# Student Disability Services
## Student Handbook

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<td>Vice President of Academic Affairs</td>
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<td>Dean of Educational Services</td>
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<td>Dean of Minority Affairs/ Equity Officer/Title IX Coordinator</td>
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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 Student Disability Services at any IRSC campus for further information.

IRSC Student Disability Services (SDS) provides auxiliary aid services, equipment, reasonable accommodations and academic advisement to students with documented disabilities. Academic advisement is also available at all IRSC Campuses.

IRSC Student Disability Contact Information

<table>
<thead>
<tr>
<th>Rhoda Brant</th>
<th>Leigh Chappell</th>
<th>Leslie Simpson</th>
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<tbody>
<tr>
<td>Counselor</td>
<td>Advisor</td>
<td>Counselor</td>
</tr>
<tr>
<td>Main Campus</td>
<td>Chastain Campus</td>
<td>Mueller Campus</td>
</tr>
<tr>
<td><a href="mailto:rbrant@irsc.edu">rbrant@irsc.edu</a></td>
<td><a href="mailto:cchappel@irsc.edu">cchappel@irsc.edu</a></td>
<td><a href="mailto:lsimpson@irsc.edu">lsimpson@irsc.edu</a></td>
</tr>
<tr>
<td>772-462-7782</td>
<td>772-419-5608</td>
<td>772-226-2501</td>
</tr>
<tr>
<td>Terry Valencia</td>
<td>Silvia Bustamante</td>
<td>Janine Merriman</td>
</tr>
<tr>
<td>Advisor</td>
<td>Advisor</td>
<td>Counselor</td>
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<tr>
<td>Main Campus</td>
<td>Pruitt</td>
<td>Dixon Hendry Campus</td>
</tr>
<tr>
<td><a href="mailto:tvalenci@irsc.edu">tvalenci@irsc.edu</a></td>
<td><a href="mailto:sbustama@irsc.edu">sbustama@irsc.edu</a></td>
<td><a href="mailto:jmerrima@irsc.edu">jmerrima@irsc.edu</a></td>
</tr>
<tr>
<td>772-462-7808</td>
<td>772-336-6222</td>
<td>863-824-6002</td>
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Visit [www.irsc.edu](http://www.irsc.edu), Click Advisory and then Student Disability Services.
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 at any IRSC campus and provide all medical or psychological documentation. Student Disability Services is the only office at IRSC 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 P.E.R.T. scores when seeking a degree. Alternative testing arrangements for the GED® FCAT, TABE, P.E.R.T., ACT, Health Sciences Program Examinations, etc., may be provided through the Assessment Center by first submitting the proper documentation and completing forms in Student 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.

GED® is a registered trademark of the American Council on Education (ACE) and administered exclusively by GED Testing Service LLC under license. This material is not endorsed or approved by ACE or GED Testing Service.

**FACULTY LIAISON**

Liaison services between the student and IRSC faculty are provided as needed, by SDS staff. The services may include:

- **Notification** - Through IRSC Rivermail (email), SDS staff notifies students and instructors of enrollment in a class, any reasonable accommodations needed by the student and the procedures for the accommodations. 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 Reach-out emails each semester for students experiencing academic difficulty. Students who receive a Reach-out email are requested to meet with their SDS Counselor to discuss their academic performance and SDS assistance. Students are encouraged to communicate with SDS throughout each semester regarding their academic progress and accommodations.

- **Faculty Orientation and Awareness** - SDS staff provides information on program services, reasonable accommodations and current laws at annual meetings. The SDS Faculty Handbook may be found on the IRSC intranet.
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, Academic Support Centers nbird@irsc.edu

**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 (GED®, P.E.R.T., ACT, 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, scribe or sign language interpreter is needed for testing.
(772) 462-7583 Steven Daniello, Assessment Services Manager sdaniello@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. U Building, Main Campus.
(772) 462-7826 Patricia Corey, Ph.D., 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, Accounting/Property Management Specialist lthomas@irsc.edu

**The River Shop** is the IRSC bookstore located in the Koblegard Student Union on the Main Campus. Staff is available to assist students in selecting textbooks by using their class schedules. Students who request a book form to complete may obtain the required textbook information at The River Shop.
(772) 462-7836 April Claybaugh, Bookstore Branch Manager therivershop@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/Provost  
A-220/Main Campus  
(772) 462-4702

Anthony J. Iacono, Ph.D.  Vice President of Academic Affairs  
Instructional Committee  
A-225/Main Campus  
(772) 462-7215

Steven M. Payne   Associate Dean of Educational Services  
W-161/Main Campus  
(772) 462-7805

AGENCIES PROVIDING SERVICES FOR STUDENTS WITH DISABILITIES

Division of Vocational Rehabilitation (VR)

St. Lucie County  
519 N.W. Lake Whitney Place, Suite 102  
Port St. Lucie, FL  34986  
(772) 873-6550

Indian River County  
1450 Old Dixie Highway  
Vero Beach, FL  32960  
(772) 778-6348

Okeechobee County  
207 S.W. Park Street  
Okeechobee, FL  34974  
(863) 462-5350

Martin County  
2223 S. Kanner Highway  
Stuart, FL  34994  
(772) 221-4095

Division of Blind Services (DBS)  
2000 Palm Beach Lakes Blvd., Suite 300  
West Palm Beach, FL  33409  
(561) 681-2548  
1-866-225-0794 (Toll-free)

Deaf and Hard of Hearing Services  
of the Treasure Coast  
1016 N.E. Jensen Beach Blvd.  
Jensen Beach, FL  34957  
(772) 334-2233 VOICE (772) 334-2299 FAX/TDD  
1-866-326-7884 VP  1-866-229-8886 Toll-free

Learning Ally  
20 Roszel Road  
Princeton, NJ  08540  
(609) 452-0606  
1-800-221-4792 (Toll-free)  
(609) 987-8116 (FAX)  
www.learningally.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

Treasure Coast Connector
725 Avenue D
Fort Pierce, FL 34950
(772) 464-8878

Indian River Transit
4385 43rd Avenue
Vero Beach, FL 32967
(772) 569-0903

Martin County Public Transportation
915 Hillcrest Avenue
Stuart, FL 34994
(772) 283-1814

CATEGORIES OF DISABILITIES & SERVICES/EQUIPMENT AVAILABLE

Listed are the nine 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 processes. Such disorders do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, to emotional disturbance, or to 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)
* alternative text (through Learning Ally or SDS)
* substitutions/waivers in specific documented circumstances
* extended time to complete in-class essays/projects (may be completed in the ASC or Assessment Center 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)
* Learning Ally 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) ORTHOPEDIC IMPAIRMENT:

A disorder of the musculoskeletal, connective tissue disorders, and neuromuscular system. 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
* substitutions/waivers in specific documented circumstances
* reader services (SDS)
* classroom changes
* library access assistance at any campus
* extended time to complete in-class essays/projects (may be completed in the ASC or Assessment Center, 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/animal restrictions
Equipment:

* wheelchair desks/adjusted 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 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 one’s ability to function in an educational setting, or 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)
* alternative text (through Learning Ally or SDS)
* substitutions/waivers 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 or Assessment Center, on computer, or with scribe)
* tutoring assistance in English, reading, mathematics, and science (all ASC labs)
* no service dog/animal restrictions

Equipment:

* talking books and equipment (Miley Library)
* tape recorder (SDS)
* Arkenstone Open Book Reading Machine (all ASC labs)
* Learning Ally 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)
* Braille Printer (ASC/Main Campus)
* may bring personal laptop to class to take notes (not furnished by the college)
4) **DEAF/HARD OF HEARING:**

A hearing loss of thirty (30) decibels or greater, pure tone average of 500, 1000, 2000, and 4000 (Hz), unaided, in the better ear. Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, and 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
* tests with extended time/accommodations
* real-time captioning
* notetakers
* closed captioning on all videos, DVDs, movies and films (shown in classrooms, college events and on IRSC website)
* course substitution in specific documented circumstances
* library access assistance at any campus
* substitutions/waivers in specific documented circumstances
* tutoring assistance in English, reading, mathematics, and science (all ASC labs)
* no service dog/animal restrictions

**Equipment:**

* TDD access (SDS)
* 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/LANGUAGE 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)
* substitutions/waivers in specific documented circumstances

**Equipment:**

* TDD access (SDS)
6) **EMOTIONAL OR BEHAVIORAL DISABILITY:**

Any mental or psychological disorder including but not limited to 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)
* substitutions/waivers in specific documented circumstances
* accommodations provided based on individual needs

**Equipment:**

* based on individual needs

7) **TRAUMATIC BRAIN INJURY**

An injury to the brain, not of a degenerative or congenital nature but caused by an external force, that may produce a diminished or altered state of consciousness, which results in impairment of cognitive ability and/or physical functioning.

**Accommodations and Services:**

* new student orientation/academic advisement/career assessment and counseling
* tutoring assistance in English, reading, mathematics, and science (all ASC labs)
* substitutions/waivers in specific documented circumstances
* tests with extended time/accommodations
* notetakers
* tape recorder (SDS)
* extended time to complete in-class essays

8) **AUTISM SPECTRUM DISORDER**

Disorders characterized by an uneven developmental profile and a pattern of qualitative impairments in social interaction, communication, and the presence of restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities. These characteristics may manifest in a variety of combinations and range from mild to severe.
Accommodations and Services:

* new student orientation/academic advisement/career assessment and counseling
* tutoring assistance in English, reading, mathematics, and science (all ASC labs)
* substitutions/waivers in specific documented circumstances
* tests with extended time/accommodations
* notetakers
* tape recorder (SDS)
* extended time to complete in-class essays

9) OTHER HEALTH IMPAIRMENTS:

Any disability not otherwise identified, except those students who have been documented as having an intellectual disability, deemed by a disability professional to make completion of the requirement impossible.

Accommodations and Services:

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

Equipment:

* based on individual needs
ADDITIONAL COLLEGE INFORMATION

Academic Programs at Indian River State College

Information on Bachelor’s degrees, Associate in Arts degrees, Associate in Science degrees, Associate in Applied Science degrees, Technical Certificates and Career Training programs can be obtained from the Indian River State College Catalog on the IRSC website: 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 accommodations needed by students with disabilities. Students may also sign a release of information, giving a third party (i.e., parents, spouse, 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., driver 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

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 for New Student Orientation online or at any IRSC campus.
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.
Section 508

General

Section 508 standards establish a minimum level of accessibility for electronic and information technology to be used by individuals with disabilities. The full range of technologies are covered in the Federal sector, including those used for communication, duplication, computing, storage, presentation, control, transport and production. Also included is an explanation of what is exempt, along with recognized alternatives to what is required that provide equal or greater access.

Software Applications and Operating Systems

Most of the specifications for software pertain to usability for people with vision impairments. For example, one provision requires alternative keyboard navigation, which is essential for people with vision impairments who cannot rely on pointing devices, such as a mouse. Other provisions address animated displays, color and contrast settings, flash rate, and electronic forms, among others.

Web-based Intranet and Internet Information and Applications

The criteria for web-based technology and information are based on access guidelines developed by the Web Accessibility Initiative of the World Wide Web Consortium. Many of these provisions ensure access for people with vision impairments who rely on various assistive products to access computer-based information, such as screen readers, which translate what’s on a computer screen into automated audible output, and refreshable Braille displays.

Telecommunications Products

The criteria of this section are designed primarily to ensure access to people who are deaf or hard of hearing. This includes compatibility with hearing aids, cochlear implants, assistive listening devices, and TTYs. TTYs are devices that enable people with hearing or speech impairments to communicate over the telephone; they typically include an acoustic coupler for the telephone handset, a simplified keyboard and a visible message display. One requirement calls for a standard non-acoustic TTY connection point for telecommunication products that allow voice communication but that do provide TTY functionality.

Video or Multimedia Products

Multimedia products involve more than one media and include, but are not limited to, video programs, narrated slide production and computer generated presentations. Provisions address caption decoder circuitry (for any system with a screen larger than 13 inches) and secondary audio channels for television tuners, including tuner cards for use in computers. The standards also require captioning and audio description for certain training and informational multimedia productions developed or procured by Federal agencies. The standards also provide that viewers be able to turn captioning or video descriptions features on or off.

Self Contained, Closed Products

This section covers products that generally have imbedded software but are often designed in such a way that a user cannot easily attach or install assistive technology. Examples include information kiosks, information transaction machines, copiers, printers, calculators, fax machines
and similar types of products. The standards require that access features be built into the system so users do not have to attach an assistive device to it. Other specifications address mechanisms for private listening (handset or a standard headphone jack), touchscreens, auditory output and adjustable volume controls and location of controls in accessible reach ranges.

**Desktop and Portable Computers**
This section focuses on keyboards and other mechanically operated controls, touch screens, use of biometric form of identification and ports and connectors.

**Functional Performance Criteria**
These criteria are designed to ensure that the individual accessible components work together to create an accessible product. They cover operation, including input and control functions, operation of mechanical mechanisms, and access to visual and audible information. These provisions are structured to allow people with sensory or physical disabilities to locate, identify, and operate input, control and mechanical functions and to access the information provided, including text, static or dynamic images, icons, labels, sounds or incidental operating cues.

**Information, Documentation and Support**
The standards also address access to all information, documentation, and support provided to end-users (e.g., Federal employees) of covered technologies. This includes user guides, installation guides for end-user installable devices, and customer support and technical support communications. Such information must be available in alternate formats upon request at no additional charge. Alternate formats or methods of communication, can include Braille, cassette recordings, large print, electronic text, Internet postings, TTY access, and captioning and audio description for video materials.
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.”
Florida Statutes

1007.264
Persons with disabilities; admission to postsecondary educational institutions; substitute requirements; rules and regulations.—Any student with a disability, as defined in s. 1007.02(2), who is otherwise eligible 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.

1007.265
Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules and regulations.—Any student with a disability, as defined in s. 1007.02(2), in a public postsecondary educational institution 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.

State Board of Education Rules

6A-10.041 Substitution for Requirements for Eligible Disabled Students at Florida Colleges and Postsecondary Career Centers.

(1) Each board of trustees within the Florida College System 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 Sections 1007.264 and 1007.265, F.S. 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. In determining whether to grant a substitution, a college may consider pertinent educational records. For purposes of this rule, the following definitions shall apply.

(a) Deaf/Hard of Hearing. A hearing loss of thirty (30) decibels or greater, pure tone average of 500, 1000, 2000, and 4000 (Hz), unaided, in the better ear. Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, and high or low tone hearing loss or deafness, and 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 one’s ability to function in an educational setting, or 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.
(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 are due primarily to visual, hearing, or motor handicaps, to mental retardation, to emotional disturbance, or to an environmental deprivation.

(d) Orthopedic Impairment. A disorder of the musculoskeletal, connective tissue disorders, and neuromuscular system. 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.

(e) Speech/Language 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.

(f) Emotional or Behavioral Disability. Any mental or psychological disorder including but not limited to organic brain syndrome, emotional or mental illness, or attention deficit disorders.

(g) Autism Spectrum Disorder. Disorders characterized by an uneven developmental profile and a pattern of qualitative impairments in social interaction, communication, and the presence of restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities. These characteristics may manifest in a variety of combinations and range from mild to severe.

(h) Traumatic Brain Injury. An injury to the brain, not of a degenerative or congenital nature but caused by an external force, that may produce a diminished or altered state of consciousness, which results in impairment of cognitive ability and/or physical functioning.

(i) Other Health Impairment. Any disability not identified in paragraphs (l)(a) through (h) of this rule, except those students who have been documented as having an intellectual disability, deemed by a disability professional to make completion of the requirement impossible.

(2) The policies and procedures shall include at least the following:

(a) A mechanism to inform persons eligible for reasonable substitutions due to a disability,

(b) A mechanism for identifying reasonable substitutions for criteria for admission to the institution, admission to a program of study, entry to upper division, or graduation related to each disability,

(c) A mechanism for making the designated substitutions known to affected persons,

(d) A mechanism for making substitution decisions on an individual basis, and

(e) A mechanism for a student to appeal denial of a substitution or a determination of eligibility.

(3) The policies shall provide for articulation with other state institutions which shall include, at a minimum, acceptance of all substitutions previously granted by a state postsecondary institution.
(4) The policies shall include a provision for students who qualify for a course substitution which would allow such students to be exempt from the college preparatory requirements, as provided in State Board Rule 6A-10.0315, F.A.C., in the basic skill area for which the student is eligible for a course substitution, provided that successful completion of the college preparatory coursework is not considered an essential part of the curriculum in the student’s academic program.

(5) The Commissioner of Education shall coordinate with the Chancellor of the State University System to provide for coordination of the provision of technical assistance in the implementation of this rule.

(6) Each Florida college and postsecondary career center operated by a school district shall maintain and report records on the number of students granted substitutions by type of disability, the substitutions provided, the substitutions identified as available for each documented disability and the number of requests for substitutions which were denied. Each college within The Florida College System shall report such information to the Department of Education, Division of Florida Colleges once a year by July 1. The Course Substitution Report, Form CSR-01, is incorporated by reference herein to become effective October 25, 2010, can be obtained at http://www.fldoe.org/cc/educators/Disability/dss.asp.

IRSC STUDENTS WITH DISABILITIES REQUESTING SUBSTITUTIONS OR EXEMPTIONS

Reasonable substitutions of requirements for admission to the College, admission into a program of study, upper division entry, or for graduation, in addition to exemption of college preparatory and basic skills exit requirements (TABE), shall be provided to eligible students with documented disabilities in accordance with Sections 1007.264 and 1007.265 Florida Statutes and Florida State Board Rules 6A-10.040 and 6A-10.041. Each request will be considered on an individual basis.

IRSC REGULATION AND PROCEDURE FOR REQUESTING WAIVER OF TABE EXIT REQUIREMENT FOR VOCATIONAL CERTIFICATE PROGRAMS

In accordance with Rule 6A-10.040, Basic Skills Requirements for Postsecondary Vocational Certificate, FAC: Adult students with a documented disability who are completing a postsecondary adult vocational program, but have been unsuccessful in obtaining the designated exit criteria on the TABE (Test of Adult Basic Education), may have this requirement waived based on the following procedures.

The student must test and remediate. If scores have not reached the designated exit criteria after remediation, a meeting with the remediation instructor (ASC), the vocational instructor, the appropriate administrator and the student will take place to review exemption of the exit criteria. If the committee agrees that the student possesses the skills and knowledge to be successful in the workplace, and has met all other program requirements, an appropriate certificate will be awarded.

IRSC REGULATION AND PROCEDURE FOR REQUESTING REASONABLE SUBSTITUTIONS AND EXEMPTIONS

Persons Eligible for Reasonable Substitutions and Exemptions:
A student self-identified through Student Disability Services with a documented disability in accordance with 1007.264 and 1007.265 Florida Statutes and 6A-10.041 Florida Administrative Code Rule, may be eligible for reasonable substitutions and/or college preparatory exemption for any requirement for admission to the College, admission into a program of study, upper division entry, or for graduation. The Student Disability Services counselor or advisor and the student shall determine if a request for substitution or exemption is appropriate. The student shall formally submit to Student Disability Services a written request for substitution and/or preparatory exemption, and provide documentation of a disability, which includes evidence that the failure to meet the requirement is related to the disability. A student desiring to address the Review Committee regarding his or her eligibility for substitution and/or preparatory exemption must include such a request in the written letter to the Committee. The Vice President of Academic Affairs chairs the Review Committee, which includes four additional members appointed by the President from the Departments of Mathematics and English, a Department of another discipline, and the Institutional Test Administrator.
Documentation of Disability
The student shall present a written request for substitution and/or preparatory exemption and documentation from a certified or licensed professional qualified to diagnose the disability, which documents the nature and degree of the disability, including evidence that the failure to meet the requirement is related to the disability as outlined in 6A-10.041, 1007.264 and 1007.265.

The counselor or advisor submits the request for substitution and/or preparatory exemption and supporting documentation to the Associate Dean of Educational Services, who forwards the completed file to the Review Committee for consideration. The Committee shall approve or deny all requests for substitutions or exemptions. If a request is denied, the student may file an appeal as indicated in the section titled, Student Appeal Process.

Identifying Reasonable Substitutions
The Review Committee identifies reasonable substitutions for admission to the College, admission to a program of study, admission to the upper division, or graduation related to each disability on an individual basis.

Making Substitution and Exemption Regulation and Procedure Known to Students
A statement regarding substitution and/or preparatory exemption requirements has been placed in the online College Catalog, other College publications and on the IRSC website in an effort to make students with disabilities aware of Sections 1007.264 and 1007.265, Florida Statutes, and Florida Administrative Code Rule 6A-10-041.

Making Substitution and Exemption Decisions on an Individual Basis
The counselor or advisor directs and guides students individually and the Review Committee considers each case and makes decisions on an individual basis. In making a determination, the Committee considers if the student’s failure to meet the requirement is related to the disability and that the failure to meet the requirement does not constitute a fundamental alteration in the nature of the program. The recommendation of the Review Committee is submitted to the President for final approval. The Committee shall notify the student in writing whether the request is denied or approved. For requests that are approved, the letter will state the designated reasonable substitution and/or preparatory exemption made for admission to the College, a program of study, or graduation.

Student Appeal Process
If the student’s request is denied they may file an appeal by submitting a letter to the Associate Dean of Educational Services. The letter must request a hearing before the Appeals Committee and clearly state in writing the reasons for the appeal. Material witnesses, resource persons, and the student making the appeal may be present during the hearing. Refer to Administrative Procedure AP-7.26, Student Grievance Procedure.

Determining Acceptance of Substitution or Waiver by Receiving Institutions
The student shall obtain information from the college or university to which they will transfer, as to whether each substitution or exemption requested would be accepted by the receiving institution.
Accepting Substitutions Granted by State Postsecondary Institutions
In accordance with Rule 6A-10.041(3), FAC, at a minimum, all substitutions previously granted by a state post-secondary institution will be accepted. However, the College takes into consideration the following factors:

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 College program.

3. The student has submitted official transcripts and has successfully completed the substitution requirements granted by the other institution.

SERVICE ANIMALS

In accordance with IRSC Board Policy 6Hx11-8.52 and Administrative Procedure AP-8.52 regarding service animals, the College shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal, nor shall the College ask about the nature or extent of a person's disability. The College may make two inquiries to determine whether an animal qualifies as a service animal:

• If the animal is required because of a disability: and
• What work or task the animal has been trained to perform.

Service animals are defined by the U.S. Dept. of Justice, Civil Rights Division (March 15, 2011) as dogs trained to do work or perform tasks for a person with a disability. In addition to dogs, the ADA has established regulations to include miniature horses that have been trained to do work or perform tasks for people with disabilities. The work or tasks performed by a service animal must be directly related to the individual’s disability. Dogs and other species of animals also known as ‘therapy’ dogs/animals (including reptiles, birds, etc.) whose sole function is to provide comfort or emotional support, do not qualify as service animals under the ADA.

Students with disabilities shall be permitted to use service animals in all College facilities where allowed to go, except where service animals are specifically prohibited due to health, environmental, or safety hazards (e.g., certain research laboratories, mechanical rooms, custodial closets, areas where protective clothing is necessary, or areas where there is a danger to the animal).

Pursuant to F.S. 413.08, any trainer of a service animal, while engaged in the training of such an animal, has the same rights and privileges with respect to access to the College facilities and the same responsibility for damages as other persons accompanied by service animals.

The service animal must be harnessed, leashed or tethered, unless these devices interfere with the service animal’s work or the student’s disability prevents using these devices. In that case, the student must maintain control of the animal through voice, signal, or other effective controls. (ADA)

Students who want to use a service animal at the College should contact Student Disability Services at any IRSC campus, to complete the Service Animal Inquiry Form for Students.
ININDIAN RIVER STATE COLLEGE  
NON-DISCRIMINATION/NON-HARASSMENT POLICY STATEMENT

Information regarding the Non-Discrimination/Non-Harassment Policy can be found in the IRSC Student Handbook/Planner or online at www.irsc.edu. Click HR/Jobs and then Compliance Areas.

ININDIAN RIVER STATE COLLEGE  
EQUITY MISSION STATEMENT

Under the policies of Indian River State College, the College seeks to ensure equal opportunity employment and affirmative action in its educational programs, services and activities and employment policies and procedures for all without regard to race, color, national origin, ethnicity, sex, religion, age, disability, sexual orientation, marital status, veteran status or genetic information.

Equity Coordinators Compliance Officer

Equity Officer & Title IX Coordinator
Adriene B. Jefferson
Dean of Minority Affairs/Equity Officer/Title IX Coordinator
Indian River State College
3209 Virginia Avenue
Fort Pierce, Fl 34981-5596
ajeffers@irsc.edu
(772) 462-7606

ADA-504 Compliance Officer:
Nancy L. Cunningham
Assistant Dean of Human Resources
Indian River State College
3209 Virginia Avenue
Fort Pierce, Fl 34981-5596
ncunning@irsc.edu
(772) 462-7275
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>
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<tbody>
<tr>
<td>- Individuals with Disabilities Education Act</td>
<td>- Section 504 of the Rehabilitation Act of 1973</td>
</tr>
<tr>
<td>(IDEA)</td>
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</tr>
<tr>
<td>- Section 504 of the Rehabilitation Act of 1973</td>
<td>- Americans with Disabilities Act</td>
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<tr>
<td>(See Subpart D)</td>
<td></td>
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<tr>
<td>- Americans with Disabilities Act</td>
<td>- Civil Right Restoration Act</td>
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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.
<table>
<thead>
<tr>
<th><strong>In high school, the school has responsibilities which include the following:</strong></th>
<th><strong>The post-secondary level institutional role changes as follows:</strong></th>
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</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>Involve</strong> parents or guardians in placement decisions</td>
<td><strong>Accept</strong> and evaluate verifying documentation</td>
</tr>
<tr>
<td><strong>Provide certain non-academic services</strong></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 accommodations 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>
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<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>
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</table>

Other differences 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.
**Parking for the Disabled**

*Student Disability Services*
Rhoda Brant, Counselor (rbrant@irsc.edu)
Terry Valencia, Advisor Specialist (tvalenci@irsc.edu)

KSU • 3209 Virginia Avenue • Fort Pierce, FL 34981-5596
(772) 462-7782 • (772) 462-7808 • (772) 462-4654 (TDD)