

# Elms College Disabilities Services Student Handbook

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**Appendix A**  
***Request for Accommodation Letter***

Anne Marie Smith, Coordinator of Disability Services  
Elms College  
291 Springfield Street  
Chicopee, MA 01013  
413-265-2333 or [smitha@elms.edu](mailto:smitha@elms.edu)  
FAX: 413-594-3951

TO: New Students Requesting Accommodations Due to Disabilities

FROM: Anne Marie Smith, Coordinator of Disability Services

RE: Process for Accommodations

As coordinator of disability services, I welcome you to Elms College.

One of the major roles that I play is to coordinate services for students with disabilities. Elms College does not discriminate against any individual with disabilities, and encourages students who have any type of disability to register with my office. Through registering with my office Elms College can provide reasonable accommodations to students with documented disabilities in order to ensure that all students have the opportunity to maximize their education.

Students apply for accommodations by submitting an Initial Student Registration Form along with the supporting documentation, **from an appropriate, licensed evaluator**. The form is attached. Elms College requests that documentation regarding the disability is current (within the last two to three years.) Once you have your documentation in hand and your “Request for Accommodations” form completed, you may submit it directly to me at the address listed at the top of this letter. If you have any questions, please call me at 413-265-2333 or email me [smitha@elms.edu](mailto:smitha@elms.edu).

Welcome to Elms College. I look forward to meeting with you soon!

**Appendix B**  
***Initial Student Registration Form***

**To Be Completed by the Student**

**To: All Students**

If you have a disability or condition for which you would like to request some form of services or accommodations, please complete and return this form prior to your first appointment, via email, campus mail, "snail" mail, or fax. This information is confidential and will be used to determine your eligibility for services and accommodations and to make reasonable efforts to arrange these services. Please attach additional information if needed.

Such disabilities may include, but are not limited to: (check appropriate areas)

- Attention Deficit Disorder
- Learning Disabilities
- Psychiatric
- Chronic Medical Conditions
- Mobility Impairments
- Vision Impairments
- Hearing Impairments
- Physical Impairments
- Mental Health Disorder
- Other

**Please Print**

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Elms Class Year: \_\_\_\_\_ Student ID: \_\_\_\_\_  
Permanent Address: \_\_\_\_\_  
City/State/Zip: \_\_\_\_\_ Campus Box #: \_\_\_\_\_  
Home Telephone: \_\_\_\_\_ Cell: \_\_\_\_\_  
Birth date: \_\_\_\_\_

Specific Diagnosis \_\_\_\_\_  
\_\_\_\_\_

Time of Onset/Diagnosis: \_\_\_\_\_

**Nature of Disability:**

Indicate how the disability interferes with or limits a major life activity, including current participation in courses, programs, residential life, or activities of the college.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Present treatment plan/accommodations you found helpful at any other academic institution:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Appendix B - continued**  
**Initial Student Registration Form**

Contact person at previous academic institution:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

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

Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

Accommodations you are requesting because of this condition:\*\*

\_\_\_ Extended Time

\_\_\_ Limited Distraction

\_\_\_ Assistive Technology

Other (Please Specify): \_\_\_\_\_

*\*\*Documentation must specifically support requests for accommodations*

I will be submitting documentation from:

Clinician's name \_\_\_\_\_

**Note:** For diagnosed learning disabilities, mental health or psychiatric disorders, or attention deficit disorder, documentation must be within the past three years. **Providing this information is voluntary.** The information you provide will be kept confidential to the greatest extent possible and shared only with those members of the Elms College administration, health services, counseling services, and faculty involved with coordinating services and providing your accommodations. **For more information on documentation guidelines, please refer to Appendix C.**

Signing below verifies that the information is correct and indicates that you have read and understand the confidentiality guidelines.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Received By \_\_\_\_\_ Date \_\_\_\_\_

**Appendix B - continued**  
***Initial Student Registration Form***

**Confidentiality**

In order for you to make the best out of this service, there are several issues I would like to explain before we begin our work together. Confidentiality is one of the most important elements in human service work, and Massachusetts law provides important rights to the client. Within certain legally defined limits, all of our communications, as well as any information learned about you from another source during the time you are a participant in this service, are private and will not be released to another person or agency without your written permission. There are, however, some exceptions to this policy. Please read them carefully.

The most important exceptions are those in which there might be some danger to you or another person. If, in my judgment, I believe that you pose a threat to yourself, I am required by law to take professional action to ensure your safety. Similarly, if I believe that you might harm somebody else, I am required to warn that person or to notify authorities. Although I am not legally obligated to inform you before breaching confidentiality in these situations, I will make a reasonable effort to discuss this with you, if it seems appropriate to do so.

Another exception to the rule concerns our weekly staff meetings. During these meetings, which consist of the directors, student support staff, and tutors, cases will be discussed. The purpose of these meetings is to share ideas and expertise in order to provide students with the best possible services.

One final point about confidentiality: Cases are often discussed with faculty on an as-needed basis. Most of these discussions will occur with your consent. However, there may be times when appropriate student accommodations are dependent on the timely provision of information to necessary faculty members. At these times I will use my best judgment as to what to disclose and to whom.

Thank you for reading this. Please take the time to ask me any questions that you might have.

**Client Acknowledgement**

My signature below indicates that I read (or had read to me) this document. I had all of my questions answered satisfactorily and choose to accept these terms.

Name \_\_\_\_\_ Date \_\_\_\_\_

Coordinator of Disability Services \_\_\_\_\_ Date \_\_\_\_\_

## **Appendix C**

### ***Documentation Guidelines***

- 1.) The evaluator, individual rendering the information or the diagnosis, or making the recommendations for reasonable accommodations must be qualified to do so.
- 2.) The documentation should bear the name, title, and professional credentials of the evaluator, including information about the license or certification of the individual as well as the area of specialization, employment, and state in which the individual practices should be clearly stated.
- 3.) Evaluations rendered by professionals who are members of the student's family are not considered appropriate.
- 4.) Documentation should be submitted on letterhead, typed, dated, otherwise legible, and signed by the professional doing the evaluation.
- 5.) The documentation should be relatively current, within the last two years prior to entrance into the post-secondary environment.
- 6.) The documentation should provide a detailed summary of the individual's disability.
- 7.) The documentation should provide a written summary of the student's academic achievement and functional performance.
- 8.) The documentation should provide specific written recommendations on how to assist the student in meeting post-secondary goals, and what reasonable accommodations the student has used and found successful.

The student is encouraged to provide copies of evaluations that have been conducted by their schools or private evaluators to assist the college in establishing the existence of their disability, the extent of their disability, and what types of reasonable accommodations to which they may be entitled. Understandably, beginning with the Individuals with Disabilities Improvement Act of 2004, students' graduation from high school with standard diplomas, may only be provided with summaries upon graduation, earlier special education evaluations and privately conducted private special education evaluations can and may be quite helpful in the process of establishing reasonable accommodations under the Americans with Disabilities Act.

The Summary of Performance (SOP) statement, and Individualized Educational Plan (IEP), or a 504 Accommodation Plan or 504 meeting minutes are insufficient in establishing the need for reasonable accommodations. Hence, the documentation from which those documents were developed, within the last two years, will be the basis on which the decisions for reasonable accommodations will be determined.

**Appendix C1**  
***Disability Certification Form***

**To: Clinician**

Elms College offers services on an individual basis to students with documented disabilities. The student listed below has requested services. Please certify the student's disability diagnosis and return/fax the form to us as soon as possible to the address listed. This information is confidential and will be used to help determine eligibility for services and accommodations. The information provided will be shared only with members of the Elms College administration, health services, counseling services, and faculty involved with coordinating services and providing accommodations. Thank you.

Name of Student: \_\_\_\_\_

Specific Diagnosis:\*\* \_\_\_\_\_

Date of Diagnosis/Time of Onset: \_\_\_\_\_

Length of Time Working with Student: \_\_\_\_\_

Most Recent Evaluation: \_\_\_\_\_

**Nature of Disability:**

Explain the current functional limitations imposed by the condition. Indicate how the disability interferes with or limits any facet of a major life activity, including current participation in courses, programs, residential life, or activities of the college. Include the impact of medication or other treatments. Specific duration, stability or progression of the condition:

\_\_\_\_\_  
\_\_\_\_\_

Current treatment/follow-up plan:

\_\_\_\_\_  
\_\_\_\_\_

Specific recommendations for reasonable accommodations, based on disability:

\_\_\_\_\_  
\_\_\_\_\_

\*\*For diagnosed learning disabilities or attention deficit disorder, enclose a psycho-educational evaluation including test scores and recommendations that are within the past three years.

**Please Note: *This clinician's form may not be completed by student's parents or guardian.***

Name (please print): \_\_\_\_\_

Certification/Credentials: \_\_\_\_\_

Agency/Institution: \_\_\_\_\_

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

Telephone: (\_\_\_\_) \_\_\_\_\_

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

**Appendix C1 - continued**  
***Disability Certification Form***

**Please return this form as soon as possible, as our ability to respond to students' requests for accommodations is dependent on receiving appropriate documentation.**

**Failure to return completed documentation on time may jeopardize our ability to provide reasonable accommodations and services for students.**

The college reserves the right to determine what is considered to be a reasonable accommodation.

Service providers will review each student's documentation and work with students individually to determine appropriate and reasonable accommodation.

Forward completed form(s) and attached information to:

Anne Marie Smith M.Ed., Coordinator Of Disability Services  
Elms College  
291 Springfield Street  
Chicopee, MA 01013

If you have any questions, please email me at [ODS@Elms.edu](mailto:ODS@Elms.edu), or call me at 413-265-2333.  
Fax to: 413-594-3951 (and send hard copy as well).

**Appendix C2**  
***Verification of a Psychiatric Condition***

In order to establish that a student is an “otherwise qualified student with a disability,” the coordinator of disabilities services of Elms College, in accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, is requesting documentation of a student’s disability.

The student has requested services and accommodations related to his/her disability, and has signed a release (a copy of which is being provided to you) indicating that you are an appropriate individual to provide the disability documentation for the student.

**Directions:**

- This form is to be completed by a licensed professional or a certified diagnostician.
- Please complete the following form in order to document that this student has a disability. **According to the ADA, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities.** Major life activities can be described as functions such as breathing, seeing, hearing, speaking, walking, learning, working, performing manual tasks, and caring for oneself.
- Thoroughly answer ALL questions, as this will assist the coordinator of disabilities services in working with the student and faculty in obtaining reasonably requested accommodations. If more room is required, please feel free to attach additional information on letterhead to the associated form.

Thank you for your assistance.

**Appendix C2 - continued**

***Verification of Mental Health and/or Psychiatric Condition/Disability Form***

Name of student: \_\_\_\_\_ Date of birth: \_\_\_\_\_

1. Diagnosis(es) – Include DSM-IV classification. Indicate the onset, frequency, and severity of the condition and your evidence that the student’s disability will pose a substantial limitation on learning and/or other major life activity related to college or their degree program.
  - a. date of diagnosis
  - b. date of last contact with student
  - c. approximate date or timeframe for next contact, or frequency of review (if known)
  - d. what is the prognosis?
  
2. Describe the symptoms supporting the diagnosis. If tests were administered in the diagnostic process, please include a copy of the report including the name of the tests, the student scores, and a brief interpretation of the student’s performance on the tests. *(Testing information is a requirement for all learning disability diagnoses).*
  
3. Please describe how the student’s disability may affect his/her academic and social performance at Elms College.
  
  
  
  
  
  
  
  
  
  
4. List any current medications and any adverse side effects that have been experienced by the student and/or that may be experienced by the student.
  - Does this medication need to be monitored locally?
  - Does this student continued to need accommodations when utilizing any recommended medications?



**Appendix D**  
**Sample Accommodation Plan**

**ELMS COLLEGE OFFICE OF STUDENT DISABILITY SERVICES**

TO: Professor \_\_\_\_\_

FROM: Anne Marie Smith, Coordinator of Disability Services  
413-265-2333, smitha@elms.edu

DATE: \_\_\_\_\_

**Student Accommodation Plan** (A total of three or more pages)

For: \_\_\_\_\_  
Effective for the period beginning: \_\_\_\_\_

FALL SEMESTER \_\_\_\_\_ SPRING SEMESTER \_\_\_\_\_ SUMMER SEMESTER \_\_\_\_\_

The above-named student has provided documentation to this office documenting that (s)he is a person with a disability and that (s)he is entitled to receive reasonable accommodations that are commensurate with his/her disability.

The student is in your class: \_\_\_\_\_, and a review of his/her disability documentation as well as a meeting with me resulted in the development of the suggested reasonable accommodations for this student.

**Testing Accommodations**

\_\_\_ Time-and-a-half \_\_\_ Double Time \_\_\_ Limited Distraction Area/Space

\_\_\_ Appropriate Lighting \_\_\_ Use of electronic spelling device \_\_\_ Reader

\_\_\_ Scribe \_\_\_ Use of a calculator \_\_\_ Use of enlarge print/specify size \_\_\_

\_\_\_ Access to word processor \_\_\_ and spell check program

\_\_\_ Student may request rephrasing or clarification of information on test as long as the information or response does not jeopardize the integrity of the test.

\_\_\_ Other - use of assistive technology software located in the Office of Disability Services related to disability

\_\_\_ Please send student's exams to this office at least three school days in advance so that the student may take the exam with accommodations on an alternative day and time. You may put them in campus mail or send by email attachment to [ods@elms.edu](mailto:ods@elms.edu)

**Appendix D - continued**  
***Sample Accommodation Plan***

**Classroom Accommodations**

\_\_\_ Preferential seating in the classroom.

\_\_\_ Student-owned tape recorder for lectures.

\_\_\_ Peer note-takers – an individual from the class who takes good notes, has good attendance, preferably who prints or has very legible handwriting. (Selection of a backup peer note-taker is advised). The student should attempt to locate his or her own note taker. In the event that one cannot be found, the student may request that the professor assist them by making an announcement to the class (without identifying for whom the notes are being provided) to attempt to secure a note-taker who will utilize special note-taking paper provided by the student. If a note-taker cannot be found, the student and professor should notify the coordinator of disability services.

\_\_\_ Professor will provide an outline of lectures at the start of the class.

\_\_\_ Professor will utilize legible printing for all material put on blackboards or handed out, or provide a clean handwritten copy of all material that was put on the board to student at end of class.

\_\_\_ Student may arrive late to class without loss of credit.

\_\_\_ Student may take \_\_\_ as needed \_\_\_\_\_ break(s) from the classroom in a non-obtrusive manner.

\_\_\_ Student may have beverages and snacks in the classroom.

\_\_\_ Student may request extended time on assignments. The amount of time requested will vary depending on a number of factors. The student must request the extended time prior to the need for the extension. They need to request the extension for each assignment for which they seek the accommodation. The student is asked to approach the professor with the syllabus in hand, and request this extension. The professor and student should agree on a new date for the assignment to be due and mark the new due date on the syllabus. The professor and the student are encouraged to each initial this change and date it. The student is advised to keep the course syllabus until after he or she receives a grade for the term.

\_\_\_ OTHER -

***Faculty is REQUESTED to email students upon receipt of the student accommodation plan so as to inform them that the plan was received.***

***Students are requested to follow up with professor, two to four days subsequent to its development, to inquire as to whether or not their accommodation sheets were received.***

**Appendix D - continued**  
***Sample Accommodation Plan***

**The Partnership**

Securing the Student Accommodation Plan at the start of every semester is the responsibility of the student. Subsequently, all students are encouraged to approach each of their instructors to discuss their specific needs, their strengths, and their learning styles. Understandably, both of these processes can be difficult steps for students to undertake, but are not impossible.

As the instructor for this student, I hope that it will be possible for you to arrange the academic accommodations as detailed in this document directly with the student. **However, if either you and/or this student need my help, assistance, or guidance, please do not hesitate to contact me.**

Additionally, if you have a concern regarding this student, or the accommodation plan, I suggest that you approach him/her first about how things are going, and what changes may be needed. Encourage this student to contact me, if only to inform me of how things are going academically. I look forward to hearing from you in this regard, as well.

Accommodation plans are not set in stone and often are fluid documents meant to meet the needs of the student's documented disabilities. Thus, it is not unreasonable to find that accommodation plans may need adjustment and refinement dependent on the particulars of a situation.

***Elms College is mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide reasonable accommodations to students with disabilities.*** As the student disability coordinator at Elms, I stand ready to assist faculty, staff, and students in meeting these mandates. Do not hesitate to contact me at any time with questions, concerns, or comments at 413- 265-2333, or email [smitha@elms.edu](mailto:smitha@elms.edu)

You are in receipt of this accommodation plan as a result of a meeting held on \_\_\_\_\_ between the student and Anne Marie Smith, M.Ed., coordinator of disability services. This accommodation plan reflects the accommodations requested and agreed to by the student at this time. The student's name and signature below indicate their acceptance and agreement of the stated accommodations.

Printed name of student \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

Anne Marie Smith, M.Ed. Coord. of Disability Services

**Appendix E**  
**Release of Information Form**

To: \_\_\_\_\_

From: Anne Marie Smith M.Ed., Coordinator of Disability Services, Elms College

Date: \_\_\_\_\_

**Permission to Release and Receive Confidential Information**

I, \_\_\_\_\_, hereby request and authorize the following parties to exchange all pertinent information pertaining to my participation in Student Disability Services and my academic progress.

1.  
Office of Disability  
Services  
Elms College  
291 Springfield Street  
Chicopee, MA 01013  
Phone (413) 265-2333

2.  
Professors, academic  
advisors, and other  
relevant parties.

This information includes: nature of disability, suggested teaching/learning strategies, and student's progress.

I authorize the release and receipt of information related to my involvement with the Office of Disability Services. I understand that I may revoke this authorization at any time in writing, but that this request will remain valid until **otherwise noted**.

**A photocopy or fax transmission of this form is as valid as an original.**

I hereby state that I fully understand the terms of this release.

Client Signature \_\_\_\_\_ Date \_\_\_\_\_

Witness Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's date of birth: \_\_\_\_\_

Student's email: \_\_\_\_\_

Student's permanent address: \_\_\_\_\_

Student's phone number: \_\_\_\_\_

## **Appendix F**

### ***Policy and Procedures for Testing Accommodations***

#### **EXAM PROCTORING**

For students with documented disabilities registered with the Office of Disability Services (ODS) at Elms College.

#### **Student Responsibilities:**

1. You are now required to complete a **student test accommodation form** for each test you are requesting to take outside of the exam site.
2. This will require you to return the completed **student test accommodation form** to the Office of Disability Services a **minimum of 10 days in advance** of the exam date.
3. Exams will be scheduled as close to the time the exam occurs in your class. If you have been approved for the accommodation of **extended time**, this will mean **arriving earlier or staying later, or scheduling the test on the next day. Please indicate your availability for extended time on the student test accommodation form.**
4. You will be expected to complete the exam in the assigned time period.
5. When ODS receives your **student test accommodation form**, you will receive an email sent to your Elms student email account confirming the date, time, and place where your exam will be proctored, and identifying your test proctor.
6. If you are ill or if an emergency arises and you will not be able to be present for an exam that has been arranged for you, please send an email and explanation to the coordinator of disability services, Anne Marie Smith, [smitha@elms.edu](mailto:smitha@elms.edu).
7. Please arrive promptly and prepared for your exam.
8. Once you have your course syllabus, it is helpful to complete the forms for the semester before your classes start.

If you need additional copies of the form, they are located in the bookcase outside the ODS office, room 303 Alumnae Library.

If you have any questions or need any assistance with this, please contact the coordinator of disability services, Anne Marie Smith, [smitha@elms.edu](mailto:smitha@elms.edu) or 413-265-2333.

**Appendix G**  
***Student Test Accommodation Request Form***

**Directions**

Please complete one **test accommodation request form** for each test you are requesting to take, with approved accommodations, outside of the regular class setting and schedule.

You are required to give a minimum of 10 days prior notice in order to allow for the scheduling of arrangements for you to take your examination with approved accommodations.

---

Examinations will be scheduled as close to the time the exam is occurring for other students. For students with an accommodation of **extended time**, this will mean arriving earlier or staying later in order to utilize the extended time accommodation.

Students are required to complete the examination in the assigned period.

You will receive a confirmation email from OSD that your request has been received, and you will receive a subsequent email confirming date, time, place, and proctor.

The professor will receive a confirmation email from OSD that your request has been received, and that you will be informed of the date, time, place, and proctor.

---

Student's Name \_\_\_\_\_

Email address \_\_\_\_\_

Date request completed and returned to ODS \_\_\_\_\_

.....

Name of Course \_\_\_\_\_ Course Number \_\_\_\_\_

Professor \_\_\_\_\_ Professor's Email \_\_\_\_\_

Date of Exam \_\_\_\_\_ Time of Exam \_\_\_\_\_

If you will be using an approved accommodation of **extended time**, what times are you available to take your scheduled examination using extended time?

---

---

## **Appendix H**

### ***Policy and Procedure for Interpretive Services***

Once students have provided the appropriate documentation and have an accommodation plan, the coordinator of student disability services will help identify specific interpreting needs (oral, ASL, PSE) or other methodology, and coordinate and arrange for freelance interpreting services.

- Students must request interpreting services in writing each semester and at least four weeks in advance.
- The request should state the location, date, time, and length of the services. Every effort will be made to fulfill late requests for interpreter services, but there is no guarantee.
- Students must report any changes in class schedule, such as changing courses, changing sections, withdrawal, or leaves of absence.
- In the event that interpreter services are not needed due to illness or class cancellation, the student should attempt to contact both the interpreter(s) and the coordinator of student disability services as soon as possible. Failure to notify the interpreters or the coordinator of student disability services for three such instances will result in suspended services until the student meets with the coordinator to discuss reinstatement of interpreting services.
- Lateness must be reported immediately to the coordinator of student disability services so that the interpreters can be informed.
- In the event that interpreter services are needed to fulfill class requirements outside the classroom, such as meetings with professors or advisors, students should contact the coordinator of student disability services at least seven business days in advance. Attempts will be made to honor this request on shorter notice if interpreters are available.

## **Appendix I**

### ***Policy and Procedures for Disability-Related Absence***

Based on student documentation provided by a qualified professional, the coordinator of student disability services will verify that the student's disability may cause the student to miss classes occasionally. When a student qualifies for this accommodation, a statement will be included on the student accommodation form that is sent to instructors. **Students who present documentation in a delayed manner after absences occur will not be eligible for retroactive accommodations.**

The absence must be directly related to the student's disability. Routine medical appointments, transportation difficulties, work-related activities, etc., are not reasons to warrant the disability-related absence accommodation. Additionally, the absence must not cause the student to miss essential components of the class that cannot be made up.

The student should meet with the instructor at the beginning of the semester to discuss how absences may affect the completion of coursework if the student needs to use this accommodation. The student and instructor should also discuss how missed content and/or work will be "made up." The coordinator of student disability services can attend this meeting upon request.

Some examples of accommodations that may be made for disability related absences are:

- If a certain number of absences would result in a lowering of student's grade, the student may not be penalized.
- The student may be allowed to make up a missed examination.
- Arrangements may be made for taping of lectures.
- Arrangements may be made for provision of notes.

When a disability-related absence occurs, the following procedures should be followed:

- The student should notify instructors and the coordinator of student disability services within 48 hours of the absence. If a designated representative notifies the coordinator of student disability services because the student is too ill to communicate, the coordinator will in turn notify the instructors. (The student should have indicated a designated representative on the release of information form.)
- When the accommodation is questioned, the instructor, student, and the coordinator of student disability services should discuss whether the disability related absence accommodation is reasonable.
- The college reserves the right to request documentation of the disability-related absence from a qualified professional.

In all matters, the professors maintain the right to determine if attendance in a class/course is a fundamental requirement that cannot be altered. This discussion is best determined at the start of the course. However, if this situation develops over the course of a semester, a professor needs to give written notice to both the student and to the coordinator of disability services that further absences would result in a fundamental alteration of course requirements.

**Appendix J**  
***Policy and Procedure for Personal Attendants***

An otherwise qualified student who requires personal attendant services must make arrangements to provide for his/her own personal attendant service. The college does not assume coordination or financial responsibilities for personal attendant services.

Personal attendants may accompany students to the classroom, but shall not participate in class or engage in conversation with the student, faculty, staff, or other students.

Personal attendants must follow the college's code of conduct. They shall not discuss any confidential information about the student with faculty, staff, or other students.

The student and attendant will sign the personal attendant agreement that appears below. Copies will be provided for the student, attendant, instructor, and the coordinator of student disability services.

Personal Attendant Agreement

I understand and agree to the policy and procedures as outlined above.

\_\_\_\_\_

Student

\_\_\_\_\_

Date

\_\_\_\_\_

Attendant

\_\_\_\_\_

Date

## **Appendix K**

### ***Policy and Procedures for Housing Accommodations***

#### **Office of Disability Services Request for Single Room**

Written documentation from a medical doctor or licensed professional with expertise in the area of diagnosis must accompany your written request for a housing accommodation. To ensure that your documentation is complete, be sure that the following information is included:

- What is the disability/medical condition?
- What is the history of the disability/medical condition? How long will it continue?
- How is the disability/medical condition manifested?
- What aggravates the problem? What makes it better?
- What type of housing situation is needed? How will that housing situation specifically alleviate the symptoms?

Students submit specific requests for housing accommodations in writing to the coordinator of Disability Services. Once your request has been submitted, the Office of Disability Services will work directly with you if other information regarding your disability/medical condition is necessary.

The coordinator of disability services will review all documentation and, if necessary, meet with the student and, if necessary, the director of residential life, to discuss requested accommodations.

Please note that the following commonly heard reasons will not generally be grounds for accommodation:

- *I can't study around other people.*
- *I'm a light sleeper and noise bothers me.*
- *I get stressed or have anxiety being around roommates.*
- *I suffer from allergies/asthma and would prefer an air-conditioned environment.*

Requests stating these reasons, as well as requests to be accommodated with a particular roommate(s), will generally be denied. If your request is denied, the Office of Residence Life staff will assist you in clarifying your housing opportunities and making good choices in the room selection process.

Once approved, the Office of Disability Services will work directly with the Office of Residence Life in an effort to provide a housing accommodation that is appropriate and reasonable. The student will be notified in writing by the director of residential life as to the housing placement.

For more information, please contact the Office of Disability Services at ODS@elms.edu or 413-265-2333.

## **Appendix L**

### ***Policy and Procedures for Spelling Accommodations***

Does having spelling accommodations mean the student can turn in work with spelling errors?

- For homework assignments and out-of-class projects, the student is responsible for turning in papers free of spelling errors, just like any other student.
- For in-class assignment and tests, the student may receive spelling accommodations.

What are some examples of spelling accommodations?

- Using a spell-checking device.
- Using a word processor with spell checking.
- Proofreading support.
- No penalty for spelling errors.
- Using an instructor-approved “word list.”

How do I know which method of accommodation to use?

- Deciding which accommodation to use is dependent upon the purpose of the test or in-class assignment and the student’s ability to use the technology. Sometimes the situation dictates which accommodation is most appropriate. For example, if it will take longer for the student to use a dictionary and extended time is not possible, another accommodation might be necessary. A discussion between the student and the instructor usually results in finding a workable solution. The coordinator of student disability services may also be called upon to find a workable solution.

## **Appendix M**

### ***Policy and Procedures on the Use of a Calculator or Fact Sheet***

The coordinator of student disability services may approve the use of a calculator or fact sheet as an accommodation, provided that 1) the student's documentation supports the accommodation; and 2) the accommodation does not fundamentally alter the program in which the student is enrolled.

Students should discuss what type of calculator is appropriate for the class with the instructor. In some cases, especially when testing percentages and square root, a fact sheet may be a more appropriate accommodation for testing than a calculator. When this is determined, the student and instructor may consult regarding the contents of the fact sheet used during testing.

If other students in the class are not allowed to use a calculator or fact sheet, the instructor may prefer that the student complete the test or in-class assignment out of class. Arrangements may be made with the Academic Resource Center for alternative testing.

A calculator or fact sheet is not an appropriate accommodation when:

- A calculator or fact sheet fundamentally alters the nature of the task;
- The task is designed to measure skills that the calculator would eliminate. (For example, if the skill being tested is to calculate percentages, then a calculator may be an inappropriate accommodation. However, a fact sheet may be an appropriate alternative.)

Due to the specific nature of some disabilities (visual impairments, physical impairments), a calculator may be the only way that students can have equal access to learning.

The student and instructor should meet at the beginning of the semester to discuss the use of a calculator or fact sheet. If there are concerns about this accommodation, the student or instructor may request that the coordinator of student disability services attend this meeting.

## **Appendix N**

### ***Policy on Foreign Language Exemption***

#### **Foreign Language Exemption.**

Learning a foreign language is an important component of a liberal arts education. Faculty recognizes that otherwise qualified students with disabilities may find the requirement of a foreign language to be a barrier to degree completion. Accommodations related to the foreign language requirement will be made for students who have documented disabilities that affect their ability to learn a second or foreign language. Typically, courses representing cultural diversity or American Sign Language will be substituted for the foreign language requirement.

The procedure for obtaining a foreign language requirement accommodation includes the following:

- The student must be registered with the Office of Student Disability Services and have on file documentation of how his/her disability affects the ability to learn a foreign or second language.
- The student will submit a written request for this accommodation that explains the difficulties he/she has had with learning a foreign language in relation to his/her disability, as well as detailing any attempts to take foreign languages in the past or waivers given in other previous educational settings. The request should be submitted to the coordinator of student disability services, who will review the request for the accommodation and supporting documentation, and make a written recommendation to the chair of the Humanities and Fine Arts Division or a designated representative for approval.

The student will only be notified if the foreign language exemption has been denied. Notification will be put in writing to the student by the chair of the Humanities and Fine Arts Division or a designated representative. A copy of the determination will be put on file in the Registrar's Office.

## **Appendix O**

### ***Policy and Procedures for Service Animals***

The ADA defines a service animal as “any animal individually trained to do work or perform tasks for the benefit of an individual with a disability.” Additionally, therapists often recommend the use of animals as a tool in therapy to promote the wellbeing of their clients. Although therapy animals may be important to a person’s treatment, they do not accompany the person at all times and are not covered by the ADA.

Requirements of service animals and their partners/handlers:

- The handler/partner shall be in full control of the service animal at all times.
- The animal must be on a leash at all times.
- Dogs shall be licensed and wear a vaccination tag; other animals must have current vaccinations appropriate for that type of animal. The college reserves the right to ask for proof of current licensure and/or vaccination.
- If a service animal’s behavior fundamentally alters the college’s programs, activities and services, poses a direct threat to the health or safety of others, or displays threatening behavior toward others, the college may ask that the service animal be removed. Each situation will be considered individually. Complaints may be made using the ADA grievance procedure.
- The college requires that waste from service animals be picked up and disposed of in a proper and sanitary manner.
- The college requires that service animals be taken outside to eliminate in designated areas specifically designed for this purpose. Owners or their designees are responsible for picking up and disposing of the animal’s waste.

## **Appendix P**

### ***Student Grievance Procedure***

A grievance is defined as the claim of a student that there has been a violation, misinterpretation, or misapplication of a rule, policy, or procedure in relation to policies or laws. Individuals may use this procedure without penalty or fear of reprisal. Elms College assures prompt and impartial consideration to any complaint submitted. Particular attention must be given to the time period shown for each step in the process.

#### **Unofficial Grievance Procedure**

1. You are asked to address the problem first at an informal, low, and early level.
2. If a problem or concern arises, it is best if you address it early by requesting a meeting with the coordinator of disability services by leaving a note for her, or sending an email to ([smitha@elms.edu](mailto:smitha@elms.edu)).
3. Briefly identify the reason you are requesting to meet, and list three or four dates and times that you are available to meet in the next week or two.
4. We hope that in this way, we can establish and maintain open and positive lines of communication.

#### **Informal Grievance Procedure**

1. A grievance should be filed in writing, containing the name and address of the person filing the grievance and briefly describing the alleged violations.
2. The grievance should be filed within 30 days of the alleged violation or such time after the complainant becomes aware of the alleged violation.
3. The investigation, which shall be conducted by the coordinator of disability services, shall be informal but thorough, affording all interested persons an opportunity to submit evidence relevant to the grievance.
4. If the grievance is related to the services of the coordinator of disability services, the investigation shall be conducted by the associate dean of students, but affording the same opportunities as stated in number 3 above.
5. A written determination as to the validity of the grievance and a description of any resolution shall be issued by the coordinator of disability services or the associate dean of students, and a copy forwarded to the complainant no later than 10 days after its filing.
6. The coordinator of disability services shall maintain the files and records of Elms College relating to the complaints filed.

#### **Formal Grievance Procedures for Students**

If these steps have not led to a mutually satisfactory settlement of the problem, the student may file a written request with the associate dean of students to place the matter before an administrative committee for review. The administrative committee will be made up of three individuals appointed by the academic dean: one from academia, one from student affairs, and a third member from a non-academic or student affairs area of the college. Upon completion of the consideration of the formal grievance, the committee will have five working days in which to make a decision, and will report it in writing to the academic dean within five working days. The academic dean will review the recommendation and forward it to the vice presidents of both academic affairs and student affairs for a final determination. The final determination from both vice presidents shall be final, and will be communicated to the student within ten working days.



## **Appendix R**

### ***Procedure for Resolving Disputes Relative to Objections by Faculty to Accommodations Recommended for a Student with a Documented Disability***

It is the policy of Elms College that no faculty member or administrator shall have the unilateral authority to deny a recommended accommodation without a further adjudication process. Faculty members may file objections to any recommended accommodation in writing with the coordinator of disability services. All objections require an internal resolution acceptable to Elms College, and which the college is willing to defend in any possible litigation.

Objections by faculty will normally fall into two categories:

- Claims that the accommodation is an undue burden on the faculty member or Elms College.
- Claims that the accommodation alters the essential nature of the course program of study or discipline.

The following procedure defines a method to resolve such objections.

1. Upon receipt of notification of an accommodation recommended by the Office of Disability Services, the faculty member shall notify the coordinator of disability services of any objections by phone within five working days. Failure to notify of objections within five working days shall be considered by Elms College to be acceptance of the recommended accommodations, and appropriate arrangements shall be made to implement them.
2. Upon receiving a timely objection to an accommodation, the coordinator of disability services shall, within seven working days, convene a meeting with the faculty member and the chair of the department offering the course to review the objection, and resolve it if possible. In the case of an “undue burden” objection, the dean shall also be involved at this level to assess what college resources will be used to meet an accommodation. It is anticipated that “undue burden” objections will be resolved at this meeting.
3. If a successful resolution of the issue is not established at this meeting, the coordinator of disability services shall, within a further five days, convene a meeting of the faculty member, the department chair, the dean, the ADA compliance officer, and the coordinator of disability services to address the appropriateness and implementation of the accommodation. At this meeting, any documentation supporting the faculty member’s objection may be presented, including the recommendations of any departmental meeting that may have been convened in the meantime to discuss the issue.
4. If there is no satisfactory resolution of the issue at this meeting, the ADA compliance officer shall, at the end of the meeting, establish a time frame and identify the procedure which will be followed to resolve the issue, including, if necessary, a final decision by the president of the college.

## **Appendix S**

### ***Policy and Procedure for Requesting Alternate Format Textbooks***

Many students with learning disabilities and visual disabilities are interested in obtaining textbooks and other materials in alternate formats (alt-format) as an auxiliary aid to assist them with their reading and coursework. At Elms College, a request for this accommodation is handled in the same manner as requests for other accommodations.

Students seeking alternate format texts must present documentation that clearly supports their need for the request. After a student's documentation has been reviewed and the recommendation has been approved by the coordinator for disability services, the student will meet with, or receive information from, the coordinator of disability services to obtain additional information concerning specific policies and procedures and ways to make effective use of this accommodation.

#### **A Variety of Alternate Formats**

The following is a listing of some alternate formats:

- eText in secure format from a variety of resources
- eText from the publisher provided to the student on CD or via electronic mail
- Text scanned and provided to the student via electronic mail
- Digital talking books
- Other formats

Several of these formats require the use of specialized hardware or software in order to access the materials. Depending upon the needs of the individual, these may include:

- specialized hardware playback devices
- stand alone or computer software
- specialized computer software allowing access to e-text materials

#### **General Procedures for Requesting Materials in Alternate Formats**

Students seeking alt-format materials must be approved for this accommodation by the coordinator of disability services.

Students requesting alt-format materials must submit a list of the books or other materials they are seeking to the coordinator of disability services on the **Alternate Textbook Request Form**, which includes (for each requested item):

- complete course number
- instructors' complete name
- complete title of the course and section
- author or authors (and editor, if applicable)
- edition or publishing date
- ISBN number
- name and version of operating system their computer uses

Students are required to purchase each book they request in alternate format, and are required to provide a copy of the receipt of purchase to the coordinator of disability services.

Students will need to provide a copy of the course syllabus for each course for which they are requesting a book in an alternate format.

The Office of Disability Services will take the student's specific format request into consideration when attempting to obtain alt-format materials. However, students are advised that not every item will be available in every format. In addition, some text items do not lend themselves to certain alt-formats. When applicable, alternatives will be discussed with individual students.

***Typically, four to six weeks' notice is required to obtain alt-format materials. However, this wait time can be shorter or longer depending on the specific items and format being requested.***

The Office of Disability Services will make every effort to obtain materials in a timely manner and in the specific format requested or agreed upon between the student and coordinator of disability services. However, consideration will be given to the most expedient manner and format available in the fulfillment of student requests. To that end, students may find themselves in possession of materials in a variety of formats depending upon availability.

### **Obtaining Textbook Information**

In order to assure the availability of textbooks and other materials in alt-formats, all relevant information must be provided to the Office of Disability Services as soon as it is available. Students are responsible for obtaining this information as soon as possible after they register for classes.

If you need assistance with obtaining this information *after* contacting the campus bookstore *and* the online resources provided for you, please contact the Elms College coordinator of disability services, Anne Marie Smith @ [smitha@elms.edu](mailto:smitha@elms.edu) or 413-265-2333.

### **Using Alt-Format Texts Properly: Information for Students with Learning Disabilities and/or Attention Deficit Disorder Syndrome**

Students with learning disabilities or attention deficit disorder syndrome who approach using alt-format materials as simply "listening to books" or "having the computer read the books for them" will likely be frustrated and disappointed. Students must be prepared to actively engage in learning and reading. This process includes:

- a. reading along with the actual book;
- b. making notes of where you are in the text book and on the tape or computer; and
- c. constructing outlines and actively using the textbook.

This type of active engagement with your textbook will allow you to derive the maximum benefit from the accommodation.

In most cases, students find that making use of the alt-format texts takes as much, if not more time as traditional reading. In addition, it often takes an entire semester to become comfortable with the use of alternate formats, particularly if one has never used them before. Students should consider carefully whether they wish to make the time commitment this accommodation requires.

For students who have not had experience using any form of alt-form of alt-format texts, a trial experience with one or two book selections is highly recommended. The coordinator of disability



The University of Virginia Library's eText Center contains 1,600 publicly available ebooks, including classic British and American fiction, major authors, children's literature, American history, Shakespeare, African-American documents, and the Bible.

- **Internet Public Library**      <http://www.ipl.org>  
The first public library of the Internet, this site is committed to providing library services to the Internet community, to learn and teach what librarians have to contribute in a digital environment, to promote librarianship and the importance of libraries, and to share interesting ideas and techniques with other librarians.
- **Bookshare.org**                      <http://www.bookshare.org/web/Welcome.html>  
Bookshare is an online community that enables people with visual and other print disabilities to legally share scanned books. It takes advantage of a special exemption in the U.S. copyright law that permits the reproduction of publications into specialized formats for the disabled.

### Alternative Text (Audio, e-text, and Braille)

- **Louis Database of Accessible Materials**                      <http://www.apf.org/louis.htm>  
The American Printing House for the Blind currently houses the Louis Database of Accessible Materials for People who are Blind or Visually Impaired. Louis contains information about more than 152,000 titles of accessible materials, including Braille, large print, sound recordings, and computer files from more than 200 agencies throughout the US.
- **National Library Service for the Blind and Physically Handicapped, Library of Congress**      <http://www.loc.gov/nls>  
This is a free national library program of Braille and recorded materials for blind and physically disabled persons administered by the National Library Service for the Blind and Physically Handicapped, Library of Congress. Under a special provision of the U.S. copyright law, NLS selects and produces full-length books and magazines in Braille and on recorded disc and cassette with the permission of authors and publishers of works not covered by the provision.
- **National Braille Press**    <http://www.nbp.org>  
The National Braille Press is a nonprofit Braille printing and publishing house established in 1927. It is one of the world's leading producers of Braille.
- **Recordings for the Blind and Dyslexic**                      <http://www.rfbd.org>  
This is the nation's educational library for people with print disabilities. They provide educational materials from kindergarten through postgraduate level in recorded and computerized formats.
- **Adobe PDF Generation**    <http://www.adobe.com>  
Adobe has developed multiple methods for converting Adobe PDF documents to a format that is more accessible to screen-reading software. This is a free service designed to benefit individuals with both visual and reading disabilities.
- **National Braille Association**    <http://www.nationalbraille.org>

The NBA provides continuing education to those who prepare Braille, and provides Braille materials to persons who are visually impaired.

- **Dancing Dots Braille Music Technology** <http://www.dancingdots.com>  
This was founded in 1992 to develop and adapt music technology for the blind. In 1997 it released its first product, the GOODFEEL Braille Music Translator. In addition to GOODFEEL, the company is an authorized distributor for a wide range of assistive technology and music products.
- **National Library Service for the Blind and Physically Handicapped, Library of Congress** <http://www.loc.gov/nls>  
The NLS music section includes a circulating collection of Braille, large print, and recorded instructional materials and a subscription program of magazines produced in Braille, on cassettes, and in large print.
- **Canadian National Institute for the Blind** <http://www.cnib.ca>  
The CNIB music library houses one of the largest collections of Braille music in the world, second only to the library of Congress in Washington, D.C. The collection consists of approximately 18,500 Braille music scores for all types of instruments, and Braille books on music.
- **Braille Jymico** <http://www.braillejymico.com>  
This is a private company in Canada that transcribes musical scores according to the “Braille Music Notation, American Edition.”
- **Royal National Institute for the Blind** <http://www.rnib.org.uk/xpedio/groups/public/documents/code/InternetHome.hcsp>  
Located in the United Kingdom, it offers a range of services to customers wishing to ascertain information about availability of Braille music and music-related materials.

*Please note: The resources listed are provided as a service to the Elms College community. Their inclusion does not constitute an endorsement by Elms College or the Office of Disability Services. The degree of accessibility of these sites may vary.*

### **Text-to-Speech**

***Computers for the exclusive use of students with documented disabilities, located on the second floor of the library, are equipped with a text-to-speech recognition program called Universal Reader.***

Students looking to have text-to-speech recognition programs to make e-text audible on their own computers may try downloading a free version at [www.readplease.com](http://www.readplease.com).

**Appendix T**

***Americans With Disabilities Act Agreement by Student on the Use of Recorded, Electronic, or Other Alternatively Formatted Course Materials***

- I agree that I am enrolled for the semester and in the particular course(s) for which I am requesting alternatively formatted instructional materials.
- I have provided the coordinator of disability services at Elms College with appropriate documentation of the disability that prevents me from using standard instructional material. I understand that this documentation will be kept on file at Elms College.
- I understand that I must purchase instructional materials at the same cost as other students.
- I agree that I will not copy, reproduce, modify, or distribute the alternatively formatted instructional materials nor allow anyone else to do so pursuant to the requirements of the copyright revision act of 1976 as amended (17 U.S.C. 101 et seq.)
- I will not share the alternatively formatted materials with any other party.
- I understand that any violation of this agreement may be considered a violation of the college’s student code of conduct and may result in penalties including suspension and expulsion. Violations may also constitute a violation of federal and/or state laws and may result in civil or criminal prosecution, payment of fines or other moneys to the copyright holder, and/or incarceration.

Before receipt of materials, this agreement shall be signed by the student and the coordinator of disability services or her designee, and kept on file each semester in which the student requests alternatively formatted materials.

**I have read and understand the policies and procedures outlined above, and agree to comply with them.**

---

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

---

Signature of Elms College Representative \_\_\_\_\_ Date \_\_\_\_\_

Read to student prior to signing by:

---

Signature \_\_\_\_\_ Date \_\_\_\_\_

Course name \_\_\_\_\_ Professor \_\_\_\_\_

Course number \_\_\_\_\_ section \_\_\_\_\_ semester \_\_\_\_\_ year \_\_\_\_\_

**Appendix U**  
***Student Form to Request Materials in Alternative Format***

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**DIRECTIONS:**

Please be sure to **initial** each step, in the space provided, upon completion

1. Student must completely fill out the form for **each course** they are requesting books in alternative format. \_\_\_\_\_
2. Student must submit copy of the receipt for the purchase of the book, purchase price circled, for each book they are requesting in alternative format. \_\_\_\_\_
3. Student must indicate the operating system of their computer and the type of word processor they utilize. \_\_\_\_\_
4. Student must sign and return an ADA student agreement form **for each book** they have requested in alternative format (refer to Appendix T). \_\_\_\_\_
5. Student must submit, as soon as available, the course syllabus to the coordinator of disability services. \_\_\_\_\_

Student Name \_\_\_\_\_ ID# \_\_\_\_\_ Semester \_\_\_\_\_

ALT Format Requested \_\_\_\_\_

Email \_\_\_\_\_ Phone number \_\_\_\_\_

Will you need tutorials or assistance in learning how to use alt-text? YES \_\_\_\_\_ NO \_\_\_\_\_

Course Name \_\_\_\_\_ Course Number \_\_\_\_\_ Section \_\_\_\_\_

Is this a one semester or two-semester course? ONE \_\_\_\_\_ TWO \_\_\_\_\_

Instructor's Name: \_\_\_\_\_

Title of textbook (including edition) \_\_\_\_\_

Author(s) or Editor(s) \_\_\_\_\_

Publishing company \_\_\_\_\_ Edition/publishing date: \_\_\_\_\_

ISBN Number: \_\_\_\_\_

Type of operating system, and name and version of word processing program that you have on your computer:  
\_\_\_\_\_

Signature of Elms College staff receiving request \_\_\_\_\_

Date received \_\_\_\_\_ Date processed \_\_\_\_\_

Date student contacted \_\_\_\_\_ Date sent or student picked up \_\_\_\_\_

## **Appendix V**

### ***Policy of Recording Lectures***

If a student with a documented disability that is registered with the Office of Disability Services (as determined by a review of the student's documentation that was done by licensed and qualified professionals as outlined in required documentation section of this manual) needs to record lectures as an accommodation, a professor may not deny the student the accommodation.

A student with a documented disability who is registered with an Office of Student Disability Services is entitled to use auxiliary aides to access their education. Audio recorders are specifically mentioned in the Americans with Disabilities Act (ADA) as "auxiliary aides."

Students who receive an accommodation from the Office of Students with Disabilities to record lectures will be required to sign an agreement that states:

1. They will stop recording when statements of a personal nature are being discussed by the faculty and/or other students.
2. They will not release the recording or otherwise infringe upon the publishing rights of the instructor.
3. They will destroy or erase the recording of the lectures at the completion of their coursework.

**Appendix W**

***Recording Agreement for Students with Documented Disabilities Registered with the Elms College Office of Disability Services***

*I recognize and acknowledge that I am being permitted to record lectures in accordance with my disability, and as such agree to the following understandings:*

1. The lecture material is the property of the professor. The recording of the lecture is for my own personal use only. I will not copy it in any form, or release it to any other individual, **without the express prior written permission of the professor.**
2. My permission to record lectures extends **only** to the material presented by the professor and to related academic content questions or discussions in class. It does not extend to any class discussion of personal material offered by other students. I agree that when such personal material is discussed in class, I will turn off my recorder during that time.
3. Should the professor require it, I will erase or destroy the recording after I have no further need for it, and I will notify the professor of this action by whatever means they choose.

This agreement is pertains to \_\_\_\_\_ semester of \_\_\_\_\_ year

Course name, title, number, and section:

\_\_\_\_\_

Professor's name, email address, and phone number:

\_\_\_\_\_

Student's name, email address, phone number, AND on- and off-campus address:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

***CC: file***

## **Appendix X**

### ***Notetaker Accommodations***

Notetakers are responsible for taking copious notes during class periods, and then copying and distributing them to assigned students who are eligible for this accommodation through the Office of Disability Services.

Notetakers are required to be able to take neat, organized, and comprehensive notes, write versus print when taking notes, and have very legible handwriting. Keep in mind that your notes will be copied, which may require that you press harder when writing. Be mindful of the color ink you are using to take notes; blue or black ink transfers the best for copying purposes.

With your cooperation, the student has an opportunity to concentrate more completely on the content of the information given in class, rather than on the mechanics of writing notes. This shifts the emphasis from “what is being learned” to “how to learn it,” which may make all the difference in regards to grading, tests, and the student’s ability to demonstrate their knowledge.

Your notes will be a valuable study aid for the student. Be aware of how you organize information from the class on paper, so your notes become more clear and more useful.

Notes should contain the following information:

- a. date
- b. course number
- c. course title
- d. name of the professor
- e. lecture title, if applicable
- f. number the pages

Notetakers should regularly solicit feedback on the quality of their notes from each student served. Students will be asked to evaluate the services they receive from a notetaker and provide the review to the coordinator of disability services. The purpose of these evaluations is to monitor the quality of the notes that students receive, as well as to ensure that they received adequate information. It will also assist you in becoming a better note taker.

Notetakers are considered a part of the Disability Services Office and are therefore expected to maintain the privacy and confidentiality of the students receiving our services.

There are two types of notetakers: peer students who volunteer, and paid notetakers.

#### **Peer Volunteer Notetakers**

Students may elect to utilize peer volunteer notetakers of their own choosing. It is advisable to have a backup notetaker in the even of an absence. Students are asked to notify the coordinator of disability services regarding the name, email address, and phone number of the peer volunteer notetaker.

The student may request the assistance of the professor in obtaining a peer volunteer student notetaker in a course. The student should request this assistance directly from the professor.

Peer volunteer notetakers may arrange to photocopy their course notes in the Document Services Center by contacting the coordinator of disability services.

### **Paid Notetakers**

There are two types of paid notetakers: those who are enrolled in the course, and those who are not.

Students will only be paid for notetaking if they are NOT enrolled in the class, and there are no other qualified volunteer notetakers available.

Student notetakers need to take and submit online notetaker training and Learning Styles Inventory, and be approved by the coordinator of disability services. Student notetakers should identify themselves to their professors, and ask to be identified as qualified notetakers to their classmates on the first day of class.

You will be paid for the time you sit in class and take notes, and for a quarter of an hour for copying each day's notes. If the notetaking assignment requires typed notes, you will be paid for half an hour for each day you provide the notes. Notetakers providing typed notes must be approved by the coordinator of disability services.

Student notetakers are responsible for providing their time sheets to the coordinator of disability services for payment in accordance with the work-study payroll schedule.

### **Becoming a Paid Notetaker**

In order to begin working as a paid notetaker, you must take the following steps:

1. Take a FREE online training course for student note takers at <http://www.pepnetnortheast.rit.edu/onlinenotetakertraining.html>, and provide a copy of the completed certificate to the coordinator of disability services.
2. Provide a sample set of your notes to the coordinator of disability services for review and evaluation. The notes will be reviewed for legibility, content, clarity, thoroughness, and organization of thought.
3. Take the online Learning Styles Inventory located at <http://www.engr.ncsu.edu/learningstyles/ilsweb.html>, and print out and provide a copy of your results to the coordinator of disability services.

If you meet these requirements, you will receive a letter in your student mailbox informing you that you have been approved as a notetaker. Please keep this letter to show to your professors.

### **Duties and Responsibilities**

1. Arrive on time to the class and identify yourself to the professor as an available qualified notetaker or a paid notetaker assigned by the Office of Disability Services. This helps clarify the notetakers' role in the classroom.

2. When possible, sit in the front of the classroom.
3. Write clearly and legibly. Keep in mind that your notes will be copied, which may require that you press harder when writing. Be mindful of the color ink you are using; blue or black ink are the best for copying purposes.
4. Each set of notes should contain the following information:
  - a. date
  - b. course number
  - c. course title
  - d. name of the professor
  - e. lecture title, if applicable
  - f. number the pages of your notes on each page
5. Bring your notes to the Elms College Document Services Center within 24 hours of the class and photocopy them. Place the copy of the notes in an envelope with the student's name on it, and bring the envelope to the campus mail center.
6. If the student was not present on the day you took notes, please write "NO SHOW" and the student's name on the notes, and put them in an envelope addressed to the coordinator of disability services. Student who are "no shows" are required to provide an explanation for the absence to the coordinator of disability services before they will receive copies of class notes for that day.

### **Tips for All Notetakers**

- Listen intently to the lecture. The instructor may outline the lecture in the first few minutes, and important details are often covered in the last 5 to 10 minutes of the class.
- Write as many meaningful facts and details as you can, such as:
  - everything the instructor writes on the board
  - technical facts, names, dates, equations, and examples
  - clues indicating something important, such repetition of definitions, change of voice, body language, verbal cues, etc.
- Circle or star assignments and important announcements, such as test dates.
- To make notes easier to read and more effective as a study aid:
  - use only one side of the paper
  - leave blanks when you are unsure (ask instructor after class)
  - use correct spelling (write "sp?" above it and correct later if necessary)
  - use white space (separate main ideas with a line or two)
  - mark a point of interest or emphasis (circle, underline, use stars, etc.)
  - underline definitions – include them verbatim and use abbreviations carefully (provide a list of abbreviations and what they represent)
- Make note of any idea or work repeated often in the class.

- Pay attention to opening, concluding, or transitional phrases: “The following items,” “In addition,” “On the other hand,” “This is important,” usually come before an important topic or example and may show the structure of a lecture’s beginning, middle, and end.
- When the professor glances at his/her notes, it usually means that an important point is about to be made.
- If class discussions and participation are an emphasis (for instance, in philosophy classes), it is important to note questions and answers given in the context of the lecture.
- **If the professor uses PowerPoint presentations:** Just providing the PowerPoint presentation is insufficient. You should also take notes on verbal information given by the professor and other students in the class relative to the slides.

### **Ethics and Privacy**

Any information regarding a student’s identity and/or disability shall be maintained in a private manner and shall not be shared with others.

Notetakers do not have access to a student’s file or other information unless it is specifically given to them by the student.

All notetakers, voluntary or paid, will be required to sign a confidentiality statement.

**Appendix X-1**

***Confidentiality Agreement for Notetakers, Test Proctors, and Work Study Students***

I, \_\_\_\_\_, agree to adhere to all of the rules and regulations of Elms College, including FERPA.

I agree not to knowingly release nor discuss any prospective, current, or former students' information. This includes the student's disability, the impact of the student's disability the nature and scope of the approved accommodations, personal and contact information, academic information, or status (present or past) at Elms College.

I also agree that anything that is discussed with staff or faculty members or the student will not be disclosed to anyone other than the coordinator of disability services unless there has been prior to doing so.

I also understand that any written material, exams, tests, grades, or materials that pertain to faculty members will not be divulged to any one, under any circumstances.

I understand that if I am found to be in violation of this confidentially agreement, I will be released from paid or volunteer duty and may be subject to due process disciplinary measures as outlined in the Elms College Handbook and/or in accordance with FERPA regulations.

Date \_\_\_\_\_  
Student volunteer or worker's printed name \_\_\_\_\_  
Student volunteer or worker's signature \_\_\_\_\_

Witnessed by Anne Marie Smith, M.Ed., Coordinator of Disability Services  
on: \_\_\_\_\_

**Appendix Y**  
***Changes to Classroom Assignment***

**Policy for Notification of Movement of Classroom Assignment Due to Elevator Outage Relative to Students Dependent Upon Use of Elevator for Access to Classroom**

1. The coordinator of disability services, registrar, dean of students, director of the Health Center, and admissions staff are requested to share information *on an on going basis* about students who they know are, or may be, dependent on the use of the elevator in any campus building for access to classrooms. (The director of the Health Center is in a unique position to have access to information that may not come to the attention of the other individuals about students who need temporary elevator access due to injuries and/or illness.)
2. A notice will be placed at the entrance of each elevator in each building stating that if the elevator is not operating properly or is out of operation, individuals needing the services of the elevator should immediately call the Registrar's Office (265-2230 or 265-2236), using their own cell phone or a phone in the nearest open office. In the event that the elevator outage occurs during an evening, weekend, or other time when the Registrar's Office is not open, please call Campus Safety at 265-2278.
3. When calling the Registrar's Office, the individual should provide the following information:
  - the location of the elevator (Berchmans, College Center, Alumnae Library, Maguire Center)
  - their full name
  - the name of the class or location they are attempting to access
  - the phone number of the cell phone or office phone they are using.
4. **The individual should remain in the location where they placed the phone call until the Registrar's Office (or Campus Safety) calls them back.**
5. Once notified, the registrar's first priority will be to identify an alternative space for the individual's class, and make the necessary arrangements for this change to occur.
6. The Registrar's Office will call the individual and inform him/her where the class or function has been relocated.
7. In all instances, the registrar will notify the director of campus safety about the elevator dysfunction, and request an expeditious assessment of the problem.
8. Upon arrival at the elevator, campus safety personnel responding to the scene should place a large "out of service" sign on all doors to the elevator in the building until such time that the elevator is repaired.
9. If an individual must be evacuated from the building by means other than the elevator, staff is encouraged to speak with the person about their needs and preferences, and secure any assistance they need to do this safely.

10. Facilities employees should report to the registrar or campus safety within 45 minutes with an estimate as to the length of time the elevator is expected to be out of operation, allowing the registrar to plan for any subsequent classroom or function relocations needed. If the outage occurs during the evening, then assessment should be a top priority the next morning.
11. The Registrar's Office will then use email, phone, or other means to contact the student directly affected by the elevator dysfunction to inform them, the professor, and other students in the class of any additional or anticipated room changes relative to the elevator outage.
12. The facilities manager will email the disability coordinator regarding all elevator issues, dates, times, repair plans, and inspection dates, and send a copy of inspection results and reports to her through regular campus mail.
13. Any individual who feels that these policies and procedures have not been followed may elect to consult the Elms College Student Disability Handbook section on grievances.

**Appendix Z**  
***Accommodations for Nursing Majors***

To Whom It May Concern:

RE: (student's name and date of birth) \_\_\_\_\_

The Division of Nursing at Elms College, in compliance with the Americans with Disabilities Act (ADA), does not discriminate against qualified individuals with disabilities. A student qualified for the nursing program is one who has met the academic standards, and is able, with or without reasonable accommodation, to meet the essential performance standards of a registered nurse as specified in the American Nurses Association Standards of Practice.

Attached you will find a document titled **Essential Performance Standards for Nursing Majors** for your review to assist you with providing information and recommendations to allow our Division of Nursing and coordinator of disability services to make reasonable accommodations for the above-named student.

You will see that the Essential Performance Standards for Nursing Majors is divided into eight sections: Auditory, Visual Acuity, Tactile, Motor Function, Gross and Fine Motor Coordination, Stamina, Communication, and Behavioral. With regard to the student you are commenting about, please consider the following guidelines:

1. Please address only the category or categories that relate to the student's documented disability if the student will need an accommodation in a particular area.
2. In making recommendations for reasonable accommodations, please be as specific as possible about the type of accommodation you are recommending and include information about specific types of adaptive equipment, if required.
3. Please provide this information on your professional letterhead, and address the response to the coordinator of disability services at Elms College.
4. Please include a narrative that states the student's disability, how long the disability has existed, treatments you have provided for the student related to the disability, the length of time you have been involved with this student, your credentials, and a prognosis for the student's condition.

Nursing majors requesting reasonable accommodations should submit this information to the coordinator of disability services between Columbus Day and Thanksgiving.

If you have any questions, please do not hesitate to contact me by letter, email, or phone.

Anne Marie Smith, M.Ed., Coordinator, Elms College Office of Disability Services,  
291 Springfield Street, Chicopee, MA 01013.

ods@elms.edu

(413) 265-2333

**Appendix AA**  
***Request for Event Accommodations***

TO: \_\_\_\_\_

FROM: Anne Marie Smith, M.Ed., Coordinator of Disability Services

RE: Request for Event Accommodations

DATE: \_\_\_\_\_

Elms College does not discriminate against any individual with disabilities. We encourage persons who have any type of disability and would like to attend any event on the campus to contact my office so that we can provide reasonable accommodations.

Please complete the following information and return it to my office, at the following address, via fax or “snail” mail:

Elms College  
Office of Disability Services  
ATTN: Anne Marie Smith, M.Ed.  
291 Springfield Street  
Chicopee, MA 01013

Fax: (413) 594-3951

Today's Date \_\_\_\_\_

Name \_\_\_\_\_

Phone (\_\_\_\_) \_\_\_\_\_ Email \_\_\_\_\_

Event Date \_\_\_\_\_ Time \_\_\_\_\_ Location \_\_\_\_\_

Nature of Disability

\_\_\_\_\_  
\_\_\_\_\_

Requested Accommodations:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_