



## **SPC Accessibility Services Student Resource Guide**

Updated October, 2017

This resource guide is available on our website [www.spcollege.edu/accessibility](http://www.spcollege.edu/accessibility) and is available in alternate formats upon request.

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# Overview of Accessibility Services

St. Petersburg College is committed to providing quality education and services to all students who study here. Our focus is your success. To help you achieve that, Accessibility Services works with students, faculty and staff to provide accommodations that ensure equal access for all students.

Our office provides or facilitates:

- A. Academic adjustments such as early registration and exam accommodation
- B. Aids and services including adaptive technologies, note-takers and interpreters

Under Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disability Act of 1990, SPC seeks to ensure that admission, academic programs, support services, student activities and campus facilities are accessible to and usable by all students who attend the college. Students with disabilities who desire accommodations need to provide appropriate documentation of a disability and request services from Accessibility Services through one of the Accessibility Coordinators.

St. Petersburg College recognizes the importance of equal access to learning opportunities for all students. Accessibility Services (AS) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students registered with AS, who are requesting accommodations, are encouraged to contact their instructor by the first week of the semester. Students who have, or think they may have, a disability (e.g. learning disability, ADD/ADHD, psychiatric, medical/orthopedic, vision, and/or hearing), are invited to contact the Accessibility Coordinator (AC) that serves your campus for a confidential discussion. To find your AC for your specific campus, please go to the college-wide Accessibility Services website: [www.spcollege.edu/accessibility](http://www.spcollege.edu/accessibility).

## Accessibility Services Campus-Specific Contacts:

Ray Hollowell	SPC Gibbs Campus <a href="mailto:hollowell.ray@spcollege.edu">hollowell.ray@spcollege.edu</a>	(727) 341-4316
Tonya Williams	SPC Downtown and Epi Center <a href="mailto:williams.tonya@spcollege.edu">williams.tonya@spcollege.edu</a>	(727) 341-7913
Lisa Gould	SPC Midtown and Allstate <a href="mailto:gould.lisa@spcollege.edu">gould.lisa@spcollege.edu</a>	(727) 398-8284
Stefanie Silvers	SPC Health Education Center <a href="mailto:silvers.stefanie@spcollege.edu">silvers.stefanie@spcollege.edu</a>	(727) 341-3721

Elizabeth Shumate	SPC Tarpon Springs Campus <a href="mailto:shumate.jelizabeth@spcollege.edu">shumate.jelizabeth@spcollege.edu</a>	(727) 712-5789
Kelli Mitchell	SPC Seminole Campus <a href="mailto:mitchell.kelli@spcollege.edu">mitchell.kelli@spcollege.edu</a>	(727) 394-6289
Jeff Zeigler	SPC Clearwater Campus <a href="mailto:ziegler.jeff@spcollege.edu">ziegler.jeff@spcollege.edu</a>	(727) 791-2710

### Accessibility Services College Wide Staff Contacts

Cynthia Bedient	Lead Sign Language Interpreter <a href="mailto:Bedient.Cynthia@spcollege.edu">Bedient.Cynthia@spcollege.edu</a>	(727) 791-2523
Irma Fenley	Sign Language Interpreter <a href="mailto:fenley.irma@spcollege.edu">fenley.irma@spcollege.edu</a>	(727) 791-2796
Joyce Gambacurta	Captionist/Senior Interpreter <a href="mailto:gambacurta.joyce@spcollege.edu">gambacurta.joyce@spcollege.edu</a>	(727) 791-2422
Stephanie Wyatt	Sign Language Interpreter <a href="mailto:wyatt.stephanie@spcollege.edu">wyatt.stephanie@spcollege.edu</a>	(727) 791-5942
Mary Deschamps	Accessibility Technician <a href="mailto:deschamps.mary@spcollege.edu">deschamps.mary@spcollege.edu</a>	(727) 341-3371
Regina Miller	Sr Tech Support Specialist <a href="mailto:miller.regina@spcollege.edu">miller.regina@spcollege.edu</a>	(727) 341-3146
Dustin Campbell	Technology Support Specialist <a href="mailto:campbell.dustin@spcollege.edu">campbell.dustin@spcollege.edu</a>	(727) 341-3029
Kelley Ferranti	Career Placement Specialist <a href="mailto:ferranti.kelley@spcollege.edu">ferranti.kelley@spcollege.edu</a>	(727) 341-3297
Rita Ajazi	Sr Administrative Svcs Assist <a href="mailto:ajazi.rita@spcollege.edu">ajazi.rita@spcollege.edu</a>	(727) 341-4510
Aimee Stubbs	Dir, Accessibility Services <a href="mailto:stubbs.aimee@spcollege.edu">stubbs.aimee@spcollege.edu</a>	(727) 341-3398

## **Mission Statement**

The mission of Accessibility Services is to promote equal educational access for students with disabilities. The mission includes integration of the College Experience and Universal Design principles in the strategies and processes to engage and encourage student accountability, self-sufficiency, and autonomy that strengthens success in college and the workforce.

## **Confidentiality**

As directed in state and federal laws and, in strict compliance with the Family and Educational Rights and Privacy Act (FERPA), all disability information is confidentially maintained. FERPA is a federal law that protects the privacy of students' educational records. Students have specific, protected rights regarding the release of such records. Most schools' policies rely heavily on the Dept. of Education's FERPA regulations, which contain several exceptions to the general prohibition against disclosing a student's educational records without the student's consent. One of these exceptions is when "the disclosure is to other school officials, including teachers, within the agency or institution whom the agency or institution has determined to have legitimate educational interests." 34 CFR 99.31(a)(1).

FERPA guidelines only provide for disclosure of disability information to faculty and staff on a need-to-know basis. Guidelines can be viewed at <http://www.ed.gov/policy/gen/guid/fpco/ferpa/>

## **Nondiscrimination and Equal Opportunity**

St. Petersburg College is committed to being a place where students, employees and other members of the College community can work, learn and grow together in an environment that fosters mutual respect. As a central part to fostering such respect, the College prohibits discrimination based on race, color, ethnicity, religion, sex, age, national origin, marital status, pregnancy, sexual orientation, gender identity, genetic information, or against any qualified individual with disabilities.

The Board of Trustees of St. Petersburg College affirms its equal opportunity policy in accordance with the provisions of the Florida Educational Equity Act and all other relevant state and federal laws, rules and regulations. The college will not discriminate on the basis of race, color, ethnicity, religion, sex, age, national origin, marital status, pregnancy, sexual orientation, gender identity, genetic information, or against any qualified individual with disabilities in its employment practices or in the admission and treatment of students. Recognizing that sexual harassment constitutes discrimination on the basis of sex and violates this Rule, the college will not tolerate such conduct. Should you experience such behavior, please contact Pamela Smith, the director of EA/EO/Title IX Coordinator at 727-341-3261; by mail at P.O. Box 13489, St. Petersburg, FL 33733-3489; or by email at [eaao\\_director@spcollege.edu](mailto:eaao_director@spcollege.edu). [View Equity Report.](#)

## How to Qualify/Who is Eligible?

A student with a documented disability may be eligible to receive services. If you think you have a disability but have not had it documented, your campus Accessibility Services Coordinator will explain how to get proper testing or documentation. To be documented, you must have a recent report from a licensed physician or psychologist or an IEP or 504 from your high school.

The first step in the eligibility process to register with Accessibility Services at St. Petersburg College is to meet with an Accessibility Services Coordinator, complete an application for services in the AIM management system available on [www.spcollege.edu/accessibility](http://www.spcollege.edu/accessibility) or through the Accessibility Services Link on the student portal page. You may submit appropriate documentation of your disability to Accessibility through our secured AIM system document upload process. The documentation provided must establish the individual as a person with a disability and provides a rationale for reasonable accommodations. The college is obligated to make a reasonable accommodation only to the known limitations of an otherwise qualified student with disability.

## Definition of Disability:

People with disabilities may have some limitation or illness that may not allow them to fully participate in certain areas of daily living (such as problems with walking, writing, reading, or anxiety). However, many of the barriers that people with disabilities face are due to the inaccessible environments or misunderstandings and negative beliefs that exist about people with disabilities and their abilities. You might have heard the saying that no two snowflakes are alike. The same thing can be said about a person with a disability. People with disabilities have many different characteristics. Each person may need different accommodations (or help), even if they have the same disability. Many disabilities fall in the category of what has commonly been referred to as “hidden disabilities.” An example of this would be a student with learning disabilities. Just because a disability may not be apparent or a student has not needed accommodations to function in every -day life does not mean that he or she may not need accommodations in the academic environment.

## General Disability Classification:

- A. Physical Disability: people with this type of disability may have difficulties with moving or mobility. They may use assisted devices such as wheelchairs or walkers. Example: Muscular Dystrophy.
- B. Sensory Disability: people with this type of disability may have difficulty hearing or seeing, or both. Individuals with visual impairments may use Braille, canes, or large print to assist them. People who are hard of hearing or deaf may use hearing aids or cochlear implants and/or use sign language. Example: Deaf or Blind.
- C. Cognitive Disability: people with this type of disability may have difficulty learning, communicating, and remembering information. They may also have trouble with problem-solving, paying attention, or understanding reading, math, or visual information. They may use daily planners, more time on tests, or quiet areas to study.
- D. Psychiatric and Emotional Disability: people with these types of disabilities may have difficulty with emotions, feelings, and behaviors. Often these individuals are diagnosed with

Depressive Disorder, Anxiety Disorder, Psychotic Disorder, and/or Mood Disorder. People with this type of disability may use medications, coping skills, or counseling. Example: Manic Depression and/or Anxiety Disorder.

- E. Health-Related Disability: people with this type of disability might have a physical condition that affects their overall health. They may have limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, rheumatic fever, asthma, hemophilia, and leukemia.

\*Auxiliary learning aids and services may differ from student to student depending on the individual circumstances as determined by the documentation provided and the initial interview with the Accessibility Coordinator. We understand that circumstances change, and sometimes a secondary issue may arise while you are enrolled in college. Please communicate this with your coordinator and provide any updated documentation to them as soon as possible so they may provide appropriate accommodations and support.

## Registering with Accessibility Services

In order to request accommodations and register with Accessibility Services, a student must complete the following steps:

- Complete application for services available through your student portal Accessibility Services link or our website, [www.spcollege.edu/accessibility](http://www.spcollege.edu/accessibility).
- Provide documentation of disability and schedule an appointment with your Accessibility Services Coordinator to complete the initial interview process and request reasonable accommodations.
- Participate in the initial interview in determining accommodations and communicate accommodation requests to your instructors. This is a collaborative process initiated by student self-disclosure and self-determination.

Until all steps of the registration process have been completed, the student will be considered pending with Accessibility Services and will not be eligible for specific academic accommodations. Incomplete files will be kept for one term and then destroyed. The student may, however begin the process again at any time. Accessibility Coordinators at each campus are there to assist students throughout the initial request for accommodations and each semester throughout a student's SPC experience. Contact information for SPC staff can be found at [www.spcollege.edu/accessibility](http://www.spcollege.edu/accessibility).

## Disability Related Documentation

Accessibility Services will follow a timeline that allows for approximately one week (from date we receive your application and documentation) to review the report and/or diagnostic evaluation: after which, we will schedule an appointment to meet with the student and discuss the request and appropriate accommodations (if necessary).

All documentation must be a typed letter or report on letterhead and include disability related evidence as stated in the below categories. At the very minimum reports should include the following information as listed below. All documentation may be presented to the Accessibility Coordinator during the initial



interview or uploaded online through our secured electronic application process available from our website, [www.spcollege.edu/accessibility](http://www.spcollege.edu/accessibility).

The professional documenting the disability must be identified by name, title, and professional credentials, provide information about license or certification as well as the area(s) of specialization, employment, and the state/province in which the individual practices. This information should be clearly stated within the documentation. It is typically not permissible for the diagnostician to be a family member or close friend. In most cases, documentation should be based on a comprehensive diagnostic/clinical evaluation that adheres to the guidelines outlined in this document.

The American with Disabilities Act, (Public Law 101-336, 1990) defines a disability as a physical or psychological impairment that substantially limits one or more major life activities, (i.e. learning, walking, talking, seeing, hearing, and taking care of one's self). The provision of reasonable accommodations is based on an assessment of the current impact of the student's disability. As the manifestations of a disability may vary over time and in different settings, in most cases evaluations should have been conducted within the past several years (i.e. low vision or neuromuscular conditions are often subject to change and should be updated for current functioning). Documentation should validate the need for services based on the individual's current level of functioning in the educational setting. Students are strongly encouraged to bring any documentation of disability to the Accessibility Coordinator in order to assist them in establishing the most appropriate support through aids and services.

## **Requesting Accommodations**

Not only can you request your accommodation information sent directly to your instructor's class roster through the registration process in MySPC, but you can also request individual copies of accommodation notifications. These notifications may be emailed directly to your instructors or you can request your own copy through the Accessible Information Management System (AIM). AIM is available for all students through the SPC student portal by clicking on the Accessibility Services Tile or by going on the Accessibility Services website, [www.spcollege.edu/accessibility](http://www.spcollege.edu/accessibility).

All requests for classes, as well as other communications with Accessibility Services should be made through this portal or at the individual Accessibility Services offices. It is imperative that you communicate with your instructor at the start of each semester to ensure your accommodation needs are met. If you are an online student, please understand that you should still reach out to your instructor at the start of the new semester and any online proctored testing accommodations must be coordinated in advance through the Accessibility Office or through Online Learning at [distancelearning@spcollege.edu](mailto:distancelearning@spcollege.edu).

If you have any questions regarding your accommodations for online courses please contact your Accessibility Coordinator immediately. This will enhance the current accommodation notification process and provide a more organized, automated manner to alert faculty of any student requesting accommodations. Providing multiple ways of requesting accommodations and promoting communication is a part of our dedication to promoting equal educational access for all students.

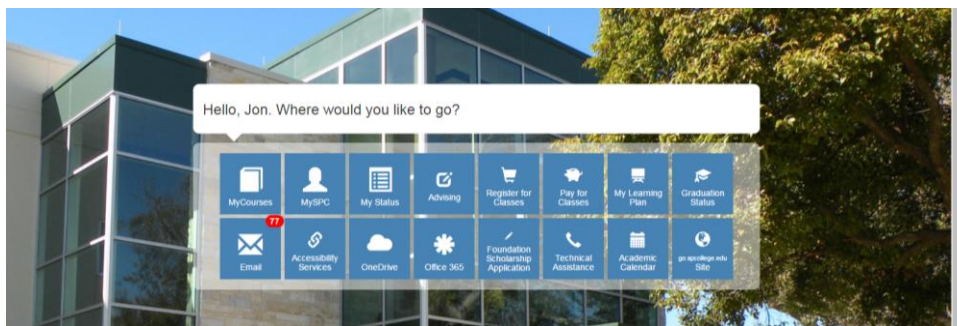
Accessibility Services Coordinators are located on all of our SPC campuses, so please feel free to contact them at the numbers listed on our college website, [www.spcollege.edu/accessibility](http://www.spcollege.edu/accessibility).

## AIM Management System

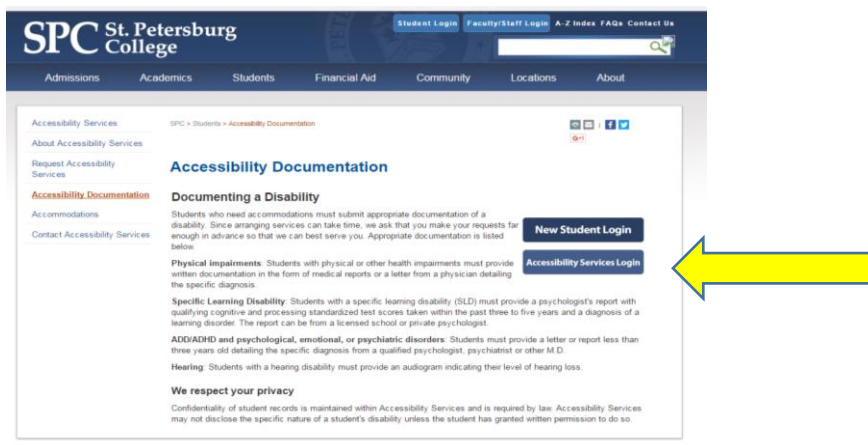
\*Any requests for specific assistive technology should be coordinated through the Assistive Technology Specialist and Accessibility Coordinator. All SPC testing centers and libraries are equipped with assistive technologies in order to promote access. If you find any barriers to accessing facilities or education materials or systems please contact your Accessibility Coordinator immediately.

### Steps To Request Accommodations Through the Student Portal in AIMs:

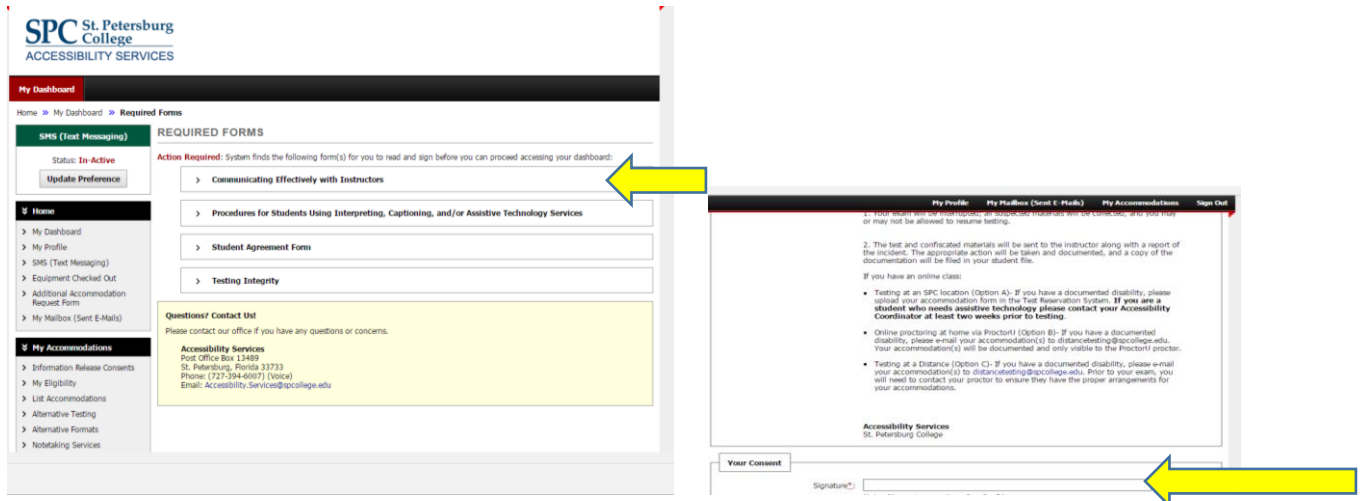
- 1.) Sign in to your Single Sign On, and click on the Accessibility Services tile.



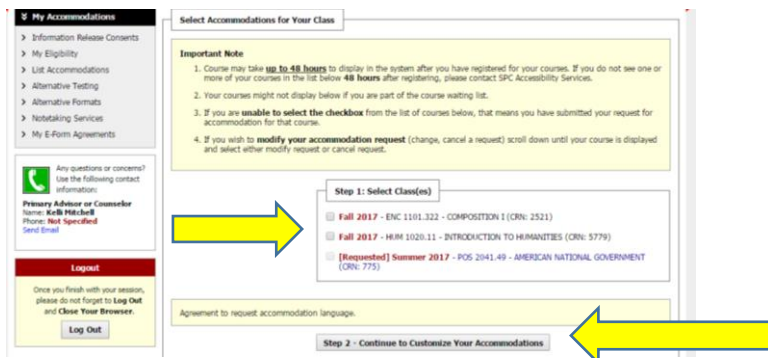
- 2.) Click on Accessibility Services Login



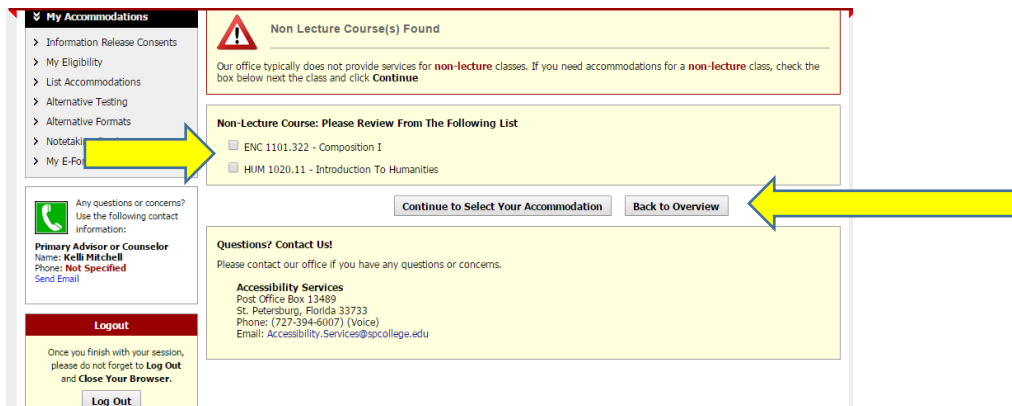
- 3.) "Required Forms", click the top one, read and scroll to the bottom of page and sign name. A copy of these forms will be emailed to you.



4.) Select your term classes and then continue to customize your accommodations (step 2)



5.) Select classes again, then continue to select your accommodation



6.) Check the box that says email accommodation letter to instructor **FOR EACH COURSE**

- > Information Release Consent
- > My Eligibility
- > List Accommodations
- > Alternative Testing
- > Alternative Formats
- > Note-taking Services
- > My EForm Agreements

Any questions or concerns? Use the following contact information:

**Primary Advisor or Counselor**  
Name: **Kelli Mitchell**  
Phone: **Not Specified**  
[Send Email](#)

Once you finish with your session, please do not forget to **Log Out** and **Close Your Browser**.

[Log Out](#)

**ENC 1101.322 - Composition I (CRN: 2521)**

Instructor(s): **SHELBEY ROSENGARTEN**

Days and Time(s): **MW at 09:30 AM - 10:40 AM**

Date Range(s): **08/14/2017 - 12/08/2017**

Location(s): **SE-U117 Classroom 117 (Campus: Seminole Campus)**

Select the check box if you have entered a **WRONG CRN**. You will not be required to specify your accommodation for this class.

**Select Accommodation(s) for ENC 1101.322**

<input checked="" type="checkbox"/> Accommodation Sheet	<input checked="" type="checkbox"/> Adaptive Technology	<input checked="" type="checkbox"/> Alternative Testing
<input checked="" type="checkbox"/> Break During Class Session	<input checked="" type="checkbox"/> Note-taking Services	<input checked="" type="checkbox"/> Recorder
<input checked="" type="checkbox"/> Snack	<input checked="" type="checkbox"/> Specific Seating	

Select the check box if you would like ADM to email this accommodation letter to your instructor(s) for **ENC 1101.322 - Composition I**.

**HUM 1020.11 - Introduction To Humanities (CRN: 5779)**

Instructor(s): **ANTHONY LAPORTE**

Days and Time(s): **MW at 11:00 AM - 12:15 PM**

Date Range(s): **08/14/2017 - 12/08/2017**

Location(s): **SE-U119 Classroom 119 (Campus: Seminole Campus)**

Select the check box if you have entered a **WRONG CRN**. You will not be required to specify your accommodation for this class.

**Select Accommodation(s) for HUM 1020.11**

<input checked="" type="checkbox"/> Accommodation Sheet	<input checked="" type="checkbox"/> Adaptive Technology	<input checked="" type="checkbox"/> Alternative Testing
<input checked="" type="checkbox"/> Break During Class Session	<input checked="" type="checkbox"/> Note-taking Services	<input checked="" type="checkbox"/> Recorder
<input checked="" type="checkbox"/> Snack	<input checked="" type="checkbox"/> Specific Seating	

Select the check box if you would like ADM to email this accommodation letter to your instructor(s) for **HUM 1020.11 - Introduction to Humanities**.

## Requesting accommodations during registration process

Every semester when you first register for classes for the following term, follow these directions to approve that your accommodations only may be viewed by your instructors.

1. Read and acknowledge the Student Agreement Form
2. You will be asked to make a decision for each class for the instructors to see your accommodations on their course roster. **Instructors will see only accommodations, no disability information, only if you select the “yes” box**. When making your selection, please be aware that your instructor and Accessibility Coordinator will need to know of your request for accommodations at the start of the semester to properly plan for services and accommodations. Although you can edit your decision throughout the semester, it is your responsibility to alert the instructor and your Accessibility Coordinator immediately of any changes. If a change is made during the semester, understand this may delay coordination of services, auxiliary learning aids and alternative format production.

**\*If you already registered for classes, change your mind, or you were registered by staff or advising:**

1. Log in to MySPC – Go to My Schedule
2. Click ‘Edit Class Accommodations’ – you can make a choice and save

All requests for accommodation letters, as well as other communications with Accessibility Services should be made through the AIM system in the student portal or at the individual Accessibility Services offices each semester. It is imperative that you communicate with your instructor at the start of each semester to ensure your accommodation needs are met. If you are an online student, please understand that you should still reach out to your instructor at the start of the new semester. Any online proctored testing accommodations must be coordinated in advance through the Accessibility Services Office or through Online Learning at [distancelearning@spcollege.edu](mailto:distancelearning@spcollege.edu).

If you have any questions regarding your accommodations for online courses please contact your Accessibility Coordinator immediately. Communicating as soon as issues arise will enhance the current accommodation notification process and provide a more organized, automated way of alerting faculty of any student requesting accommodations. You still must communicate with the instructor and coordinator before, or at the start of, each semester to solidify understanding of accommodation requests and coordinate any services needed. These online options are a part of our dedication to promoting equal educational access for all students while helping to eliminate barriers, yet determination and immediate input from the student if there are any problems with receiving accommodations is key in promoting the best opportunity for academic success.

Accessibility Coordinators are located on all of our SPC campuses, so please feel free to contact them at the numbers listed below or on our college website at [www.spcollege.edu/accessibility](http://www.spcollege.edu/accessibility).

## Rights and Responsibilities of Students with Disabilities

As a student with a disability, you need to be well informed about your rights and responsibilities as

well as the responsibilities postsecondary schools have toward you. Being well informed will help ensure you have a full opportunity to enjoy the benefits of the postsecondary education experience without confusion or delay.

OCR enforces Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II), which prohibit discrimination on the basis of disability. Practically every school district and postsecondary school in the United States is subject to one or both of these laws, which have similar requirements. Although Section 504 and Title II apply to both school districts and postsecondary schools, the responsibilities of postsecondary schools differ significantly from those of school districts. Moreover, you will have responsibilities as a postsecondary student that you do not have as a high school student. You are strongly encouraged to know your responsibilities and those of postsecondary schools under Section 504 and Title II. Doing so will improve your opportunity to succeed as you enter postsecondary education.

## **As an SPC student receiving accommodations, you have certain rights and responsibilities as outlined in your Student Agreement Form**

### **The Right to:**

1. Expect that classrooms are accessible to all students;
2. Expect confidentiality regarding the nature of my disability. This information will not be shared unless I agree to doing so to assist me in my studies;
3. Receive an explanation from Accessibility Services why certain services are granted or denied provided or refused, based on the documentation I provide and to request a review of current documentation for expansion or change of services;
4. Receive appropriate accommodations in a timely manner from faculty and Accessibility Services once the information is provided to faculty;  
Expect faculty and Accessibility Services to work together to support students in their legal rights to access their education and approved accommodations.

### **I have the Responsibility to:**

1. Provide Accessibility Services with appropriate required documentation of my disability;
2. Communicate privately with faculty to discuss needed accommodations and any other concerns prior to or during the first week of class;
3. Request accommodations each semester from Accessibility Services office. This request should be made as soon as possible once I have registered for classes to provide sufficient time for AS office to make any arrangements that are needed. Accommodations will not be provided retroactively; coordinating accommodations may take a week or more;
4. Initiate requests for alternate format textbooks and publisher materials. I understand that these could take 6 to 8 weeks to prepare and will request them in a timely manner. I understand that if I do not request these in advance of class start, I cannot be guaranteed provision; all alternate formats will require a receipt;
5. Request assistance immediately when issues and / or concerns arise and exercise due diligence to make the accommodation process work;
6. Engage in a fair, objective, and respectful dialogue concerning accommodations options and not transfer or abdicate my student role to parents or agent/ advocates;
7. Understand online course procedures: Contact the online Proctored Testing Coordinator at [www.spcollege.edu/ecampus](http://www.spcollege.edu/ecampus) at least 2 weeks before exams begin and coordinate specific

requests with my instructor. I will ensure I present a completed copy of my disability resource documentation to test proctor when I arrive to take exams.

### **The following steps are necessary to keep the lines of communication open with your instructor(s):**

1. Save a copy of your accommodation letter for your personal files.
2. Schedule a meeting with your instructor(s) early in the semester (first week if possible) to discuss your accommodations.
3. Your meeting with your instructor(s) should provide the opportunity to establish a mutual understanding between you and your instructor(s) of the responsibilities with respect to providing your approved accommodations.
4. If concerns and/or issues should arise from the meeting with your instructor(s) schedule a meeting with your Accessibility Coordinator.

\*Allow enough time to make those arrangements. You and your instructor typically agree on the testing arrangements, which are usually flexible.

For example, a student requesting double time for an exam may take it in the instructor's office, in the campus testing center or in another proctored location. A student who uses audio for testing may have screen reading software or a live reader.

### **Being a Good Self-Advocate**

Self-Advocacy is not about making demands, self-advocacy is about taking care of yourself, so that you can achieve your goals. As a student with a disability, you will be more successful when you learn to take responsibility for your education. Being a good self-advocate means:

- Notifying appropriate persons at school that you have a disability.
- Knowing your strengths and weaknesses and being able to verbalize them to the appropriate person.
- Using the information you know about your strengths and weaknesses to ask for help in specific areas.
- Asking for help at the beginning of a class, not after you are failing.
- Letting the instructor know what assistance you will need in the class. Don't expect the instructor to figure it out for you.
- Bringing important information (i.e. address/ phone/ e-mail changes, documentation changes, etc.) to school when you sign up for services each semester. Know what information you will need to have. It is important to provide this information early to receive help right away.
- Planning ahead for the demands of college. Get your financial aid, work/activities schedule, and study time in place. Then when you start school you can concentrate on these new demands.
- Promptly completing and returning letters and other accommodation forms.

### **Priority Registration**

If you are a continuing student on record registered and receiving services through with Accessibility Services and have registered for classes within the academic year, you are eligible for early (Priority



Registration). Take advantage of this opportunity to have the best options of course structure and times that fit your needs. Accessibility Services Coordinator can provide registration assistance to students with disability-related scheduling issues and may advise you on academic or course selection. This is an excellent time to speak with your coordinator and plan appropriately for the following semester. Take into account course load, transportation, and achieving a proper life balance. If you are experiencing difficulty in any aspect of your life, speak with your coordinator for appropriate resources or strategies to help you.

## Technical Standards and Essential Program Requirements

Admissions and Continuation in Programs:

- Academic Standards – academic criteria required to get in and participate in a program
- Technical Standards – skills, attitudes, experiences, and physical requirements to get in and participate in a program (non-academic criteria)
- . Completion of the program:

Graduation Competencies – course requirements to successfully complete the program.

Essential Program Requirements – program requirements (academic and non-academic) to successfully complete the program.

\*Students must meet the academic and technical standards requisite to admission or participation in the institution's program including any directly related licensing requirements What are Technical Standards?

All essential non-academic standards (They mirror the ADA's essential functions in the workplace)

If a student cannot demonstrate the technical standards of the program, it is the responsibility of the student to request an appropriate accommodation with Accessibility Services.

Determination of a reasonable accommodation will be made on an individual basis and the accommodation cannot fundamentally alter the nature of the program offered, impose an undue hardship, or jeopardize safety.

\*Careful decision making and counseling is involved in deciding whether modifications would give the student opportunity to complete the program *without fundamentally or substantially modifying institutional standards*

## Assistive Technology

St. Petersburg College provides a comprehensive assistive technology program to make campus computers, classrooms and equipment accessible to all students. The SPC Assistive Technology Specialist consults with individual students on their needs and oversees installation and function of assistive software and adaptive equipment on all college sites. Training in using assistive programs or tools is the responsibility of each individual student. To receive assistive technology services you must register with Accessibility Services.

Training in the use of assistive technology is available by appointment. Please contact your campus Accessibility Services office for the contact. St. Petersburg College offers assistive equipment for loan to eligible students on a first-come-first-served basis.

## Deaf and Hard of Hearing Services

St. Petersburg welcomes Deaf and Hard of Hearing students. In order to serve you in the best way possible, we strive to work collaboratively with Accessibility Services Coordinators and all members of our campus community.

Students who use interpreters and captionist are responsible to inform service provider of their class or activity schedule in advance and notify the department contact if they will be absent or late for a class or activity.

Also, important to contact the interpreting office if your service provider is late or absent.

- To request Sign Language Interpreter or C-Print Captionist. Complete request prior to 48 hours before needed. <https://www.spcollege.edu/survey/664>
- Or Contact Cynthia Bedient or call- 727-791-2523

## Personal Attendants

St. Petersburg College is not responsible for locating or paying for personal attendants. The college recognizes that in some instances, personal attendants may be necessary (per appropriate documentation). While on campus, students needing assistance in getting to various buildings, toileting, dispensing of medications, etc., should make arrangements to have their own personal attendant. Requesting such services from non-trained individuals on campus could pose a threat to those providing assistance and the individual with the disability and, therefore, those types of requests cannot and will not be accommodated.

## Grievances and Appeals

At St. Petersburg College, students should visit [go.spcollege.edu/appeals/](http://go.spcollege.edu/appeals/) if they wish to file an appeal or grievance. St. Petersburg College values due process and fundamental fairness in its policies and procedures. Students may grieve or appeal certain determinations made and actions taken by the college according to the [Board of Trustees Student Grievances and Appeals Procedure](#).

### **To file a complaint or report a concern regarding sexual harassment or discrimination:**

The Student Grievance and Appeals site is not intended to address student complaints or to report sexual harassment or discrimination. Students interested in submitting a complaint should use the [Complaints](#) website. Detailed information regarding reporting sexual harassment is available on the [Sexual Harassment](#) website. Detailed information regarding the college's policies on nondiscrimination is available on the [Discrimination, Equal Access/Equal Opportunity \(EA/EO\) webpages](#).

## Applying for Course Substitutions

Students who meet eligibility requirements for requesting a course substitution must:

Complete a formal request of course substitution by meeting with the Accessibility Coordinator first and submitting a formal request to the Academic Dean. The Dean will consult with the Substitution/waiver committee and will provide written feedback to the student with a decision within several weeks of receipt of the request. If a student is not satisfied with the decision of the committee, they may pursue an appeal through their Accessibility Coordinator and the director of Accessibility Services will present the appeal to the Vice President for Academic Affairs. The Vice President for Academic Affairs will make a final decision and communicate the decision in writing to the student. Every consideration will be reviewed throughout this process, including core requirements of the program of study, resources to assist the student and current accommodations afforded to the student.

## Policy Related to Accessibility Services

### **Policies and procedures for providing aids and services to students with disabilities**

- a. [http://web.spcollege.edu/botrules/P4/P4\\_021.doc](http://web.spcollege.edu/botrules/P4/P4_021.doc) – Services for Students with Disabilities
- b. <http://www.spcollege.edu/Accessibility/> - Accessibility Service website and Request for Services
- c. <http://www.spcollege.edu/AccessibilityDocumentation/> - Documentation needed
- d. <http://www.spcollege.edu/Accommodations/> - Accommodation information

### **Policy and procedures for providing reasonable substitution for eligible students whose hearing impairment, visual impairment or learning disabilities can reasonably be expected to prevent the individual from meeting requirements for admission to the institutions, admission to the program of study, entry to upper division or graduation**

- a. [http://web.spcollege.edu/botrules/P4/P4\\_10.doc](http://web.spcollege.edu/botrules/P4/P4_10.doc) - Admission by Exception Procedure
- b. [http://web.spcollege.edu/botrules/P4/P4\\_021.doc](http://web.spcollege.edu/botrules/P4/P4_021.doc) – Services for Students with Disabilities

### **Service Animals**

St. Petersburg College is committed to providing reasonable accommodations to persons with disabilities and to fulfilling its responsibilities under Section 5043 504 of the Rehabilitation Act, the American with Disabilities Act (ADA), the American with Disabilities Amendment Act (ADAAA) and Florida Statutes, §413.08.

Persons with disabilities may be accompanied by working service animals on the campus of St. Petersburg College and during all College-sanctioned programs and activities. The College's Board of Trustees' policy and procedure regarding service animals is found at College Procedure P6H23-1.251 ( P1/P1\_251.doc)

## Definition of Service Animals

According to the ADA, service animals are defined as “dogs that are individually trained to do work or perform tasks for individuals with disabilities.” Florida Statute (413.081) These tasks include activities such as guiding a person who is visually impaired or blind, alerting a person who is deaf or hard of hearing, pulling a wheelchair, assisting with mobility or balance, alerting and protecting a person who is having a seizure, retrieving objects or performing other tasks.” (F.S. 413.081). While the ADA specifically defines service animals as “dogs,” it may be allowable under special circumstances to consider a miniature horse as a reasonable accommodation.

\*Students with Service animals do not need to register with accessibility Services unless they wish to receive academic accommodations or services.

## Campus and Community Resources for Students

**211 Tampa Bay-Community Resources** and support: <http://211connects.org/>

**Free Counseling and Support for all SPC students:**

<https://mycoursesupport.spcollege.edu/student-assistance-program>

**Pinellas Interagency Networking Council for Students:**

[www.PINCS.org](http://www.PINCS.org)

PINCS was created to support and enhance coordination of services and supports for students with disabilities, and assist students and their parents in accessing these services. A forum of agencies, school professionals and employers meet to exchange ideas, services and information while advocating for these students.

## Tutoring

Get FREE tutoring and academic support online or on campus

St. Petersburg College offers FREE tutoring to all degree-seeking students to help review core concepts, tackle tough homework assignments or prepare for tests. From one-on-one tutoring to online resources, SPC offers tools to help you succeed. Students who visit our Learning Centers more than four times in a term have better than an 80% chance at success.

Visit the Learning Center on your campus for the tools you need to succeed: FREE tutoring, computer labs, help with your next paper and a quiet place to study. Visit each site for specific services and hours of operation:

Need Math Help?

Finding tutoring and math resources, take our free online course to get ready for college math.

[go.spcollege.edu/ready](http://go.spcollege.edu/ready)

### Smartthinking

SPC students can get online tutoring through Smarthinking, 24 hours a day, and 7 days a week. Sign into MyCourses and enter into one of your classes. At the bottom of the page, there will be a box for SPC Resources and a link to Smarthinking will be listed.

Tutoring is available by weekly appointment on selected SPC sites and is primarily focused on writing and mathematics courses. You can also take advantage of campus learning support commons and online tutoring available to all SPC students.

## Useful APPs

1. My Script Calculator – can write in arithmetic and solve them.
2. Algebra Tutor- work out arithmetic and algebra problems practice problems also has a learn function.
3. Algeo – multiply, Squares, sin, cos graphing solutions, and  $f(x)$ .
4. Photomath – take a picture of a problem and it will be solve on your phone.
5. Wolfram Alpha - <http://www.wolframalpha.com/> - This site does everything however the App may cost \$2.00.
6. Grammarly - <https://www.grammarly.com/> - Grammar check program that you cut and paste sentences into program and checks for plagiarism.
7. Smart Voice Recorder – Recorder and label recording
8. Evernote – Type in notes, take photo of notes, record notes, attach a file, hand write and sync with computer.

## Mental Health

BayCare Student Assistance Program

For the Student

Today's college students often face challenges which were pretty much non-existent when their parents were in school. Balancing a variety of roles and responsibilities can be overwhelming. The BayCare Student Assistance Program (SAP) provides a variety of resources to help students meet challenges which might otherwise interfere with a productive and successful college experience. In order to provide support through life's ups and downs the following services are available:

- Toll-free confidential helpline available 24 hours a day, 7 days a week, 365 days a year
- Problem identification
- Assessment
- Referral to face-to-face counseling

- Referral to community resources
- Online services

A network of licensed mental health professionals are available for help if needed.

For more information on SAP, please call (800) 878-5470 or email

[BayCareSAP@BayCare.org](mailto:BayCareSAP@BayCare.org) <https://baycare.org>

## **16 Myths about Mental Illness**

**By National Alliance on Mental Illness (NAMI) July, 2015**

### **MYTH #1: Mental health conditions are uncommon**

**FACT:** Mental illness is more prevalent than many people think: One in five Americans experiences it in their lifetime. One in twenty-five Americans experience a serious mental illness in a given year that substantially interferes with or limits one or more major life activities. It can affect anyone, including all ages, races, income levels, and religions. These common conditions are medical, and can cause changes in how people think and feel.

### **MYTH #2: Mental illness is the result of bad parenting**

**FACT:** Children can, and do, have mental health conditions. Research shows that one in five children between the ages of 13 and 18 have or will have a mental illness. In fact, 50% of all lifetime cases begin by age 14. While environmental factors can affect a person's mental health, biological factors can affect individuals just as actively. Mental health conditions are not simply a side effect of parenting, but a combination of influences.

### **MYTH #3: People are "faking it" or doing it for attention**

**FACT:** No one would choose to have a mental illness, just as no one would choose to have a physical illness. The causes for mental health conditions are intensively studied and they are real. For anyone living with a mental health condition, their specific symptoms may not always be visible to the untrained observer. It can be challenging to relate to what people with mental health conditions are going through, but that doesn't mean that their condition isn't real.

### **MYTH #4: Mental illness is caused by personal weakness.**

**FACT:** Just like any major illness, mental illness is not the fault of the person who has a mental health condition. It is caused by environmental and biological factors. A stressful job or home life make some people more susceptible, as do traumatic life events like being the victim of a crime. Biochemical processes and circuits as well as basic brain structure may play a role too.

### **MYTH #5: Different races are more prone to mental illness**

**FACT:** All races and ethnicities are affected by the same rate of mental illness. There is no single group of people more likely than others to have a mental health condition. However, some people have cultural influences that may affect how they interpret symptoms of a mental health condition that could prevent them from getting help. And while the rates are the same, awareness of mental illness in varying minority groups is important to highlight, as these groups often times get

overlooked in the potential differences of outcomes in mental illnesses.

**MYTH #6: You're just sad, not depressed**

**FACT:** Depression is not something you can will away. People often have the misconception that a person can just “cheer up” or “shake it off.” It is not just “the blues,” but a serious medical condition that affects the biological functioning of our bodies. However, there are treatments like cognitive therapy or medication that can help address the symptoms of depression.

**MYTH #7: You don't need therapy. Just take a pill.**

**FACT:** Everyone has different treatment needs. There is no one, right way to recovery. While medication can help, it may not be the only thing a person needs to feel their absolute best. Often a combination of therapy and medication provides the best outcomes. People should speak with a mental health professional to help determine what the best treatment plan is for them.

**MYTH #8: People with mental illness can't handle work or school**

**FACT:** Stressful situations can be difficult for all people, not just those who live with mental illness. People with mental health conditions have jobs, go to school, and are active members of their communities.

**MYTH #9: People with mental health conditions are violent and dangerous**

**FACT:** Having a mental health condition does not make a person more likely to be violent or dangerous. The truth is, living with a mental health condition makes you more likely to be a victim of violence, four times the rate of the general public. Studies have shown that 1 in 4 individuals living with a mental health condition will experience some form of violence in any given year.

**MYTH #10: Psychiatric disorders are not real medical issues**

**FACT:** Just as with heart disease and diabetes, mental illnesses are a legitimate medical illness. Research shows there are genetic and environmental causes and similar to other medical conditions, they can be treated effectively.

**MYTH #11: You can never get better from a mental illness**

**FACT:** Mental health issues are not always lifelong disorders. For example, some depression and anxiety disorders only require a person to take medication for a short period of time. Innovations in medicine and therapy have made recovery a reality for people living with a mental health issue, even chronic conditions. While all symptoms may not be alleviated easily or at all, with the right recovery plan, people can live the productive and healthy lives they've always imagined.

**MYTH #12: If they feel better, they are cured**

**FACT:** For some people, after getting the proper treatment plan, it can make you feel much better. Many of their symptoms may go away, but this does not mean that they are “cured.” The relief they feel is because of their treatment plan. In order to sustain their mental health, they may need to continue treatment even after they feel better. It doesn't matter if they need to take medication short-term or long-term, they should never stop taking medication or change their treatment plan without talking about it with their healthcare provider first.

Symptoms of a mental health condition can come and go. There are often environmental factors that can influence the way a person feels. Additionally, there are also just times when a person may exhibit symptoms more strongly.

**MYTH #13: People with mental illness are “damaged” and different**

**FACT:** A mental illness does not make someone any less of a person. There are not broken or odd; they just have different experiences that not everyone has to face.

**MYTH #14: A person can treat themselves with positive thought and prayer**

**FACT:** Positive thought, religion, and spirituality can be a powerful tool in recovery, but it shouldn't be the only form of treatment. The most effective treatment someone can receive is one that is planned by their licensed health provider and themselves. If someone would like to incorporate his or her religion and spirituality with their treatment plan, they can look at NAMI's FaithNet for additional resources.

**MYTH #15: People with mental illnesses should be kept in institutions**

**FACT:** While not always the case in psychiatric history, today, the majority of people living with mental illness do not need long-term hospitalization. A more comprehensive and ever-expanding understanding of mental health conditions have progressed treatments with respect and medical advancements. Like other diseases, there are periods of time where a person is particularly unwell and need a short hospital stay, but very few stay longer than a week or two. Many people with mental health conditions live productive, happy, and healthy lives.

**MYTH #16: You can't help someone with mental illness**

**FACT:** Everyone can help those living with mental illness by speaking and acting in a way that preserves personal dignity. If you are a part of removing mental illness stigma in our society you are helping everyone affected by a condition. Two easy ways to do this are:

- Using person-first language. This means that a person is not their illness; an example would be saying “she has depression” not “she is depressed”.
- Do not use offensive slang. A person with a mental health condition is not “crazy”, “psycho”, “insane”, or “loony”. When you use these words you are implying again that a person is solely their illness.

If you are directly in care of someone living with a mental illness you can:

- Learn as much as possible about mental health and your family member's condition
- Show interest in your family member's treatment plan and encourage your family member to follow their plan
- Strive for an atmosphere of cooperation within the family
- Listen carefully
- Resume “normal” activities and routines
- Don't push too hard
- Find support and express your support out loud
- Keep yourself and your family member safe
- Prepare a crisis plan



- Don't give up

## **VA Suicide Prevention Hotline**

(800) 273-8255 press "1" for veterans  
Suicide Emergency Hotline-Pinellas  
County (727) 791-3131

## **Vocational Rehabilitation-** [www.rehabworks.org](http://www.rehabworks.org)

Vocational Rehabilitation (VR) is a federal-state program that helps people who have physical or mental disabilities get or keep a job. VR is committed to helping people with disabilities find meaningful careers.

Our Mission is "to help people with disabilities find and maintain employment and enhance their independence." Our Vision is "to become the first place people with disabilities turn when seeking employment and a top resource for employers in need of qualified employees."

In addition to the general customer employment program, VR has additional specific programs designed to help eligible people with disabilities become employed.

VR is now offering Job Retention Services

VR has made the decision to provide job retention services to eligible individuals, regardless of order of selection, who require specific services or equipment to keep their job. This new option was created by the federal Workforce Innovation and Opportunity Act (WIOA). VR discussed this service option with the state rehabilitation council, and public input was received. VR is now offering these services.

Examples of VR Services:

- Medical and Psychological Assessment
- Vocational Evaluation and Planning
- Career Counseling and Guidance
- Training and Education After High School
- Job-Site Assessment and Accommodations
- Job Placement
- Job Coaching
- On-the-Job Training
- Supported Employment
- Assistive Technology and Devices
- Time-Limited Medical and/or Psychological Treatment

## **Career Exploration**

Each St. Petersburg College student can utilize a Focus 2 online career guidance program is located in your MyCourses under Additional Resources

### **Job Search Links & Information for Students**

- **Career Search Burning Glass** (In SPC MyCourses under Additional Resources) Explore careers, research a program of study, job, employer or skill
- **Optimal Resume** (In SPC MyCourses under Additional Resources) Resume & Interview Preparation
- **[Indeed.com](#)**  
Find millions of jobs from thousands of company websites, job boards and newspapers.
- **[AbilityJobs.com](#)**  
Dedicated to employment of people with disabilities by providing a dedicated system for finding employment
- **Career Opportunities for student with disabilities (COSD)**  
Nationwide online job posting and college student resume database system that allows students to register for available jobs, internships, and or Co-op Opportunities
- **[GettingHired.com](#)**  
Job Search and networking for people with disabilities
- **Hire Disability Solutions ([www.hireds.com](http://www.hireds.com))**  
Search for jobs online including a variety of training and consulting services
- **[National Business and Disability Council \(NBDC\)](#)**  
Includes a section for job seekers to post resumes and search job listings as well as information on career events, internships, and job search tips
- **[WorkplaceDiversity.com](#)**  
Job search and news for all aspects of diversity
- **[Benderconsult.com](#)**  
Partners with corporations and federal agencies to recruit, screen, and hire individuals with disabilities for career opportunities in a variety of competitive fields
- **[USAJobs.gov](#)**  
Search and apply for Federal jobs. Learn about unique hiring paths for veterans, students and graduates, individuals with a disability, and more

### **Job Search Links & Information for Students in Accessibility Services**

See Kelley Ferranti [Ferranti.Kelley@spcollege.edu](mailto:Ferranti.Kelley@spcollege.edu), 727-341-3297 for information on:

#### **SPC Student Internships**

An Internship at St. Petersburg College is a supervised, practical learning experience in the workplace that offers the student an opportunity to apply, connect, and extend academic theory and competencies to build professional skills and network. Internship experience could be just what it takes to put you over the top against competitors in the job market. [Learn more about SPC Internships.](#)

#### **Disability Mentoring Day**

Opportunity for students with disabilities to job shadow in a career of their interest

## Entrepreneurship

Abilities Fund ([Abilitiesfund.org](http://Abilitiesfund.org))

First nationwide non-profit community developer and financial institution focused exclusively on expanding entrepreneurial opportunities, including access to capital, for people with disabilities

[CareersbeyondDisability.com](http://CareersbeyondDisability.com)

Transitioning individuals into a self-employment career that takes into consideration their past, present ability, and future. Provides business coaching to start your own business or help finding a franchise business in which to buy into and run

National Association for Self-Employed (<http://www.nase.org>)

Nation's leading resource for self-employed and micro-business providing a board range of benefits and support to help the smallest business succeed

Small Business Administration ([SBA.gov](http://SBA.gov))

Independent agency of the federal government to aid, counsel, assist, and protect the interests of small business concerns, to preserve free competitive enterprise, and to maintain and strengthen the overall economy of our nation

### Tips for College Students looking to work!

*\*Begin your college life with the understanding you will soon be working a real job and making your own money.*

- Visit your campus Career Center  
Let the Career Center know who you are and what type of job you are looking for. Visit often so they do not forget you. Ask for assistance in writing a resume or interviewing for a job. Attend every workshop the Career Center offers.
- **Attend Campus and Local Job Fairs**  
Even if you just started attending college, getting to know what employers are looking for and who is hiring college students is a great networking activity.
- **Reach out to individuals who can be a good reference and referral source for your job search**  
Who do you know that can tell an employer about your character and work ethics? Who do you know that may know someone who they could connect you with? These people are very valuable to your success in the job search.
- **Are you on LinkedIn?**  
Have you established a good LinkedIn profile? Are you selling your skills and education on this site to connect with others and be found by recruiters looking to hire people with your skill levels? LinkedIn allows you to manage your professional network and access knowledge, insights and opportunities. Site is free of charge.
- **Consider Internships**  
Students need work experience in their field of training before graduation. Internships can give you work experience before you graduate from college. Adding work experience such as an internship to your resume can only enhance your opportunities to find employment once you graduate.
- **Start your job search early.** Part time jobs while attending college show an employer that you know how to work. Connect with your Career professional on campus to assist you.

## **Accessibility Services Working Together for Your SUCCESS!**

What can the Career Placement Specialist do for you?

Assist individual college students who have registered with Accessibility Services by providing career planning and guidance.

Services Provided:

- Major and Career Exploration
- Job Seeking Skills
- Self-Advocacy Skills Development
- Interview Techniques & Preparation
- Resume Review and Writing Assistance
- Job Development
- Job Search Assistance

Contact Information:

Kelley Ferranti

[Ferranti.Kelley@spcollege.edu](mailto:Ferranti.Kelley@spcollege.edu)

727-341-3297

Other Resources:

Project 10: <http://project10.info/>

U.S. Department of Education, Office for Civil Rights:

<http://www2.ed.gov/about/offices/list/ocr/transition.html#reproduction>

### **The Learning Academy (TLA) at SPC, Clearwater Campus**

This is a 30-week transition program for individuals with Autism Spectrum Disorder (ASD) between the ages of 18 and 25. TLA aims to build and enhance skills that will prepare students for success in workplace and postsecondary education settings. The program provides services, supports, and experiential opportunities that enable students to achieve independence and meet their personal goals.

Students at TLA engage in self-discovery and career exploration through the class work, with a focus on self-knowledge, organization, time management, goal setting, conflict resolution, and community participation. Real-life experiences and practical opportunities complement classroom activities to promote generalization of learned skills and support personalized goals in everyday life.

Program Goals

- To provide a rich experience that enables students to advance their skills in preparation for

- their transition to adulthood.
- To provide an inclusive and authentic experience for students with ASD in which to interact with their peers through classroom-based and experiential learning.
  - To increase the personal knowledge and technical skills of each student, leading to successful adult experiences.
  - To improve the ability of students to engage and maintain meaningful participation in the community (e.g., employment, postsecondary education).
  - To provide experiential opportunities that lead to successful transition and adult outcomes.
  - To improve the ability of students to succeed socially.

#### Intended Outcomes for Students

- Awareness of and experience with techniques that enhance their success.
- Specific knowledge of their strengths, abilities, and preferences.
- Knowledge of specific strategies to set and achieve goals for the future.
- An authentic college experience with access to USF students, professionals, and activities.
- Products and artifacts that demonstrate their knowledge and skills learned (e.g., electronic portfolio, resume, job and/or college-seeking skills, career research skills).

Check us out at: <http://learningacademy.fmhi.usf.edu>

Contact Susan Richmond at 813-974-2996 for questions or to apply.

## Students transitioning from high school to college

### **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?**

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 provide the same educational opportunities as 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.

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

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

### **Do I have to inform a postsecondary school that I have a disability?**

No. But if you want the school to provide an academic adjustment, you must identify yourself as having a disability. Likewise, you should let the school know about your disability if you want to receive appropriate accommodations and ensure that you are assigned to accessible facilities. In any event, your disclosure of a disability is always voluntary.

### **What academic adjustments must a postsecondary school provide?**

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; recording devices, sign language interpreters, and extended time for testing.

\*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.

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

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. In addition, your accessibility coordinator will not contact instructors, and the student, not a parent, should engage in all communication and coursework throughout their college educational experience.

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. At SPC, go to [www.spcollege.edu/accessibility](http://www.spcollege.edu/accessibility) for a list of Accessibility Coordinators at the campus closest to you. If you are an online student, you may choose any coordinator and the accommodation process can occur through our online procedures.

### **When should I request an academic adjustment?**

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. Typically allow at least 2 weeks for coordination of services and/or alternative format.

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

Generally, yes. Your school will probably require you to provide documentation showing that you have a current disability and need an academic adjustment. Work with the Accessibility Coordinator to get the assistance you need and review documentation guidelines.

### **What documentation should I provide?**

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, for accommodations 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. Make an appointment with the Accessibility Coordinator at the campus you are most likely to attend for clarification on what accommodations may be provided with the current documentation at hand and they may assist you in finding resources to get further documentation of disability.

### **Who has to pay for a new evaluation?**

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 at [www.rehabworks.org](http://www.rehabworks.org)

\*You should expect your school to work with you in an interactive process to identify an

appropriate academic adjustment. Unlike the experience 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.

### **What if the academic adjustment we identified is not working?**

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.

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

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.

Students with disabilities who know their rights and responsibilities are much better equipped to succeed in postsecondary school. We encourage you to work with the staff at your school because they, too, want you to succeed. Seek the support of family, friends, and fellow students, including those with disabilities. Know your talents and capitalize on them, and believe in yourself as you embrace new challenges in your education.

## **Transition Planning**

For specific agencies, resources and checklists for post-secondary planning in Pinellas County, go to:

[WWW.PINCS.ORG](http://WWW.PINCS.ORG)

### **Sample High School Timeline**

#### **Ninth Grade:**

##### *Students Should:*

- Attend and be involved in IEP meetings with parents, teachers and special education personnel.
- Ask the school about career assessments and exploration programs at the high school (e.g., Does the school provide career counseling or testing?).
- Meet with guidance counselors about courses required for college or postsecondary school (i.e., Foreign Language, Math, English, Science, etc.).
- Discuss plans and goals with parents (What will I do after high school?). Discuss the costs related to plans and goals.
- Meet with guidance counselors about future plans. Obtain postsecondary school and college brochures available in the guidance office.
- Search Web sites for colleges and postsecondary schools to learn more about course requirements, potential majors, costs, services for students with disabilities, living arrangements, activities, student life, etc.



*Parents Should:*

- Become involved with or remain involved with son/daughter's IEP process.
- Discuss career goals and college plans with son/daughter.

**Tenth Grade:**

*Students Should:*

- Continue attending IEP meetings and become more involved in the decisions made.
- Search the Internet and other resources (i.e., books, articles) to learn more about your condition.
- Identify how the condition impacts you in the classroom, at work, and in social settings. You should be able to discuss your condition and its impact with the IEP team.
- Learn more about the differences between academic adjustments in college and high school. For example, unlimited time may be provided in high school, whereas 50% or 100% more time may be provided in college.
- Begin to utilize academic adjustments that are more in line with what is used in college (i.e., if student is using unlimited time on exams, switch to 50% or 100% more time). Individualized instruction and certain modifications used in high school will not be provided at the postsecondary level.
- Utilize an academic adjustment letter and self-advocate for academic adjustments in courses (i.e., if extended time is needed, the student should be provided with a letter from the special education department stating extended time is needed for testing. The letter should state a specific amount of time 50% or 100%. The student would make an appointment to meet with their teacher, present the academic adjustment letter, discuss the academic adjustment, and make arrangements for the test adjustment). This is the process used in most postsecondary schools.
- Participate in a career assessment and make appropriate career choices. These choices should match your individual strengths and goals for postsecondary education.
- Research the entrance requirements for admission to postsecondary schools and colleges.
- Meet with guidance counselors to determine if the courses taken in high school meet the postsecondary school or college entrance requirements.
- Continue searching Web sites for postsecondary schools and colleges. Make a list of the schools that match areas of interest (i.e., major, location, size, cost, etc.).
- Visit and tour colleges and postsecondary school campuses.
- Become involved in activities beyond the classroom (i.e., clubs, sports, student government, community service, volunteer organizations, etc.). Postsecondary schools look for these activities in addition to grades and test scores when determining admissions.
- Discuss options and choices with parents (e.g., a postsecondary school that the student chooses may not fit into the family budget).
- Take the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) for practice. Check the box that releases your name to colleges to receive brochures. Go to the College Board Web site for more information: <http://www.collegeboard.com/testing/>
- Consider taking the SAT II Subject Tests in your sophomore courses.

*Parents Should:*

- Continue involvement in the IEP process. Allow son/daughter to advocate for themselves during the IEP meeting including discussing their disability and needs in the classroom.
- Continue to discuss son's/daughter's post high school plans.
- Research information (e.g., via telephone calls and internet) regarding college and postsecondary costs, financial aid, and scholarships.

**Eleventh Grade:**

*Students Should:*

- Research college disability service office Web sites to learn about eligibility for services, documentation guidelines, and services offered.
- Tour Postsecondary school campuses:
- Contact the Accessibility Services office for a face-to-face meeting with a disability service provider. Learn more about the academic adjustments offered. The services and academic adjustments you received in high school may not be appropriate or realistic for college.
- Meet with a representative from the admissions office to find out admissions criteria. What will be needed in addition to filling out an application?
- Meet with a representative from the financial aid office. What scholarships are available? How much is tuition, fees, living expenses, etc.? What financial aid programs and scholarships does the school offer?
- Meet with advisors from the college to determine if you meet the entrance requirements for the college and major that you have chosen.
- Register and take the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), if not taken in the tenth grade. For information regarding PSAT testing for students with disabilities, go to the following web site:  
<http://www.collegeboard.com/ssd/student/index.html>
- Attend college fairs.
- Narrow career choices and goals.
- Discuss plans for college with parents.
- Continue to Research College Web sites. Research application procedures, course requirements, and entrance requirements for colleges of interest.
- Identify tests required for admission at the college or colleges chosen: (e.g., SAT I, ACT Assessment, or SAT II Subject Tests).
- Submit application for accommodations for the SAT or ACT, if applicable. Information regarding testing accommodations for college board tests are located at the following Web site: <http://www.collegeboard.com/ssd/student/index.html>
- Take the SAT or ACT. Discuss results with guidance counselor and parents.
- Contact the Office for Vocational Rehabilitation (VR) for information about services for high school and college at [www.rehabworks.org](http://www.rehabworks.org)
- Complete an assistive technology assessment for college, if you plan to use assistive technology in college.

- The summer prior to senior year, visit the disability office, learning centers, computer labs and assistive technology labs at postsecondary schools and colleges of interest.

*Parents Should:*

- Continue involvement in IEP process. Allow son/daughter to advocate for themselves during the meetings
- Continue discussing and narrowing down career goals and plans. Determine if college is a goal.
- Attend campus visits and tours with son/daughter.
- Research disability services office Web sites for information regarding eligibility for services, documentation guidelines, and services available at college.
- Accompany son/daughter to intake appointment (first time appointment) to the disability services office. Son/daughter should do most of the talking and questioning with regard to their condition, and services requested during this meeting. Parents may fill in the gaps when necessary.
- Research the Web sites of the colleges' son/daughter is considering. Parents should pay particular attention to admissions criteria, admissions deadlines, financial aid information, scholarship information, programs, cost,
- Give written permission for son/daughter to have contact with the Office for Vocational Rehabilitation (VR), if appropriate. VR Web site is located at: Schedule son/daughter for an assistive technology assessment through VR. [www.rehabworks.org](http://www.rehabworks.org)
- Search the Web sites listed under Internet Resources for more information about college planning
- Search the Web sites listed under Internet Resources regarding transition to college for students with disabilities.

**Twelfth Grade:**

*Students Should:*

- Narrow choices of postsecondary schools or colleges.
- Begin completing postsecondary school and college applications. Applying early in the selection process may increase the chance of getting into school or college of choice.
- Discuss transition options for work or college during IEP meetings.
- Stop using academic adjustments that would not be provided in postsecondary schools or colleges such as: unlimited time, open book tests, clarification of test questions, word banks, shorter tests, modified tests, limited choices, etc.
- Use academic adjustment letters for most or all courses, and self-advocate for academic adjustments in courses. For example, if extended time is needed for exams, the student should present a letter from the Special Education Department for extended time (50% or 100%) to the teacher, and discuss the logistics related to the academic adjustment (i.e., date, location of exam). The academic adjustments should be similar to those used in postsecondary schools and colleges.
- Contact disability services office at colleges to schedule and participate in an intake

appointment.

- Research the disability services office Web site to review documentation guidelines.
- Submit documentation to the disability services office at the postsecondary schools or colleges that you have chosen.
- Ask the disability services office to review documentation to determine if it meets the guidelines.
- Discuss requested academic adjustments to determine if your request is reasonable (academic adjustments received in high school are not always appropriate for college). Most postsecondary schools provide academic adjustments on a course-by-course and case-by-case basis. Therefore, most postsecondary schools will not be able to tell you exactly what academic adjustments that you will be receive every semester. However, the disability office should be able to ensure whether or not you are eligible for services at the postsecondary level.
- Once accepted, contact the disability services office to discuss academic adjustments for the freshman year placement testing. Typically, colleges have placement tests for English, Math, or Sciences. Students who do not meet college level in those areas may be required to take remedial courses.
- Meet with a professor, academic advisor, or representative of the college major you intend to pursue.
- Schedule an appointment with the Office for Vocational Rehabilitation (VR) to discuss assistance available. [www.rehabworks.org](http://www.rehabworks.org)
- Request and schedule an assistive technology assessment through VR, if applicable.

*Parents Should:*

- Continue involvement in IEP. Son/daughter should be speaking for themselves during these meetings.
- Continue discussions with son/daughter about postsecondary school or college choices. Note admission deadlines for applications. Applying early in the selection process may increase chances of getting into college or postsecondary school of their choice.
- Assist son/daughter as they complete college applications.
- Contact the financial aid office to see if the costs of tuition, room or board are expected to increase.
- Complete the Free Application for Federal Student Aid at <http://www.fafsa.ed.gov/>
- Research disability services Web sites for information on eligibility, documentation guidelines, and services.
- Accompany son/daughter to intake appointment (first time appointment) to the disability services office. Son/daughter should do the majority of the talking and questioning about their condition in this meeting. Parents may fill in the gaps when necessary.
- Give written permission for son/daughter to have contact with the Office for Vocational Rehabilitation (VR), if appropriate. VR Web site is located at: [www.rehabworks.org](http://www.rehabworks.org)

- Make sure that documentation for the disability services office has been sent, received, and evaluated for coverage under the American's with Disabilities Act (1990).

### **After Graduation:**

#### *Students Should:*

- Contact the person that they met with in the disability services office after registering for courses. This will help to ensure that the disability services personnel are prepared for providing services for individual courses that you are registered. Remember that in college, academic adjustments are done on a case-by-case and course-by-course basis.
- Prior to arriving at college, schedule an appointment with the disability services office.

### **Developmental Disabilities**

The mission of Project 10: Transition Education Network, hereinafter referred to as "Project 10," is to assist Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and post- school outcomes. Project 10 serves as the primary conduit between the Florida Department of Education, specifically the Bureau of Exceptional Education and Student Services (BEES), and relevant school district personnel in addressing law and policy, effective practices, and research-based interventions in the area of transition services for youth with disabilities.

Project 10 is currently focusing on four major initiatives outlined below: Capacity Building, Interagency Collaboration, Transition Legislation and Policy, and Student Development and Outcomes. The project also supports transition initiatives developed through the BEES Strategic Plan 2013-18.

- Capacity Building
- Transition Legislation and Policy

Project 10 will provide training and technical assistance, including product development and dissemination, related to state and national legislation, State Board of Education Rule, and policy, including compliance requirements to transition stakeholders.

- Student Development and Outcomes

Project 10 will provide training and technical assistance, including product development and dissemination, to transition stakeholders in the following areas: assessment and instruction; student-centered planning and self-determination; independent living, including recreation and leisure; postsecondary education and training; and career development and employment. Project 10 will support exemplary transition sites that model the use of evidence-based practices of student development in improving transition outcomes. For more information go to <http://project10.info/>.

*This SPC Accessibility Services Student Resource Guide was updated October, 2017. For any questions on any information within this document, contact your campus Accessibility Coordinator or a member of the SPC Accessibility team. Contact information may be found at [www.spcollege.edu/accessibility](http://www.spcollege.edu/accessibility).*