
* real-time captioning
* notetakers
* course substitution in specific documented circumstances
* library access assistance at any campus
* tutoring assistance in English, reading, mathematics, and science (all ASC labs)
* no hearing dog restrictions

Equipment:

* TDD access (SDS)
* closed captioning
* laptop and microphone for real-time captioning (SDS)
* telephone amplifier (SDS)
* Williams Sound Hearing Helper personal FM listening device (SDS)
* may bring personal laptop to class to take notes (not furnished by the college)

5) SPEECH IMPAIRMENT:

Disorders of language, articulation, fluency, or voice which interfere with communication, pre-academic or academic learning, vocational training, or social adjustment. Examples include, but are not limited to, cleft lip and/or palate with speech impairment, stammering, stuttering, laryngectomy, and aphasia.

Accommodations and Services:

* new student orientation/academic advisement/career assessment and counseling
* alternative testing (i.e., speech class)
* tutoring assistance in English, reading, mathematics, and science (all ASC labs)

Equipment:

* TDD access (SDS)
6) MENTAL OR PSYCHOLOGICAL DISORDER:

Any mental or psychological disorder such as an intellectual disability, autism, organic brain syndrome, emotional or mental illness, or attention deficit disorders.

Accommodations and Services:

* new student orientation/academic advisement/career assessment and counseling
* tutoring assistance in English, reading, mathematics, and science (all ASC labs)
* accommodations provided based on individual needs

Equipment:

* based on individual needs

7) OTHER IMPAIRMENTS:

Not listed in the previous categories.

Accommodations and Services:

* new student orientation/academic advisement/career assessment and counseling
* tutoring assistance in English, reading, mathematics, and science (all ASC labs)
* accommodations provided based on individual needs

Equipment:

* based on individual needs
ADDITIONAL COLLEGE INFORMATION

Academic Programs at Indian River State College

Information on the Bachelor's Degree, Associate in Arts Degree, Associate in Science Degree, Associate in Applied Science Degree, Technical Certificates, and Career Training programs can be obtained from the Indian River State College Catalog or IRSC web site: www.irsc.edu

Telecommunication (TDD) Services Available at IRSC

A telecommunication Device for the Deaf (TDD/TTY) is available in the Student Disability Services Office (W-143) for persons who are hearing or speech impaired.

Hearing and speech impaired individuals may use the Florida Relay Service (FRS) at 1-800-955-8771 or 711 (TDD/TTY), through the Student Disability Services Office, when calling a party that does not use a TDD/TTY. This ensures privacy. There is no charge for this service except for long distance calls, which are offered at discounted rates.

Confidentiality/Release of Information

Student Disability Services requests permission to inform instructors of the disabilities of students and accommodations needed. Students may also sign a release of information, giving a third party (i.e., parents, doctor, agency, etc.) permission to contact college personnel to discuss disability, accommodations, and educational progress. It is not required of college personnel to initiate contact with a third party. Students wanting a copy of their documentation on file in SDS will also be required to sign a release of information. If a request for a copy of documentation is made via fax, the student will need to fax a written/signed request, along with a copy of a photo ID (i.e., drivers license or passport), and the address or fax number where documentation is to be sent.

Voter Registration

The Student Disability Services Office is a State designated voter registration agency that provides assistance to applicants with disabilities in completing voter registration application forms and accepts completed voter registration application forms for transmittal to the appropriate election official.

New Student Orientation

Introduces new students to the wide range of services available at IRSC. Orientation familiarizes students with the policies and procedures of the College, admissions process, financial aid, scholarships, registration, testing, various degrees and certificate programs, ASC services, learning resources, student activities, learning styles, and other useful information. Students may register to attend a New Student Orientation session at any IRSC campus or by contacting the Student Success Services. Students may contact Student Disability Services to arrange accommodations (i.e., sign language interpreter), if needed.
FEDERAL REHABILITATION ACT

Section 504.
Federal Register/Vol. 45, No. 92, Pg. 30937-30944

Section 504 is designed to eliminate discrimination on the basis of handicap in any program or activity receiving federal financial assistance. It provides that no qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from federal financial assistance. The 1973 Rehabilitation Act defines a handicapped person as “any person who has a physical or mental impairment which substantially limits one or more major life activities (seeing, hearing, walking, learning, working, speaking, and caring for oneself), has a record of such an impairment, or is regarded as having such an impairment.” Section 504 defines physical or mental impairment as any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of several body systems, or any mental or psychological disorder.

Admissions and Recruitment
Qualified handicapped persons may not, on the basis of handicap, be denied admission or be subjected to discrimination in admission or recruitment. Institutions may not make pre-admission inquiry as to whether an applicant for admission is a handicapped person. After admission, the recipient may make inquiries on a confidential basis as to handicaps that may require accommodation.

Academic Adjustments
A recipient shall make such modifications to academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student. Academic requirements that the recipient can demonstrate that are essential to the program of instruction being pursued by such student or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this section.

Modifications may include changes in the length of time permitted for the completion of degree requirements and adaptation of the manner in which specific courses are conducted. A recipient shall take such steps as are necessary to ensure that no handicapped student is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under the education program or activity operated by the school because of the absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills.

Rules Preventing Access are Forbidden
A recipient may not impose upon handicapped students other rules, such as the prohibition of tape recorders in classrooms or of dog guides in campus buildings, that have the effect of limiting the participation of handicapped students in the recipient’s education program or activity.
The Americans with Disabilities Act (ADA) was signed into law on July 26, 1990. This act protects millions of Americans with disabling conditions from discriminatory practices in public accommodations (including universities and colleges), employment, transportation and telecommunications. The ADA extends the coverage of Section 504 of the Rehabilitation Act of 1973, beyond just those programs receiving federal funding.

The ADA protects all categories of people with disabilities. It affects those who have hidden disabilities such as cancer, diabetes, epilepsy, heart disease and mental illness; people who have a history of a disability but are no longer disabled; people who have been incorrectly classified as having a disability; and those who do not have a disability, but who are treated or perceived by others as having a disability. Of course, the ADA does not include an exhaustive list of all of the specific conditions, diseases or infections that would constitute physical or mental impairments, because of the difficulty of ensuring the comprehensiveness of such a list. The term does include, however, such conditions, diseases and infections as: orthopedic, visual, speech, and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, infection from Human Immunodeficiency Virus (HIV), cancer, heart disease, diabetes, mental retardation, emotional illness, specific learning disabilities, drug addiction and alcoholism.

**Employment**

“No covered entity shall discriminate against a qualified individual with a disability because of the disability of such individual in regard to job application procedures, the hiring or discharge of employees, employee compensation, advancement, job training, and other terms, conditions, and privileges of employment.”

**Public Services**

“No qualified individual with a disability shall, by reason of such disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination by a department, agency, special purpose district, or other instrumentality of a State or local government.”

**Public Accommodations**

“No individual shall be discriminated against on the basis of disability in the full and equal enjoyment of the goods, services, facilities, privileges, advantages, and accommodations of any place of public accommodation.”

**Telecommunications**

“.....shall ensure that interstate and intrastate telecommunications relay services are available.... to hearing-impaired and speech-impaired individuals in the United States.”
STATE GUIDELINES

Florida Statutes

1007.02
Access to postsecondary education and meaningful careers for students with disabilities; popular name; definition.-(1) This section shall be known by the popular name the “Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act.”
(2) For the purposes of this act, the term “student with a disability” means any student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.

1007.264
Persons with disabilities; admission to postsecondary educational institutions; substitute requirements; rules.—Any student with a disability, as defined in s. 1007.02(2), except those students who have been documented as having intellectual disabilities, shall be eligible for reasonable substitution for any requirement for admission into a public postsecondary educational institution where documentation can be provided that the person’s failure to meet the admission requirement is related to the disability. The State Board of Education shall adopt rules to implement this section and shall develop substitute admission requirements where appropriate.

1007.265
Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules.—(1) Any student with a disability, as defined in s. 1007.02(2), in a public postsecondary educational institution, except those students who have been documented as having intellectual disabilities, shall be eligible for reasonable substitution for any requirement for graduation, for admission into a program of study, or for entry into the upper division where documentation can be provided that the person’s failure to meet the requirement is related to the disability and where failure to meet the graduation requirement or program admission requirement does not constitute a fundamental alteration in the nature of the program.

1008.29(5)
College-level communication and mathematics skills examination (CLAST).—(5) Any student who, in the best professional opinion of the university, has a specific learning disability such that the student can not demonstrate successful completion of one or more sections of the college-level communication and computation skills examination and is achieving at the college level in every area except that of the disability, and whose diagnosis indicates that further remediation will not succeed in overcoming the disability, may appeal through the appropriate dean to a committee appointed by the president or vice president for academic affairs for special consideration. The committee shall examine the evidence of the student’s academic and medical records and may hear testimony relevant to the case. The committee may grant a waiver for one or more sections of the college-level communication and computation skills examination based on the results of its review.
1009.892
Cost of attendance; adult norm-referenced testing.—
(1) A public or private postsecondary institution shall include in its cost of attendance adult norm-referenced testing that it requires for eligible students to qualify for accommodations for disabilities.
(2) To be eligible, a student must be a legal resident of this state, as defined in s. 1009.21; must be enrolled in at least 6 semester hours, or the equivalent, per term in a degree, certificate, or diploma program; and must have documented learning disabilities under the Individuals with Disabilities Education Improvement Act of 2004 or the Americans with Disabilities Act of 1990.
STATE BOARD OF EDUCATION RULES

6A-10.0311 (5-13)
Assessment of Student Attainment of College-Level Communication and Computation Skills.
(5) A person required to take the College-Level Academic Skills Test who has a record of physiological disorder(s) which substantially impairs that person’s visual, auditory, manual or speaking abilities or who has a record of a learning disability shall be deemed to have satisfied any requirement to present a score on any subtest which has not been modified in administration so as best to ensure that the performance of the person on the subtest accurately reflects the person’s achievement of the skill being measured, rather than the person’s impaired abilities. The test modifications may include but are not limited to the following:
   (a) Flexible scheduling. The person may be administered a subtest during several brief sessions, so long as all testing is completed on the test administration date.
   (b) Flexible setting. The person may be administered a subtest individually or in a small group setting by a proctor rather than in a classroom or auditorium setting.
   (c) Recording of answers. The person may mark answers in a test booklet, type the answers by machine, or indicate selected answers to a test proctor. The proctor may then transcribe the person’s responses onto a machine-scorable answer sheet.
   (d) Revised format. The person may use a large print booklet, a Braille test booklet, or a magnifying device.
   (e) Auditory aids. The person may use audio devices. A tape recorded version of appropriate portions of the test may be used, along with a printed copy. Appropriate portions of the test may be read to the student by a narrator.
(6) Each college and university shall establish a committee for the purpose of evaluating requests for exemption from the testing requirements of this rule which are submitted by students with specific learning disabilities. Each institution shall adopt its own procedures for implementing the provisions of this Subsection and Section 240.107(5), Florida Statutes. The student shall have the right to appeal the findings of the committee directly to the president of the institution. Once a waiver is granted by an institution, the waiver is transferable to other institutions.
(7) Each community college president and university president shall establish a committee to consider requests for waivers from the testing requirements of this rule for students other than those with specific learning disabilities. The committee shall be chaired by the chief academic officer of the institution and shall have four (4) additional members appointed by the president which shall include a member of the mathematics department, a member of the English department, the institutional test administrator, and a fourth faculty member from a department other than English or mathematics. The terms of the office of the committee members and the meeting times and conditions shall be established by the president. However, as part of the process of determining whether to recommend a waiver from the provisions of Section 240.107(3), Florida Statutes, the committee shall conduct a personal interview with each student requesting a waiver.
(8) Any student who has taken any of the four (4) sub tests of the College-Level Academic Skills Test at least four (4) times and has not earned a passing score on the subtest but has otherwise earned a minimum grade point average of 2.0 in all college credit courses in that same subject area and met the requirements defined in Rule 6A-10.030, FAC., for that area may appeal to the committee described in Subsection (7) of this rule for a waiver from that subtest. In considering the request, the committee shall review the student’s academic records and such other information as may be appropriate.
(9) The committee described in Subsection (7) of this rule shall determine whether the student’s inability to pass the reading, English language skills, or essay subtest is due to the student having English as second or foreign language. If the student has completed instructional programs for English as a second language or English as a foreign language with a minimum grade point average of 2.0, and has otherwise earned a minimum grade point average of 2.0 in all college credit courses in the subtest area as that for which a waiver is being considered, and has met the requirements of Rule 6A-10.030, FAC., for that area, then a waiver may be considered.

(10) In considering a request for a waiver from any subtest, the committee described in Subsection (7) of this rule shall determine whether the student has demonstrated sufficient effort to pass the subtest and has satisfactorily completed remediation studies related to the failed subtest in addition to meeting the requirements in Subsections (8) and (9) of this rule. Waivers shall not be granted under any circumstance unless the student first has demonstrated effort to learn the required skills to the level required by the subtest.

(11) If the committee described in Subsection (7) of this rule recommends by majority vote that a waiver be given for a specified subtest, such recommendation shall be accompanied by documentation that the student has acquired the skills to the level required by the subtest and statements of explanation or justification to be considered by the president who then may approve or disapprove the recommendation. If a waiver is granted, the student’s official college or university transcript shall include a statement that the student did not meet the requirements of Section 240.107(3), Florida Statutes, for an identified subtest, and a waiver was granted.

(12) Each institution granting waivers to students under the provisions of this rule shall provide information about the students receiving waivers to the Department of Education in accordance with procedures established by the Commissioner of Education. This information shall include documentation of the student’s name and social security number, the test section waived, and the reasons for the waiver.

(13) A community college shall not grant a waiver unless in conjunction with the awarding of the associate in arts degree.

6A-10.040
Basic Skills Requirements for Postsecondary Career Certificate Education.

(1) Students who are enrolled in a postsecondary program offered for career education credit of 450 hours or more shall complete an entry-level basic skills examination within the first six (6) weeks after admission into the program. The assessment instruments listed in paragraphs (1)(a) through (1)(c) of this rule (English version only) are designated to assess student mastery of basic skills and shall be used according to standard established for test administration and interpretation set forth in Standards for Educational and Psychological Testing (APA, AERA, NCME, 1992) and with appropriate accommodations for students with disabilities as specified in Rule 6A-1.0943, F.A.C.:

(a) Tests of Adult Basic Education (TABE), Complete Battery or Survey Form, Forms 9 & 10, 2003;

(b) Florida College Entry-Level Placement Test or Multiple Assessment Placement Service (MAPS), where authorized;

(c) Wonderlic Basic Skills Test (WBST), 1994.

(2) Scale/scores corresponding to the minimum basic skills grade levels in each career education program description adopted under Rule 6A-6.0571, F.A.C., and published annually by the Commissioner in the document entitled, "Career Education Program Courses Standards" shall be used to determine basic skills levels required for completion of the career program. Scale score comparison charts are available from the Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399.
(3) Students deemed to lack the required minimal level of basic skills as measured by one of the designated examinations shall be provided with instruction specifically designed to correct the deficiencies.

(4) After a student completes the remediation prescribed for basic skills deficiencies, the student shall be retested using an alternative form (if possible) of the same examination that was used for initial testing. No student shall be awarded a career certificate until the student achieves the minimum level of basic skills required for that program by the Department of Education. Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the career basic skills grade levels required for completion of the career program as described in subsection (2) of this rule. Each school district and community college must adopt a policy addressing procedures for exempting eligible students with disabilities from the basic skill exit requirements as permitted in Section 1004.91(3), Florida Statutes.

6A-10.041
Substitution for Requirements for Eligible Disabled Students at State Universities, Community Colleges, and Postsecondary Career Centers.

(1) Each university and community college board of trustees and each district school board which operates a postsecondary career center shall develop and implement policies and procedures for providing reasonable substitution for eligible students as required by Section 1007.264, Florida Statutes. In determining whether to grant a substitution, documentation to substantiate that the disability can be reasonably expected to prevent the individual from meeting requirements for admission to the institution, admission to a program of study, entry to upper division, or graduation shall be provided. For purposes of this rule, the following definitions shall apply.

(a) Hearing Impairment. A hearing loss of thirty (30) decibels or greater, pure tone average of 500, 1000, 2000 Hz, ANSI, unaided, in the better ear. Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing Loss or deafness, acoustic trauma hearing Loss or deafness.

(b) Visual Impairment. Disorders in the structure and function of the eye as manifested by at Least one of the following: visual acuity of 20/70 or Less in the better eye after the best possible correction, a peripheral field so constricted that it affects ones ability to function in an educational setting, or a progressive Loss of vision which may affect ones ability to function in an educational setting. Examples include, but are not Limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

(c) Specific Learning Disability. A disorder in one or more of the basic psychological or neurological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, thinking, reading, writing, spelling, or performing arithmetic calculations. Examples include dyslexia, dysgraphia, dysphasia, dyscalculia, and other specific learning disabilities in the basic psychological or neurological processes. Such disorders do not include learning problems which reduce primarily to visual, hearing, or motor handicaps, to mental retardation, to emotional disturbance, or to an environmental deprivation.
Reasonable substitutions of requirements for admission to programs, graduation, CLAST waiver, or exemption of basic skills exit requirements shall be provided to eligible students with documented disabilities in accordance with Sections 1007.02, 1007.264, 1007.265, and 1008.29(5) Florida Statutes and Florida State Board of Education Rules 6A-10.0311, 6A.10.040, and 6A-10.041. Each request for a substitution, CLAST waiver, or exemption of basic skills exit requirements will be considered on an individual basis. Students with specified disabilities wanting further information on the policies and procedures for requesting substitutions, CLAST waiver, or exemption of basic skills exit requirements may contact Student Disability Services.

IRSC POLICY AND PROCEDURES FOR REQUESTING REASONABLE SUBSTITUTIONS

Persons Eligible for Reasonable Substitutions:
Students with disabilities in accordance with Florida Statutes 1007.02, 1007.264, and 1007.265, self-identified through Student Disability Services in the Educational Services Division, may be eligible for a reasonable substitution for any requirement for admission to the College, a program of study, or graduation, where documentation can be provided that the person’s failure to meet the requirement is related to the disability and where failure to meet the graduation requirement or program admission requirement does not constitute a fundamental alteration in the nature of the program. If it is determined by the SDS counselor or advisor and the student that a request for substitution is appropriate, the counselor or advisor has the student formally submit a written request and any evidence to support his or her disabilities to the “CLAST Instructional Committee.” This committee includes Administrators and Instructional Department Chairpersons from the English, Reading, and Mathematics Departments.

Identifying Reasonable Substitutions:
The CLAST Instructional Committee makes decisions and identifies reasonable substitutions to the College, a program of study, or graduation on an individual basis.

Designated Substitutions are made known to Student:
Upon making a decision, the CLAST Instructional Committee submits a recommendation for approval to the IRSC President. The student will receive a letter from the CLAST Instructional Committee of the decision. An approval letter will state the designated reasonable substitution to be made for admission to the College, a program of study, or graduation.

Substitution Decisions are made on an Individual Basis:
The counselor for students with disabilities advises students individually and the CLAST Instructional Committee considers each case and makes decisions on an individual basis.
Student Appeal Process:
A student may make an appeal to a denial of a substitution or determination of eligibility by submitting a letter to the Appeals Committee.

Determining Acceptance of Substitution by Receiving Institutions:
To ensure articulation, the counselor in Student Disability Services seeks information when necessary as to whether or not the receiving institution would accept the granted substitution(s) for a particular major and verbally reports the findings back to the student and the CLAST Instructional Committee.

Accepting Substitutions Granted by State Postsecondary Institutions:
IRSC takes into consideration and/or accepts reasonable substitutions granted by other state postsecondary institutions. Factors that are considered in the decision-making are:

1. Availability of evidence or documentation to support the disability.
2. The substitutions granted by another institution do not constitute a fundamental alteration in the nature of the IRSC program.
3. The student has successfully completed the substitution requirements granted by the other institution.

HARASSMENT/DISCRIMINATION

Indian River State College's policy concerning disability harassment/discrimination is as follows:

Policy Statement:
It is the policy of Indian River State College and its District Board of Trustees that each employee and student be allowed to work and attend this institution in an environment free from any form of improper discrimination.

Harassment or discrimination of any nature is prohibited whether it is on the basis of race, gender, color, national and ethnic origin, religion, age, disability, sexual orientation, veteran or marital status.

Preventing harassment is the responsibility of the entire College. Accordingly, Indian River State College encourages all employees and students who believe they are being subjected to harassment to follow the outlined complaint procedures. The College will take prompt disciplinary action against individuals on any of our campuses who engage in actions that violate this policy.

Scope of Policy:
This policy applies to all full-time, part-time and temporary employees, including administrators, faculty, staff, employment applicants, students and prospective students and non-employee volunteers who work subject to the control of a College employee.

Definition of Harassment:
Harassment of any nature is prohibited whether it is on the basis of race, gender, color, national and ethnic origin, religion, age, disability, sexual orientation, veteran or marital status. Harassment includes unwelcome sexual conduct or request for sexual favors and verbal or physical conduct reflecting on an individual's race, color, national and ethnic origin, gender, religion, age, disability, sexual orientation, veteran or marital status, which has the purpose or effect of creating an intimidating, hostile or
offensive educational or work environment, has the purpose or effect of unreasonably interfering with the individual's work or school performance or participation; or otherwise adversely affects an individual's employment or educational opportunities. Harassment is a form of discrimination and is conduct unbecoming of a College employee or student.

**Notification Requirements:**
This policy shall be included in all future publications of Student Handbooks, full-time and part-time Faculty Handbooks and similar handbooks issued for other employees and will provide basic steps of due process available to the Complainant.

**Disciplinary Actions:**
Any employee or student of this institution who is found to have harassed another employee or student will be subject to disciplinary action up to and including termination, suspension, and/or expulsion; within the provisions of applicable current Board Policies.

**Procedure for Filing a Harassment/Discrimination Complaint:**
Indian River State College and its Board of Trustees strongly encourages any College employee or student who believes that he or she has been subjected to harassment to immediately discuss it with the Intake Counselor/Health and Wellness Coordinator or as an alternate, the Equity Coordinator. Such discussion should include as much information as possible including names and positions of persons involved, identification of witnesses if any; the time, place and details of the incident leading to the allegation(s). In no case will a Complainant be required to report such behavior to the alleged Harassing Party (the Respondent). When a supervisor or faculty member receives a complaint concerning harassment from an employee and/or student, he/she shall immediately inform the Intake Counselor/Health and Wellness Coordinator or as an alternative, the Equity Coordinator and simultaneously inform the Complainant that they should notify the Intake Counselor/Health and Wellness Coordinator, or in the alternative, the Equity Coordinator. Failure to immediately notify the Intake Counselor/Health and Wellness Coordinator, or as an alternative, the Equity Coordinator, of suspected harassment is a violation of this policy.

**Action:**
If in the judgement of the Intake Counselor/Health and Wellness Coordinator or in the alternative, the Equity Coordinator and/or the Complainant, that further inquiry or investigation is warranted by the circumstances, the Complainant shall be encouraged to pursue the complaint with the Vice President of Student Affairs (for students) or the Assistant Dean of Human Resources (for employees). The Complainant will be encouraged to complete and sign a Harassment Report Form provided by the Assistant Dean of Human Resources (for employee harassment claims) or the Vice President of Student Affairs (for student harassment claims), with the details of the conduct that is the subject of the complaint. The signed and completed Harassment Report Form shall be given to the Vice President of Student Affairs or Assistant Dean of Human Resources, respectively. Claimant must file a complaint within 100 days of the incident.

The Assistant Dean of Human Resources (for employee harassment complaints) or the Vice President of Student Affairs (for student harassment complaints) will conduct the investigation. The investigation of the complaint will be concluded within 10 days after receipt of the written Harassment Complaint Form unless otherwise agreed by both parties. Upon completion of the investigation, the Vice President of Student Affairs (for student harassment complaints) and the Assistant Dean of Human Resources (for employee harassment complaints), will prepare the Harassment Complaint Report within 10 days of the completion of the investigation, which will be presented to the Claimant and his/her Supervisor and the Respondent and his/her Supervisor to carry out the recommended action(s) and/or disciplinary procedure(s) if applicable. The College President will also be given a copy of the Harassment Complaint Report.
Confidentiality shall be maintained to the greatest extent possible within the law and the requirements for conducting appropriate investigations.

Retaliation against individuals who have filed a charge or participated in an investigation or opposed any unlawful practice is prohibited and will subject the person who retaliates to disciplinary action.

If either the Complainant or the Respondent expresses disagreement with the determination, he/she will be informed in writing to pursue the appropriate College due process procedures already in place for processing grievances for employees and students. In no case will a Complainant be required to report such behavior to the Respondent.

**Authorization:**
The College President has established operational procedures for the implementation of this policy which may be obtained from the Human Resources Department.

Access on Indian River State College computer equipment of materials of a sexual or ethnically derogatory nature is in violation of the College policy on harassment which assures a positive learning environment. Violation may result in disciplinary action.

**Indian River State College**  
**Equity Mission Statement**

Indian River State College ensures equal opportunity and affirmative action in its educational programs, services and employment policies and procedures for all without regarding to race, gender, color, national and ethnic origin, religion, age, disability, sexual orientation, veteran, or marital status.

**Equity Officers and Coordinators**

<table>
<thead>
<tr>
<th>Affirmative Action</th>
<th>Sheila Daniels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADA-504 Compliance Officer:</td>
<td>Assistant Dean of Human Resources</td>
</tr>
<tr>
<td></td>
<td>S-238/Main Campus</td>
</tr>
<tr>
<td></td>
<td>(772) 462-7275</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equity Coordinator:</th>
<th>Adriene Jefferson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Associate Dean of Minority Affairs</td>
</tr>
<tr>
<td></td>
<td>O-102/Main Campus</td>
</tr>
<tr>
<td></td>
<td>(772) 462-7606</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Affirmative Action</th>
<th>Barry A. Keim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity Officers:</td>
<td>Mary G. Locke, Ph.D.</td>
</tr>
<tr>
<td></td>
<td>Johnny M. Moore, Ph.D.</td>
</tr>
<tr>
<td></td>
<td>Alan Roberts, Ed.D.</td>
</tr>
<tr>
<td></td>
<td>Henry Sue Bynum, Ph.D.</td>
</tr>
</tbody>
</table>
TRANSITION FROM HIGH SCHOOL TO COLLEGE
FOR STUDENTS WITH DISABILITIES

Laws: Different Laws Apply

IDEA (Individuals with Disabilities Education Act) and Section 504 of the Rehabilitation Act of 1973 are very different, and this has led to miscommunication between college and high school staff. Under IDEA, high school special education program procedures may apply primarily to a precise list of disabilities such as “specific learning disability.” In post-secondary institutions, accommodations must be made on a case-by-case basis according to a current functional impairment. In high school, students who use wheelchairs may be considered under a subpart of Section 504 of the Rehabilitation Act and be referred to as their “504” students. However, Section 504 does not create a requirement for IEPs in either high school or post-secondary institutions. Misunderstanding comes from the assumption that a “504 Plan” or an IEP developed at a high school will be binding on a college or university. It does not.

<table>
<thead>
<tr>
<th>High School:</th>
<th>Post Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Individuals with Disabilities Education Act (IDEA)</td>
<td>- Section 504 of the Rehabilitation Act of 1973</td>
</tr>
<tr>
<td>- Section 504 of the Rehabilitation Act of 1973 (See Subpart D)</td>
<td>- Americans with Disabilities Act</td>
</tr>
<tr>
<td>- Americans with Disabilities Act</td>
<td>- Civil Right Restoration Act</td>
</tr>
</tbody>
</table>

At the post secondary level, student responsibilities change as follows:

**Students have a responsibility to:**

- **Self identify** or disclose the disability to the designated office for disability services if they want to receive accommodations. At Indian River State College, this office is called Student Disability Services.
- **Obtain and Provide** documentation such as psycho-educational test results, or physician’s report. The documentation should verify the disability, describe the extent of the impairment, and provide information that supports the need for specific accommodations.
- **Take** specific action to request those accommodations for their disabilities.
- **Act** as independent adults; use appropriate self-advocacy strategies.
- **Contact** their instructors to activate accommodations for each class.
- **Arrange** for and obtain their own personal attendants, individual tutoring and specifically fitted or designed assistive technologies.

**Post secondary institutions are not required to:**

- Provide specialized personal equipment (i.e., wheelchair, crutches, etc.)
- Substitute or waive any of the essential requirements of a course or program.
- Conduct testing and assessment of learning, psychological, or medical disabilities.
- Provide personal attendants.
- Provide personal or private tutors (but tutoring services normally available to persons without disabilities must be accessible to persons with disabilities who are otherwise qualified for those services).
- Prepare “Individual Education Plans” (IEPs).
- Provide transportation between home and college or around campus.
Other differences may exist for post-secondary institutions that provide housing programs, health services, psychological counseling services, and extensive international programs.

**Remember:**

- **Privacy** - Students in colleges and universities are considered adults, with privacy and confidentiality protections. College staff cannot talk with parents and guardians about a student’s academic activities as was typical in K-12, unless the student has given consent by signing a Release of Information form.

- **Eligibility** - Special education services in high school are diagnosis driven (i.e., the students must be diagnosed as having one of eleven specified conditions). Eligibility for reasonable accommodations in post-secondary institutions is driven by severity of impact on a major life activity.

- **Preparedness** - College students must structure and plan their own study time; colleges do not arrange study periods or provide for time to do homework during classes. Professors and classes may differ regarding attendance requirements, scheduling assignment due dates and exams. The student must study each professor’s syllabus for each class to determine the requirements and what will be expected.

<table>
<thead>
<tr>
<th>In high school the school has responsibilities which include the following:</th>
<th>The post-secondary level institutional role changes as follows:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify</strong> students with disabilities</td>
<td><strong>Protect</strong> a student’s right to privacy and confidentiality</td>
</tr>
<tr>
<td><strong>Provide</strong> assessment of learning disabilities</td>
<td><strong>Provide</strong> access to programs and services, for persons with disabilities</td>
</tr>
<tr>
<td><strong>Classify</strong> disabilities according to specified diagnostic categories</td>
<td><strong>Inform</strong> students of office location and procedures for requesting accommodations</td>
</tr>
<tr>
<td><strong>Involv</strong>e parents or guardians in placement decisions</td>
<td><strong>Accept</strong> and evaluate verifying documentation</td>
</tr>
<tr>
<td><strong>Provide</strong> certain non-academic services</td>
<td><strong>Determine</strong> that a mental or physical impairment causes a substantial limitation of a major life activity based on student-provided verifying documents</td>
</tr>
<tr>
<td><strong>Place</strong> students in programs where they can benefit (in any way) by placement committee with parent participation and approval</td>
<td><strong>Determine</strong> for students who are otherwise qualified for participation in the program or service, with or without accommodations, whether reasonable accommodation are possible</td>
</tr>
<tr>
<td><strong>Structure</strong> a large part of the student’s weekly schedule</td>
<td><strong>Make</strong> reasonable accommodations for students who meet the above qualifying criteria</td>
</tr>
<tr>
<td><strong>Modify</strong> educational programs</td>
<td><strong>Provide</strong> reasonable access to programs and service choices equal to those available to the general public</td>
</tr>
<tr>
<td><strong>Prepare</strong> Individualized Education Plans (IEPs)</td>
<td><strong>Suggest</strong> reasonable adjustments in teaching methods which do not alter the essential content of a course or program</td>
</tr>
<tr>
<td><strong>Provide</strong> a free and appropriate education</td>
<td><strong>Assure</strong> that off-campus and contracted program facilities also comply with Section 504 (Subpart E) and ADA</td>
</tr>
<tr>
<td><strong>Provide</strong> appropriate services by the school nurse or health service.</td>
<td><strong>Inform</strong> students of their rights and responsibilities.</td>
</tr>
</tbody>
</table>