



***Kankakee Community College***

# **Kankakee Community College**

## **DISABILITY SERVICES Handbook**

Department of Student Services  
Enhancing the Quality of Life through Learning

## **CONTENTS**

	Page
<b>Welcome</b>	5
<b>Personnel and Office Hours</b>	6
<b>Mission &amp; Goals</b>	7
<b>ADA and 504</b>	8
<b>Grievance Policy</b>	8
<b>Confidentiality</b>	8
<b>Steps to Enroll</b>	9
<b>Requesting Accommodations for Classes</b>	10
<b>Documentation of Disability</b>	10
<b>Verification of Disability Form</b>	12
<b>Intake Appointment</b>	14
<b>Accessing Accommodations</b>	14
<b>Student Responsibilities</b>	14
<b>Accommodations and how to use</b>	15
<b>Campus Resources</b>	19
<b>Accommodation Letter</b>	20
<b>Electronic Recording Device Agreement</b>	21
<b>Emergency Evacuation Map</b>	22
<b>FERPA – Family Educational Rights and Privacy Act</b>	23
<b>Request for Books in Alternative Format</b>	25
<b>FAQ's, What Students &amp; Parents Need to Know about Disability Services in College</b>	26

# **WELCOME From KCC's Office of Disability Services**

Dear Student,

Welcome to KCC! Thank you for choosing to continue your education with us. Kankakee Community College is committed to “Enhancing quality of life through learning.” To do this, KCC is dedicated to providing quality, comprehensive educational programs and services in a fiscally responsible manner in a supportive environment.

The Disability Services office at KCC works closely with students and instructors to accommodate students with disabilities and their individual student learning needs.

The information provided will explain the policies and procedures specific to **Disability Services (DS)** and guide you in accessing your academic accommodations.

It is the responsibility of the student to read and become familiar with this information and all other KCC related material. The information provided may be modified, updated and changed without notice; therefore, students should stay in touch with the DS coordinator to receive up-to-date information.

Wishing you much success in your college endeavors.

Sincerely,

*Sherry Kinzler*

Sherry Kinzler  
Coordinator/ASL Interpreter  
Student Services/Disability Services  
100 College Dr.  
Kankakee, IL 60901  
815-802-8632  
Skype: Sherry.Kinzler

**Back to top**

# Personnel and Hours of Operation

## **Tasha Blanchette - Administrative Assistant**

Support Services

[tblanchette@kcc.edu](mailto:tblanchette@kcc.edu)

2<sup>nd</sup> floor

815-802-8542

## **Sherry Kinzler - Coordinator/ASL Interpreter**

Disability Services

[skinzler@kcc.edu](mailto:skinzler@kcc.edu)

D234

815-802-8632

Skype: Sherry.Kinzler

## **Kimberlee Harpin-Director of Support Services**

[Kharpin@kcc.edu](mailto:Kharpin@kcc.edu)

L20E

815-802-8472

---

## **General Hours of Operation**

Fall and Spring

Monday – Friday

8:00 am – 4:30 pm

Summer

Monday – Thursday

7:00 am – 5:00 pm

Closed most Fridays

**Coordinator office hours are subject to change due to interpreting obligations.**

For assistance with making an appointment, contact:

Tasha Blanchette - 815-802-8542 [tblanchette@kcc.edu](mailto:tblanchette@kcc.edu) or Student Services – 815-802-8500  
[kbayston@kcc.edu](mailto:kbayston@kcc.edu)

**Back to top**

# The Mission and Goals of DS

The mission of Disability Services (DS) is to work closely with students and instructors to accommodate and facilitate equal access to students with disabilities according to federal law, and to provide outstanding support that is designed to assist and empower all students to be successful in their academic and personal development.

## DS GOALS:

- to assist student in accessing and using academic accommodations;
- to equip student having disabilities with the reasonable and appropriate resources that will assist in reaching educational goals;
- to foster an environment that encourages personal and academic growth and encourages self-advocacy; and
- to provide resources regarding disabilities for students, faculty, and staff.

## DS does not:

- Perform any type of diagnostic assessment to determine disability.
- Ask faculty to compromise the quality of instruction or evaluation, or sacrifice academic standards.
- Provide students with disabilities with personal devices or personal aids including wheelchairs, eyeglasses, hearing aids, transportation, personal assistants or personal tutors, readers, scribes or typists for personal study.

Self-advocacy is critical to ensure success in college. While parents and case managers are welcome to attend Intake interviews, all requests for accommodations and services must come from the *student* unless someone has been formally named as the student's legal guardian via a court order. A copy of the guardianship court order may be requested.

Success is achieved by a learning environment that uses the student's learning strengths and compensates for individual learning weaknesses. Supportive services are provided to accommodate the needs of individual students with disabilities.

[\*\*Back to top\*\*](#)

## **Americans with Disability Act, Title II and Section 504 of the Rehabilitation Act of 1973**

A disability is defined by the Americans with Disabilities Act of 1990 as a physical or mental impairment that substantially limits one or more major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, or working. **A student with a disability must be able to meet or exceed any technical, essential, academic, behavioral, and professional standards as set forth by the Kankakee Community College or by the student's program of choice regardless of disability.**

Accommodations are determined on a case-by-case basis. Accommodations are based on an interview, supporting documentation of disability, and essential elements of a course or program.

Kankakee Community College shall provide that no otherwise qualified person with a disability shall, solely by reason of disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity engaged in by the college as required by Section 504 of the rehabilitation Act of 1973 and the Americans with disability Act of 1990.

The Office for Civil Rights states, "In providing academic adjustments, your postsecondary school is not required to:

- Lower or effect substantial modifications to essential requirements.
- Make modifications that would fundamentally alter the nature of a service, program or activity or would result in undue financial or administrative burdens.
- Provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices of a personal nature, such as tutoring and typing."

[\(More information can be found by clicking here..](#)

---

## **Grievance Policy**

A student who wishes to file a formal complaint/appeal/grievance regarding an issue pertaining to enrollment, attendance, or provision of services at KCC shall first meet with the program division chair/director to obtain the proper forms and be advised on the proper appeal process to be followed and the person with whom the process should begin.

---

## **Confidentiality**

- In general, The Family Educational Rights and Privacy Act (FERPA) of 1974 states that documentation of disability is kept confidential and is not shared or released to any other person or agency without the student's written permission. However, appropriate information may be shared to school personnel who have legitimate educational interests. These interests include accommodating a disability, behavior, health, or safety of the student.
- All disability records are housed in the Disability Services office. Only DS staff have access to these records.
- See details related to FERPA within this document.

**Back to top**

# Steps to Enroll

Is this is this your first time enrolling at KCC? **Follow these steps.**

## 1. Apply

[Apply online](#). Start by creating an account by clicking on the “Sign Up” on the bottom of the page. In-person assistance is available at the Welcome Center. You can complete [online orientation](#) as soon as the application is submitted. If you are a first-time student or have not enrolled within three years, you must apply online before registering.

## 2. Assess

You'll either take an assessment test at KCC or submit ACT or SAT scores that can be used for placement. Details about placement exams and ACT or SAT scores can be found on KCC's [testing requirements](#) page.

Keep in mind: **You can't fail!** These placement tests determine your starting place in college courses. Although you can't fail, it is important to take these tests seriously to avoid taking unnecessary classes. So it is wise to [prepare beforehand](#).

## 3. Meet your advisor/register

All new students must [meet with an advisor](#) before registering, and an appointment is required. Phone 815-802-8500 or email [advising@kcc.edu](mailto:advising@kcc.edu) for a new student advisement appointment. Bring transcripts from other colleges/universities you have attended. When you meet your advisor, you'll register.

## 4. Apply for financial assistance

Almost 50% of KCC students receive financial assistance, which is offered in several formats. Use the info here and on [KCC's Financial Aid website](#) to learn more.

Complete a **Free Application for Federal Student Aid**. KCC's school code is: 007690.

**Veterans:** must be seeking a degree to be eligible for most types of educational benefits. KCC has a number of [resources for veterans](#) and can assist you.

**Scholarships:** Each year, the KCC Foundation offers \$200,000 in scholarships. Information is on the [scholarship information page](#).

## 5. Disability Services Appointment

Set up an [INTAKE](#) appointment with the Disability Services Coordinator (See below for details). Call: 815-802-8468 or 815-802-8632 or Skype @ Sherry.Kinzler and ask to make an Intake appointment with Sherry Kinzler.

[Back to top](#)

# Requesting Accommodation for Classes

1. Complete the [Steps to Enroll](#).

2. Make an INTAKE appointment with the DS coordinator.

Appointments can be made by calling or emailing:

Tasha Blanchette - 815-802-8542, [tblanchette@kcc.edu](mailto:tblanchette@kcc.edu)

Student Services – 815-802-8500 [kbayston@kcc.edu](mailto:kbayston@kcc.edu)

Sherry Kinzler – 815-802-8632, [skinzler@kcc.edu](mailto:skinzler@kcc.edu) or Skpye @ Sherry.Kinzler

3. Submit Documentation of Disability (Details regarding Disability Documentation can be found below).
4. Request [Accommodation Letter](#) PRIOR to beginning of each semester to request/discuss appropriate accommodation for current coursework.
5. Provide all instructors with a copy of the [Accommodation Letter](#) and discuss intended use of services with instructors.

---

## Documentation of Disability

DS follows the standards set forth by the [U.S. Department of Education, Office for Civil Rights](#).

Documentation of Disability may be submitted by faxing, emailing, or mailing to:

### Disability Services

Kankakee Community College  
100 College Dr., Kankakee, IL 60901

Office: 815-802-8632

Fax: 815-802-8101

[skinzler@kcc.edu](mailto:skinzler@kcc.edu) or you may bring your documentation in during the Intake Interview.

**Updated documentation is dependent on the type of disability and the age of the documentation. For example, a blind student would not necessarily need to provide documentation if he was born blind, but a student with Macular Degeneration or low vision may be required to provide something describing the disability and its CURRENT impact.**

- Documentation of disability should include the following:
  - Diagnosis from a qualified professional; e.g. psychologist, psychiatrist, MD, audiologist, ophthalmologist, neurologist, or other recognized professional.
  - How the disability impacts learning
  - Be current, based on disability and requested accommodation.

If you are unsure of what type of information is necessary to submit to DS, ask your medical professional to complete the [Verification of Disability Form](#) and return the completed form to DS.

[Back to top](#)

## **Additional Documentation Information**

- The DS coordinator reserves the right to request additional records prior to determining services.
- The DS coordinator reserves the right to amend documentation requirements without notice, as appropriate by law and on a case-by-case basis.
- DS requires that Documentation of Disability be from a qualified professional and include the impact on major life activities.
- Individual Educational Plans (IEP's) and 504 Plans may be sufficient if enough information is included in the report. The DS coordinator will request further information if insufficient.
- Any information regarding a student's disability that is obtained by DS is used to verify the disability and plan for appropriate accommodation services and is not shared with outside agencies without the student's written permission however, appropriate information may be shared to school personnel who have legitimate educational interests. These interests include accommodating a disability, behavior, health, or safety of the student.
- Documentation will be destroyed within one (1) year of submission if NO contact is made by the student. It is the student's responsibility to initiate this contact.
- Documentation will be destroyed after five (5) years after a student leaves KCC or student discontinues using services.
- Students who leave and later return to KCC or discontinue DS and later would like to reinstate services may be asked to resubmit updated documentation.

[\*\*Back to top\*\*](#)



**Kankakee Community College**  
100 College Drive  
Kankakee, IL 60901  
p. 815.802.8100  
f. 815.802.8101

## Verification of Disability Form

Request for services: Please have your medical professional fill out this form concerning your disability. Once the diagnosing medical professional has completed the form, you should submit the form to the Office of Disability Services Coordinator, along with any other written verification of a disability that you wish to be considered. **Please type or print clearly.**

Student's Name: \_\_\_\_\_ DOB: \_\_\_\_\_

Today's Date: \_\_\_\_\_ Date of Diagnosis: \_\_\_\_\_

Date Student was Last Seen: \_\_\_\_\_

1. What is the medical/psychiatric diagnosis for the above individual?
  
  
  
2. What major life activity is affected by the diagnosis?
  
  
  
3. What is the level of limitation?
  
  
  
4. How might the student's disability affect his/her academic performance?
  
  
  
5. What medication is the student currently taking?
  
  
  
6. Does the condition persist with medication?

7. How might side-effects, if any, affect the student's academic performance?
8. Please describe the expected progression or stability of the impact of the student's disability.
9. Might the student be considered harmful to self or others around him or her?
10. Is there anything else you think we should know about the student's medical/psychological disability?

**CERTIFIED PROFESSIONAL**

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

License Number: \_\_\_\_\_

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

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

---

Please return completed form to:

Sherry Kinzler  
Office of Disability Services  
Kankakee, IL 60901  
815-802-8632 office  
815-802-8101 fax  
[skinzler@kcc.edu](mailto:skinzler@kcc.edu)

**Back to top**

## **INTAKE Appointment Information (minimum of 1 hour)**

Since accommodations are provided on individualized bases, the student must attend this meeting if services are to be considered. This meeting may be conducted in person, via phone, or electronically based on circumstances. Students are encouraged to register early and bring their schedule with them.

During the INTAKE appointment the students will:

- Be asked to complete the a **Request for Services** form (found in this document) if it has not already been completed (electronically via Intake Appointment)
- Request specific accommodations for coursework
- Be directed to important information as set forth in this handbook. It is the responsibility of the student to read and become familiar with this handbook and all other KCC information related material. This handbook may be modified, updated and changed without notice, therefore students should stay in touch with the DS coordinator to receive up-to-date information.
- Discuss any additional processes specific to the students accommodation needs, and
- Have any additional questions answered or be provided with names, contact information of those who can answer the student's question.

---

## **Accessing Accommodations**

- Prior to the semester beginning, **it is the student's responsibility to contact and/or meet with the DS coordinator to discuss accommodations necessary for upcoming coursework and to request their [Accommodation Letter](#) in which students may email or print and provide to instructors.**
- **It is necessary and expected that students discuss with instructors all accommodations services intended to be used for a given course. Instructors must be informed of your need for testing accommodations PRIOR to each test.**
- **Students requesting modification or adjustments to previously approved accommodations, must submit their request, in writing, via the student's KCC email.**

---

## **Student Responsibilities**

- **Register early and initiate contact with the DS office PRIOR to the beginning of the semester** to ensure accommodation services are in place when the semester begins. Some accommodations need advance notice, such as securing interpreters, closed captioning, textbooks in alternative format or special software installed in a classroom. The student agrees to contact the DS coordinator 4-6 weeks prior to the semester beginning to ensure services are in place. The student understands that if prior notification is not provided a delay in services is possible. This may also include Testing Center accommodations whereby the student needs to make arrangements, in advance, to ensure testing accommodations are in place.

**Back to top**

- Request the DS coordinator to notify instructors (Accommodation Forms) of the accommodations being requested. **Accommodation Forms will NOT be sent to instructors without the student's request.**
- Keep the DS coordinator updated on any changes regarding diagnosis or the need for accommodation modifications. This should be done, in writing, via the student's KCC email.
- **Understand how to utilize accommodations** (See *Utilizing Testing Accommodations* in this handbook for full details).
- In general, The Family Educational Rights and Privacy Act (FERPA) of 1974 states that documentation of disability is kept confidential and is not shared or released to any other person or agency without the student's written permission. However, appropriate information may be shared to school personnel who have legitimate educational interests in the accommodating, behavior, health, or safety of a student.
- The **student is responsible to complete ALL requirements for the course(s) for which (s)he is registered** as stated in the instructor's course syllabus and the student must be able to meet or exceed any technical, essential, academic, behavioral, and professional standards set forth by Kankakee Community College or by the program of choice.
- The **accommodations** received at Kankakee Community College **will not guarantee a passing grade** in a course.
- **Services are not retroactive.** Services will begin when the student has completed the Request for Services Form having identified the accommodations he or she requests, the Intake Interview, submitted documentation of disability, and request instructors be notified of accommodations via the Accommodation Form.
- In general, the DS office **cannot guarantee students will be assigned a note taker**, but every effort will be made to secure a note taker for a student needing these services.
- **Not all accommodations requested will be approved:** The DS coordinator will consider the students' request, the disability and its impact; the course, program and institutional requirements to determine if the accommodation requested is reasonable.

## [Back to top](#)

- **Communicating with instructors** to discuss necessary accommodation for testing **is necessary and expected.**
- If there is a **concern** about the services or accommodations, it is the student's responsibility to **schedule a meeting with the DS coordinator**. If the student is unable to achieve a satisfactory resolution, the student can contact the Director of Support Services at 815-802-8472.
- Requests for adjustments to accommodations are to be submitted, in writing, from your KCC email for consideration.
- **Emergency evacuation** stairwells have been identified by the Kankakee Fire Department and direction signs are clearly displayed throughout the campus. If a student unable to find these

stairwells it is the student's responsibility to ask the DS coordinator or KCC police or security staff. A map identifying these stairwells can be found by clicking [here](#).

- **(Deaf/Hard of Hearing students needing interpreting services)** Three consecutive absences, without notification, will result in interpreting services being suspended. Services may be reinstated after a meeting with the DS coordinator. The student understands that this may cause a lapse in interpreting services.

---

## ACCOMMODATIONS and how to use

Accommodation services are determined on a case-by-case basis and consideration is based on the student's accommodation request; does the documentation submitted support the accommodation request, and is the accommodation request reasonable based on the course objectives. Some academic and testing accommodation require advanced notification. While this list is not extensive it does provide basic information for the most commonly used accommodations.

### Extended Testing Time

- Inform the instructor 3-5 days **PRIOR to each exam** to request Extended Testing Time.
- Test reading/proctoring services for students are located on the second floor in Student Services, Room D218.
- Exams must be complete by the agreed upon time as discussed with the instructor. Failure to do so may impact test grades.
- It is the responsibility of the student to plan accordingly and be aware of the testing center's hours of operation to ensure ample time to complete exams with extended testing time.
- In General, extended testing time is time and a half **based on the amount of time the instructor gives to all students** unless other arrangements have been decided. Here is an example of 50% additional testing time.
  - Example 1: All students are given 50 minutes to complete the exam.  
 $50 \div 2 = 25$  extra minutes for exam. (Total of 75 minutes for exam)
  - Example 2: All students are given 20 minutes to complete the exam.  
 $20 \div 2 = 10$  extra minutes to take exam. (Total of 30 minutes for exam)
- The instructor and the DS coordinator can adjust this time based on need. Student must see the DS coordinator for additional time.

### Back to top

### Test Reading

- Test reading/proctoring services for students are located on the second floor in Student Services, D218.
- Students must discuss testing accommodations with instructor one (1) week **PRIOR to each exam**.
- Students are required to contact the Testing Center Coordinator at 815-802-8530 one (1) week, in advance of test date to inform the testing coordinator that test reading services are being requested.
- An appointment will be setup for you to take your exam.

- Test reading services are done by a software program and not live individuals reading the test.
- Instructors are responsible to deliver tests directly to the Testing Center in Student Services.

## Note Takers

- DS will do its very best to find a note taker, but cannot guarantee a note taker can be secured.
- Should a note taker be found, the student needing the accommodation, the note taker and DS will collaborate on the appropriate means of information sharing.
- Students receiving notetaking services and note takers should contact the DS coordinator should any issues occur.

## Recording Lecture

Students who are approved to record lecture must:

- Be approved for recording lecture,
- Read the [\*\*Electronic Recording Device Agreement\*\*](#)
- Notify the instructor of your intention to utilize your approved lecture recording accommodation

## Books in Alternative Format

Students needing books in alternative format must do the following:

- See whether you can purchase your book an e-book, audio book, E-Pub or other format that will work for you. If it is available in another format, consider purchasing the alternate format instead of a printed version.
- Check with instructors. Sometimes instructors use a publisher's website that might have the text in a pdf, format that can be used with a screen reader or enlarged.
- Check Bookshare ([bookshare.org](http://bookshare.org)) to see if an alternate format of your book is available. Create an individual account with Bookshare to enable greater access to texts while at KCC and beyond.
- Also check out RFB&D Resources for the Blind and Dyslexic. Log onto [Learning Ally](http://Learning Ally) for a free membership with proof of disability

If you are unable to do any of the above, contact DS. Complete the following:

- Purchase a hard copy of the text (**Save your receipt**)
- Request early enough to ensure texts are available in a timely manner.
- Complete the [\*\*Request for Books in Alternative Format\*\*](#) form
- Provide DS proof of purchase (publishers may, at any time, request DS provide a copy of the receipt)
- Submit copy of course syllabi

NOTE: While rare, ODS may not always be able to secure electronic copies of textbooks. In this case alternative measures will need to be taken that delays this process.

## [\*\*Back to top\*\*](#)

## Service Animals

- As per the [\*\*U.S. Department of Justice, Office of Civil Rights Division\*\*](#), beginning on March 15, 2011, "only dogs and miniature horses are recognized as service animals under titles II and III of

the ADA.”

- These are dogs and horses have been specifically trained to assist persons with disabilities that include, but are not limited to:
  - Guiding an individual who is blind
  - Alerting a person who is deaf
  - Pulling a wheelchair or assisting that individual in daily life activities
  - Alerting or protecting an individual who has seizures
  - Assisting an individual with a mental impairment (e.g. taking medication)
  - Calming a person with PTSD (post-traumatic stress disorder) or anxiety
- Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.
- Service dogs and horses are not required to register with the DS nor are they required to have identifying vests, however they must be harnessed, leashed or tethered unless it impedes the animals work.
- When it is not obvious what services the dog or horse provides, the following questions may be asked: (1) is the dog/horse a service animal and required because of a disability and (2) what work or task has the dog/horse been trained to perform?
- A person with a disability cannot be asked to remove his service animal from the premises unless: (1) the dog/horse is out of control and the handler does not take effective action to control it or (2) the dog/horse is not housebroken. When there is a legitimate reason to ask that a service animal be removed, staff must offer the person with the disability the opportunity to obtain goods or services without the animal’s presence.

## **Orientation and Mobility Training**

KCC wants to ensure students are able to navigate the campus safely and effectively. The DS office will work students who are blind, low vision or have other mobility barriers to ensure students can move independently throughout the campus including knowing where emergency evacuation stairwells are located. Students are encouraged to register early and begin this orientation prior to the semester beginning.

## **Interpreting Services**

Students needing ASL interpreting services should register early for classes to ensure services are in place when the semester begins. Requests for ASL interpreting services should be made 4-6 weeks prior to the semester beginning. Students needing interpreting services for additional campus events and meeting should contact DS within 72 hours of the event, but all request should be made as soon as the need is known.

**Back to top**

# Campus Resources

## Tutoring

KCC has FREE tutoring in a variety of subject matter including, math, science, accounting, and writing. Click [HERE](#) for more information.

Services are available free of charge and on a walk-in basis.

Tutors are not available when classes are not in session.

## Harold & Jean Miner Memorial Library

To get more information click [HERE](#)

Circulation desk: (815) 802-8400

In Person: First floor, near the main receptionist desk

- Find information for writing a paper
- Learn how to cite the Internet
- Scholarly journals and other periodicals

## Testing Center

For more information click [HERE](#).

Circulation desk: (815) 802-8530

In Person: Second floor, D218, near Student Services

## Hammes Bookstore – 1<sup>st</sup> floor

To purchase or rent your textbooks or for more information click [HERE](#)

Hours: Check website for full hours

## ITS – Information Technology Services

For assistance accessing your student portal, password, or other technology support, click [HERE](#).

Email the ITS Frontdesk at [helpdesk@kcc.edu](mailto:helpdesk@kcc.edu) or call 815-802-8900

[Back to top](#)



**Kankakee Community College**  
100 College Drive  
Kankakee, IL 60901  
p. 815.802.8100  
f. 815.802.8101

## ACCOMMODATION LETTER

STUDENT:

ID:

TERM:

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), the above named student has requested and is approved the following academic accommodations. Documentation has been presented and reviewed to verify this request. Students wishing to make changes to these accommodations are to meet with ODS coordinator to discuss.

### Testing accommodations

- Details will be provided here

### Classroom Accommodations

- Details will be provided here

### Other Accommodations

- E-texts (DS office provides once proof of textbook purchase or rental is submitted by student)

### Assistive Technology

- Details will be provided here

Please Note:

- Accommodations Letter are effective for one semester and must be requested each semester.
- Students should identify the locations of emergency evacuation stairwells.
- Students are expected to discuss testing accommodations with instructors at least one week in advance and contact the Testing Center ([testingcenter@kcc.edu](mailto:testingcenter@kcc.edu)/815-802-8530) to set up test reading accommodations. Failure to set up testing accommodations, in advance, can result in not having accommodations for that exam.

If you have any questions or concerns, please contact the Disability Services Coordinator.

Sherry Kinzler  
The Office of Disability Services  
815-802-8632  
[skinzler@kcc.edu](mailto:skinzler@kcc.edu)  
D234

**Back to top**

# Electronic Recording Device Agreement

I, \_\_\_\_\_ understand and agree that recording class proceedings for the class listed below is provided to me as an accommodation under the American's with Disabilities Act and that the sole purpose of the recording is to assist me in completion of course activities and requirements. Accordingly, I further understand and agree to the following conditions:

1. Recording is limited to official class meetings and student-teacher conferences.
2. The class will be notified that class sessions may be recorded without the instructor identifying me as the person recording. **The instructor will maintain my confidentiality during this notification.**
3. The instructor may direct me not to record sensitive material that may be discussed in a given class session. **The instructor will maintain my confidentiality when asking me not to record.**
4. I will not make copies of recorded material.
5. I will not use the recorded material in any form for any purpose other than to accommodate my performance and learning in the course.
6. At the end of below listed semester, I will erase or destroy all recordings made of the class proceedings.
7. I will not allow anyone who is not connected with this accommodation to listen to the recordings.

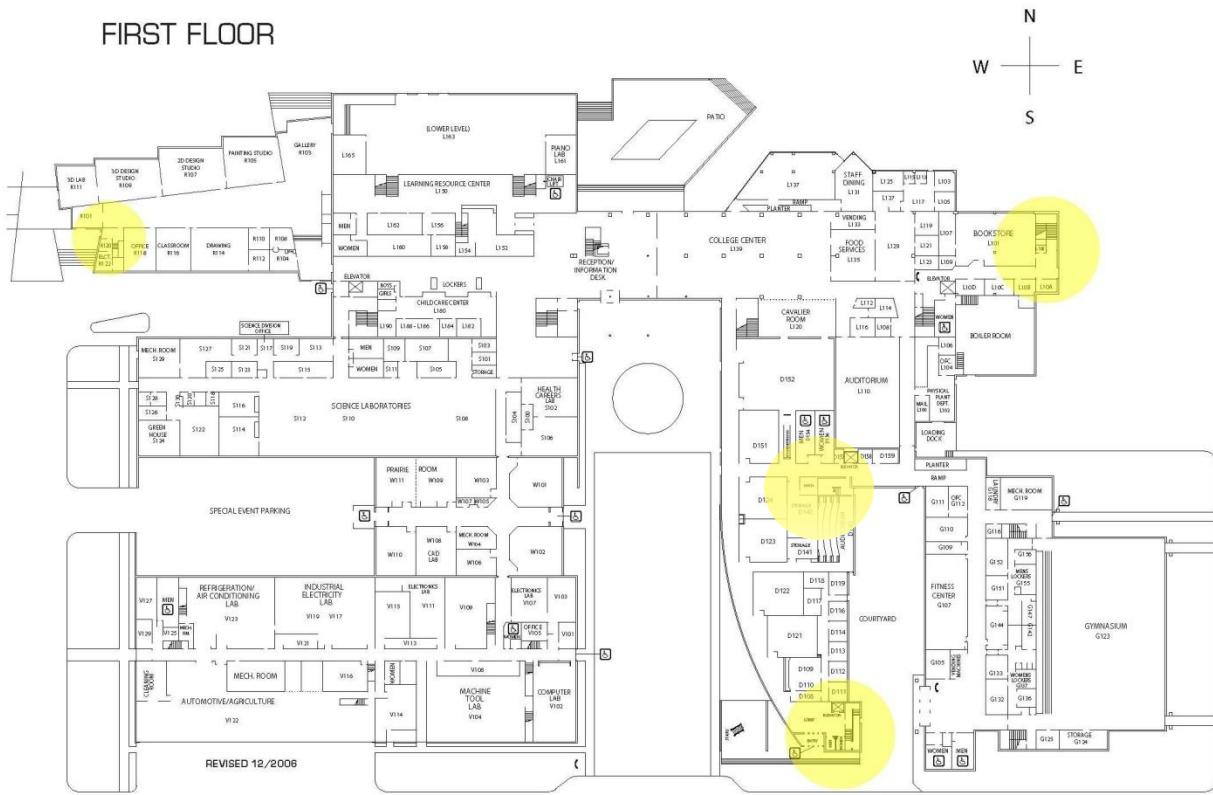
In the “Rules and Regulations” outlining procedures for compliance with Section 504 of the 1973 Rehabilitation Act (Non-discrimination On the Basis of Disability), it is stated, in Section 104.44 (B), “a recipient to which this subpart applies [i.e., KCC], may not impose upon disabled students, rules, such as the prohibition of tape recorders in classrooms, that have the effect of limiting the participation of students with disabilities in the recipients’, [KCC’s] education program or activity.

[\*\*Back to top\*\*](#)

# Emergency Evacuation Map

## Evacuation Stairwells

### FIRST FLOOR



From the second and third floor, the stairwells to the east (L building) west (R building) and the two stairwells on the south end of campus (D building) are identified as emergency stairwells.

If you need help identifying the emergency evacuation stairwells please ask the Disability Services coordinator or KCC's Police and Security staff. Signs are posted within the halls.

[\*\*Back to top\*\*](#)

## For Parents Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, school must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conduction certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, “directory” information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-8787-8339.

Or you may contact us at the following address:

Family Policy Compliance Office, U.S. Department of Education  
400 Maryland Avenue, SW, Washington, D.C. 20202-5920

[\*\*Back to top\*\*](#)

# Request for Books in Alternate Format

Often students who have print disabilities or other reading disability may be able to secure textbooks in alternative format with no cost to the student. Check with either of the organizations below to see if you qualify. If it is available in a format you prefer, consider purchasing the alternate format instead of a printed version.

Check Bookshare ([bookshare.org](http://bookshare.org)) to see if an alternate format of your book is available. *We ask you to create an individual account with Bookshare to enable greater access to texts while at KCC and beyond.*

Also check out RFB&D Resources for the Blind and Dyslexic. Log onto [Learning Ally](http://Learning Ally) for a free membership with proof of disability

**If you are unable to do either of the above please read and complete the following.**

I, \_\_\_\_\_, understand and agree to the following conditions:

1. I must purchase a copy of the textbook and provide ODS with a copy of the receipt **BEFORE** books are ordered from the publisher. I understand that this is required by the publisher.
2. Alternative textbooks are the property of the Office of Disability and they are for me to use for the period specified below for my educational use and not mine to keep.
3. I will use the alternative textbook for the sole purpose of my education.
4. I will not copy, duplicate, or share the alternative textbook given to me by ODS with any other person.
5. I will destroy, delete, or return electronic files to ODS.

---

**Please provide the following information for each book being requested:**

Student Name

Student ID #

Semester

Course Number

Title of Textbook

Author

Edition

ISBN

**Back to top**

## **What parents & students need to know about disability services in college: Frequently asked questions**

**Q. As a student with a disability leaving high school and entering postsecondary education, will I see differences in my rights and how they are addressed?**

A. Yes. Section 504 and Title II protect elementary, secondary, and postsecondary students from discrimination. Nevertheless, several of the requirements that apply through high school are different from the requirements that apply beyond high school. For instance, Section 504 requires a school district to provide a free appropriate public education (FAPE) to each child with a disability in the district's jurisdiction. Whatever the disability, a school district must identify an individual's educational needs and provide any regular or special education and related aids and services necessary to meet those needs as well as it is meeting the needs of students without disabilities.

Unlike your high school, however, your postsecondary school is not required to provide FAPE. Rather, your postsecondary school is required to provide appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of disability. In addition, if your postsecondary school provides housing to nondisabled students, it must provide comparable, convenient, and accessible housing to students with disabilities at the same cost.

**Q. May a postsecondary school deny my admission because I have a disability?**

A. No. If you meet the essential requirements for admission, a postsecondary school may not deny your admission simply because you have a disability.

**Q. What academic adjustments must a postsecondary school provide?**

A. The appropriate academic adjustment must be determined based on your disability and individual needs. Academic adjustments may include auxiliary aids and services, as well as modifications to academic requirements as necessary to ensure equal educational opportunity. Examples of adjustments are: arranging for priority registration; reducing a course load; substituting one course for another; providing note takers, recording devices, sign language interpreters, extended time for testing, and, if telephones are provided in dorm rooms, a TTY in your dorm room; and equipping school computers with screen-reading, voice recognition, or other adaptive software or hardware.

**In providing an academic adjustment, your postsecondary school is not required to lower or substantially modify essential requirements. For example, although your school may be required to provide extended testing time, it is not required to change the substantive content of the test. In addition, your postsecondary school does not have to make adjustments that would fundamentally alter the nature of a service, program, or activity, or that would result in an undue financial or administrative burden. Finally, your postsecondary school does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.**

**Q. If I want an academic adjustment, what must I do?**

A. You must inform the school that you have a disability and need an academic adjustment. Unlike your school district, your postsecondary school is not required to identify you as having a disability or to assess your needs.

Your postsecondary school may require you to follow reasonable procedures to request an academic adjustment. **You are responsible for knowing and following those procedures.** In their publications providing general information, postsecondary schools usually include information on the procedures and contacts for requesting an academic adjustment. Such publications include recruitment materials, catalogs, and student handbooks, and are often available on school websites. Many schools also have staff whose purpose is to assist students with disabilities. If you are unable to locate the procedures, ask a school official, such as an admissions officer or counselor.

**Q. When should I request an academic adjustment?**

A. Although you may request an academic adjustment from your postsecondary school at any time, you should request it as early as possible. Some academic adjustments may take more time to provide than others. You should follow your school's procedures to ensure that the school has enough time to review your request and provide an appropriate academic adjustment.

**Q. Do I have to prove that I have a disability to obtain an academic adjustment?**

A. Generally, yes. Your school will probably require you to provide documentation showing that you have a current disability and need an academic adjustment.

**Q. Should I tell about my disability on my application to college?**

A. You are not required to disclose your disability at any time and the college is prohibited by Federal law from asking you about a disability on the application form. If you believe your disability has had a negative impact on your grades and test scores, and thus, those scores do not truly reflect your ability to do college level work, then it might benefit you to explain that to the admission officer or committee. However, this is a personal decision that you should also discuss with knowledgeable folks such as your parents, school counselors, vocational rehabilitation counselors, or even someone at the college. Often, once a student has been accepted, the college will give incoming students information regarding the office, or offices that provide services for students with disabilities as well as time frames for requesting accommodations. It is, then, up to you to contact the appropriated officials if you feel you will need services.

**Q. Are there any scholarships for disabled students?**

A. Generally, no, there are no federally funded scholarships or loan programs specifically targeted to students with disabilities. However, there may be local or regional scholarships or loan program established by eleemosynary or charitable organizations for which you might be eligible. You should contact the Student Aid Office at the colleges you are considering; they are knowledgeable about the various scholarships and loan programs available and often can give you a list, which describes the qualifications and application deadlines required for the various loans and scholarships. If you are not a client of Vocational Rehabilitation, you may wish to apply for services from VR to see if you are eligible and could receive support.

**Q. How do I find out what my rights are in college?**

A. The college may very well provide you this information in the admission packet. Prior to that, you can go online to Office for Civil Rights, U.S. Dept. of Education's page: <http://www.ed.gov/policy/rights/guid/ocr/disability.html> which provides access to the Federal law and regulations as well as some FAQ's. You may also contact the college's office for disabled student services that can provide you information on federal, state, local, and campus regulation that you should know.

**Q. Where do I go to get tested for a learning disability or ADD?**

A. If you regularly see a family doctor, ask him or her if they can make a referral to someone that can provide you with the appropriate testing. You may also contact the college's office for disabled student services for a recommendation. You can go online and research possibilities.

**Q. Campus transportation says they won't give me a ride to my home. It's right near campus-why not?**

A. As the name implies, campus transportation usually only works on campus. The college is mandated by Federal law only to ensure that the transportation system it utilizes is accessible to persons with disabilities. If the system does not provide everyone transportation to off-campus locations, then there is no requirement to provide such service to people with disabilities. However, it is always a good idea to discuss the issue with the college's office for disabled student services. There may be alternatives available or modifications that could be made and that office might be able to negotiate that with you.

**Q. My doctor says I should get unlimited time for taking tests. The disability office says I'm allowed time and a half – why?**

A. The college has the responsibility under Federal law for ensuring access to their programs and activities by students with disabilities. Often, the office for disabled student services is delegated the authority to make decisions on what is regarded as reasonable adjustments to ensure equal access because they have the knowledge, credentials, and experience to do this. The office often uses medical or other professional documentation provided by the student as a basis for making such decisions but they are not required to follow exactly the recommendations made in the documentation provided. If you feel the decision is not fair or appropriate, you may utilize the college's appeal process or file a complaint with the Office for Civil Rights.

**Q. My child has an IEP/504 Plan. Why isn't that good enough for college?**

A. An IEP or 504 Plan addresses your child's needs in the K-12 educational program. Postsecondary education is a totally different arena. Almost everything about the postsecondary system is different from what you've experienced before. This includes how a college may address your child's needs for accessing its educational program and the information it needs to accomplish this. While the IEP or 504 Plan may provide the disabled student services office with some of what it will need, additional information may be required. This chart gives a general overview of the differences in the various laws between high school and college

## Comparison of Disability Services in High School vs. College

Here is a point-by-point comparison of some services and accommodations and the ways in which they differ between high school and college.

<b>HIGH SCHOOL</b> <b>IDEA</b> <b>(Individuals with Disabilities Educational Act)</b>	<b>COLLEGE</b> <b>ADA/Section 504 (Americans with Disabilities</b> <b>Section 504 Title II</b>
Under IDEA, children with disabilities are absolutely <i>entitled</i> to a “Free and Appropriate Public Education.”	<i>Equal access</i> to education is the order of the day – no one is <i>entitled</i> to anything, but rather students have <i>civil rights</i> and they must advocate for themselves in order to enjoy those rights.
Section 504 in the public schools includes “Free and Appropriate Public Education” ESL(English as a second language) is accommodated, and accommodations may include shortening of assignments, the use of notes on tests, calculators for all math tests, word banks, and modified tests when other students cannot use them.	Section 504 is the first civil rights legislation that was applied to colleges. It upholds the institution’s right to maintain academic standards, and no accommodations may be permitted to reduce those standard for any student; Thus there is no “free” education and English as a second language does not constitute a disability. Shortening assignments, using notes, calculators, word banks and modified tests are not considered “reasonable accommodations” if other students are not permitted to use them.
Plans, either the IEP or a 504 Plan, drove all services and accommodations, and involved the teachers, counselors, and absolutely required a parent’s signature.	There is no plan, and instructors are not contacted, except by the student. In fact, parents do not have access to a student’s grades and academic records without the student giving written permission.
“Placement” is determined by the child’s “team” and outlined in the IEP or 504 plan, and must, by law, be in the least restrictive environment.	Placement integration is assumed. KCC may adjust the environment through accommodations, but it does not deliberate and select the environment for the student in advance.
Students were qualified for public education simply by being of the appropriate age, and because they had a disability.	“Otherwise qualified,” in college, means that a student must meet or exceed any technical, essential, academic, behavioral, and professional standards set forth by KCC or the students program choice whether he or she receives accommodations or not.

Everybody knew about a student's placement, and practically everybody signed the plan. Each teacher would know about a student even before he or she entered the classroom, and have a good idea what the student's needs were.	Disability Services in college never identifies a student to a professor without express permission from the student. Thus, the student must initiate all actions regarding accommodation with each professor, for each course, every semester. In addition, students have the civil right to <i>refuse</i> accommodations they do not need or want; and if they do not request an accommodation it is assumed they do not want it.
Public schools, for the most part, are responsible for appropriate assessment of a student's disability.	Higher education does not have to assess the student, but can expect that the student will provide proof of his or her disability within accepted guidelines.
Waivers for specific graduation requirements may be granted.	Substitutions for specific graduation requirements may be requested by following a rigorous petition process, but "waivers" for requirements are <i>never</i> granted
Labels are a way to categorize people.	Student haves a right to disclose personal information to whom and when they choose, but must "own" their disability in order to enjoy a level playing field.
Disability assessment, physical or other therapy, or personal assistants (PA's) are provided by school district.	Students are responsible for disability assessment, personal assistants, medical and related requirements, just as if they would if they were living independently and not attending school.
Students often receive "Un-timed tests" if they have a disability.	"Un-timed tests" are not reasonable, but time extensions may be reasonable, typically time-and-a half, but usually no more than double time
Teachers may be expected to learn all they can about the disability of a student in one of their classes.	Professors only know what a student tells them and only that which applies to the accommodations the student requests.
Public school may modify the course curriculum to ensure student success. Students may have modified test, reduced test questions or answer options, test study guides, and reduced homework assignments.	In providing academic adjustments, post-secondary institutions are not required to lower or effect substantial modifications to essential requirements that would fundamentally alter the nature of the program.

**Q. My child will need some extra help to understand the class material. Can someone help him with that?**

A. The short answer is possibly, more than likely probably; however, you may have to pay for it yourself. Because of Federal guidelines, colleges are not mandated to provide tutorial services to ensure access to their educational programs. Often, colleges provide tutorial services to all their students and, if so, they must ensure that the tutorial programs are accessible. Because of the

wide range and variety of tutorial services offered by colleges, this would be a mandatory issue to bring up to the colleges your child is considering to attend.

**Q. We just bought an adapted laptop for our daughter with a physical disability. Can the college help pay for any special equipment for her?**

A. The college is responsible for ensuring that their programs and activities are accessible to students with disabilities. If this means that physical modifications are needed such as a raised desk or lowered laboratory table, then the college takes care of that. Special equipment of a personal nature is not paid for by a college. However, the distinctions between modified equipment for accessibility and personal special equipment can vary so it is always best to discuss these issues with the disabled student services personnel at the college. If your daughter is a client of Vocational Rehabilitation, she should be discussing these issues with her counselor as well.

**Q. Can we visit the disabled student office on our college tour?**

A. More than likely the office would love to have you visit and learn about their services, processes, and personnel. However, if your visit is occurring during an academic term, they may be very busy and if it occurs during the summer or between terms, they may not be in the office. Either way, it is imperative to make an appointment in advance so someone can be available to answer your questions.

The following is from the U.S. Department of Education, Office for Civil Rights, *[Students With Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities](#)*, Washington, D.C., 2011.

**Q. What documentation should I provide?**

A. Schools may set reasonable standards for documentation. Some schools require more documentation than others. They may require you to provide documentation prepared by an appropriate professional, such as a medical doctor, psychologist, or other qualified diagnostician. The required documentation may include one or more of the following: a diagnosis of your current disability, as well as supporting information, such as the date of the diagnosis, how that diagnosis was reached, and the credentials of the diagnosing professional; information on how your disability affects a major life activity; and information on how the disability affects your academic performance. The documentation should provide enough information for you and your school to decide what is an appropriate academic adjustment.

An individualized education program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you. This is generally not sufficient documentation, however, because of the differences between postsecondary education and high school education. What you need to meet the new demands of postsecondary education may be different from what worked for you in high school. Also, in some cases, the nature of a disability may change.

If the documentation that you have does not meet the postsecondary school's requirements, a school official should tell you in a timely manner what additional documentation you need to provide. You may need a new evaluation in order to provide the required documentation.

**Q. Who has to pay for a new evaluation?**

A. Neither your high school nor your postsecondary school is required to conduct or pay for a new evaluation to document your disability and need for an academic adjustment. You may, therefore, have to pay or find funding to pay an appropriate professional for an evaluation. If you are eligible for services through your state vocational rehabilitation agency, you may qualify for an evaluation at no cost to you. You may locate your state vocational rehabilitation agency by clicking [here](#).

**Q. Once the school has received the necessary documentation from me, what should I expect?**

A. To determine an appropriate academic adjustment, the school will review your request in light of the essential requirements for the relevant program. It is important to remember that the school is not required to lower or waive essential requirements. If you have requested a specific academic adjustment, the school may offer that academic adjustment, or it may offer an effective alternative. The school may also conduct its own evaluation of your disability and needs at its own expense.

You should expect your school to work with you in an interactive process to identify an appropriate academic adjustment. Unlike the experiences you may have had in high school, however, do not expect your postsecondary school to invite your parents to participate in the process or to develop an IEP for you.

**Q. What if the academic adjustment identified is not working?**

A. Let the school know as soon as you become aware that the results are not what you expected. It may be too late to correct the problem if you wait until the course or activity is completed. You and your school should work together to resolve the problem.

**Q. May a postsecondary school charge me for providing an academic adjustment?**

A. No. Nor may it charge students with disabilities more for participating in its programs or activities than it charges students who do not have disabilities.

**Q. What can I do if I believe the school is discriminating against me?**

A. Practically every postsecondary school must have a person—frequently called the Section 504 Coordinator, ADA Coordinator, or Disability Services Coordinator—who coordinates the school's compliance with Section 504, Title II, or both laws. You may contact that person for information about how to address your concerns.

The school must also have grievance procedures. These procedures are not the same as the due process procedures with which you may be familiar from high school. But the postsecondary school's grievance procedures must include steps to ensure that you may raise your concerns fully and fairly, and must provide for the prompt and equitable resolution of complaints.

School publications, such as student handbooks and catalogs, usually describe the steps that you must take to start the grievance process. Often, schools have both formal and informal processes. If you decide to use a grievance process, you should be prepared to present all the reasons that support your request.

**Back to top**