



Access to Accommodations for Students with Disabilities Student Guide

The Institute of Production & Recording (IPR) is committed to assuring equal access to facilities, programs, activities, and services by students with disabilities. Its goals are:

- To provide reasonable accommodations to qualified students.
- To promote an informed and hospitable learning community.
- To advocate for campus-wide ADA/Section 504 compliance.

Students at IPR should ask for and expect to be granted their civil right to equal opportunity to learn and achieve based on their innate abilities and not be judged solely on the basis of a disability.

Civil Rights and the Student

Access to IPR is a civil right.

The Office of Civil Rights enforces two laws that prohibit discrimination based on disability. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination based on disability in programs or activities receiving federal financial assistance.

For more information from the Office of Civil Rights on Disability Accommodations please view the following web page:

<http://www.ed.gov/policy/rights/guid/ocr/disability.html>

IPR promises that no otherwise qualified person with a disability will be denied or limited participation in or the benefits of any programs solely on the basis of a disability. IPR prohibits disability discrimination against qualified students and will make certain all students and others have an equal opportunity in accessing our school. IPR is not barrier-free, but reasonable accommodations will be made to guarantee program access. Reasonable accommodations modify non-essential components of programs so individuals will have equal access to participate and compete. All accommodation requests will be given due process and consideration.

What differences are there between high school and postsecondary education in terms of my disability?

(Adapted from the office of Civil Rights)

Section 504 and Title II protect elementary, secondary and postsecondary students from discrimination. However, several of the requirements that apply through high school are different from the requirements that apply in postsecondary education. Unlike high schools, postsecondary schools are not required to provide free appropriate public education to each student with a disability. Rather, postsecondary schools are required to provide appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of disability.

May IPR deny my admission because I have a disability? *(Adapted from the office of Civil Rights)*

No. IPR may not deny your admission because you have a disability. If you meet the essential requirements for admission, you may be admitted to the school. However if you would like to request an accommodation for the entrance exam, you must follow the procedures outlined in this packet for disability accommodation.

Do I have to inform IPR that I have a disability? *(Adapted from the office of Civil Rights)*

No. However, if you would like IPR to provide an accommodation you must identify yourself as having a disability and follow the procedures outlined in the packet for disability accommodation. Your disclosure of a disability however is always voluntary.

What academic adjustments must IPR provide? *(Adapted from the office of Civil Rights)*

Appropriate academic adjustments must be determined based on your disability and individual needs. Academic adjustments may include auxiliary aids and modifications to academic requirements as are necessary to ensure equal educational opportunity. Example of such adjustments are reducing course load, providing note takers, recording devices, sign language interpreters, and extended time for testing.

In providing an academic adjustment, IPR is not required to lower or affect substantial modifications to essential requirements. For example, although IPR may provide extended test time for qualified students, IPR will not change the substantive content of the test. In addition, IPR will not make modifications that would fundamentally alter the nature of a service program or activity that would result in undue financial or administrative burdens.

If I want an academic adjustment, what must I do? *(Adapted from the office of Civil Rights)*

You must inform IPR that you have a disability and need an academic adjustment. You can inform us by completing a special accommodations request form and turning it into the office of the Dean of Students. Unlike your school district, IPR will not identify you as having a disability or assess your needs.

Once you turn in your special accommodations request form you will make an appointment with the Dean of Students to discuss your accommodations request. At this meeting it will be determined what accommodations will be granted while a student at IPR. Each quarter, your instructors will receive a list of your approved accommodations for each class you are taking.

When should I request an academic adjustment? *(Adapted from the office of Civil Rights)*

Although you can request an academic adjustment from IPR at any time, you should request it as early as possible. Some academic adjustments may take more time to provide than others.

Do I have to prove that I have a disability to obtain an academic adjustment? *(Adapted from the office of Civil Rights)*

Yes, appropriate documentation must accompany your special accommodations request form. IPR follows guidelines established by AHEAD (Association on Higher Education and Disability) regarding appropriate documentation of disabilities.

For physical disability accommodations such as scribes, readers, or in-class assistants, documentation must consist of a physician's note verifying the student's medical condition including diagnosis, duration of disability, specific request for accommodation(s), description of functional limitation(s) and how the limitation(s) impacts the student's need for accommodations. For learning/psychological disability accommodations such as note takers and extended time or a distraction-reduced room for tests

- Documentation must be prepared and signed by an appropriate, qualified professional such as a psychologist, medical doctor, psychiatrist, learning disabilities specialist, or neurologist.
- Documentation must be current (within three to five years of request) and be an assessment of the person as an adult. For psychiatric disabilities, the evaluation must be within 12 months of the request for accommodations.

- Documentation must include a diagnosis, and describe the comprehensive testing and techniques used to arrive at the diagnosis (including evaluation date(s) and test results with subtest scores from measures of cognitive ability, academic achievement, and information processing).
- Documentation must include a description of functional limitations that affect academic performance, and a description of specific accommodations suggested as well as why the disability qualifies the student for such accommodations.
- Documentation must include the professional credentials of the evaluator including information about license or certification and area of specialization.
- I.E.P.'s may be utilized for the determination of special accommodations when they contain the necessary information to assist the college in determining fair and adequate services are provided to the student. Diagnosis based solely on subjective reports of behavior, or documents written by persons related to the student are not acceptable forms of documentation.

If I need an evaluation done who has to pay for it? *(Adapted from the office of Civil Rights)*

Neither your high school nor IPR is required to conduct or pay for an evaluation to document your disability and need for an academic adjustment. This may mean that you have to pay or find funding to pay an appropriate professional to do it. If you are eligible for services through Minnesota state vocational rehabilitation agency, you may qualify for an evaluation at no cost to you. Several resources you may contact for more information on evaluation services are listed below:

- Minnesota Disability Law Center <http://www.mndlc.org/>
- American Association for People with Disabilities <http://www.aapd.com/>
- Disability Info.gov www.disabilityinfo.gov
- HEATH Resource Center <http://www.heath.gwu.edu/>
- Learning Disabilities Online <http://www.ldonline.org/>
- Pacer Center <http://www.pacer.org/>

Once IPR has received the necessary documentation from me, what should I expect? *(Adapted from the office of Civil Rights)*

The Dean of Students will review your Accommodation Request Form as well as the documentation provided. During the meeting you have with the Dean of Students it will be determined which accommodations will be approved in light of the essential requirements for the relevant program. It is important to remember that IPR will not lower or waive essential requirements of relevant programs. If you have requested a specific academic adjustment, the Dean of Students may offer that academic adjustment or an alternative one if the alternative would also be effective.

IPR will work with you in an interactive process to identify an appropriate academic adjustment. Unlike a high school experience however, IPR will not invite parents to participate in the process. Parents are welcome to be a part of the process, but they will need to be invited by the student.

What if the academic adjustments we identified are not working? *(Adapted from the office of Civil Rights)*

Let the Dean of Students 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 will work together with the Dean of Students to resolve the problem.

What tips are important to know for getting off to a smooth start to my post-secondary experience?

Timeliness is the key to being adequately prepared for each quarter. Students should take the following steps in advance of each semester to make sure their semester gets off to a smooth start:

1. Register as early as possible (make use of priority registration if eligible).
2. Before the quarter begins, contact potential instructors to discuss course requirements, types of in-class activities, texts and materials, field trips, and necessary accommodations.
3. As soon as possible, request accommodations from Dean of Students. Late requests may result in a delay of services.

One of my approved accommodations is in the area of test taking. How do I make the most of this adjustment?

1. On the first day of classes, discuss your need for testing accommodations with your instructors. It is important that you communicate effectively with your instructor.
2. Go over the course syllabus carefully so that you are aware of upcoming test dates or ask your instructors to provide you with the information.
3. About a week before the test, remind your instructors of your testing needs and schedule a test time in the IPR Testing Center with Registrar's office staff.
4. Notify the Dean of Students of any problems that arise regarding testing accommodations or suggestions you have on how to assist you better.

Confidentiality and Release of Information

IPR is committed to ensuring that all information regarding a student is maintained as confidential as required or permitted by law. Any information collected is used for the benefit of the student. This information may include test data, grades, biographical history, disability information, performance reviews, and case notes.

1. No one has immediate access to student files requesting academic accommodations except the SSC and Dean of Students. Any information regarding disability gained from medical examinations or appropriate post-admissions inquiry shall be considered confidential and shall be shared with others within the institution on a need-to-know basis only. If a student has requested an accommodation, the student generally will be informed as to what information is being provided to the faculty and staff regarding the request. To protect confidentiality by assuring limited access, all disability-related information must be filed with the SSC.
2. Federal and state laws may permit or require release of information in the following circumstances, if a student:
 - a. states he or she intends to harm him/herself or another person(s);
 - b. reports or describes any physical abuse, neglect, or sexual abuse of children within the last three years (this includes the occurrence of abuse or neglect to the student if he or she was under age eighteen at the time of abuse);
 - c. reports or describes sexual exploitation by counseling or healthcare professionals.
3. A student's file may be released pursuant to a court order or subpoena.
4. A student may give written authorization for the release of information when she or he wishes to share it with others. Before giving such authorization, the student should understand what information is being released, the purpose of the release, and to whom the information is being released. In general, information will not be released except in the circumstances set forth above.
5. A student has the right to review his or her own disability file.

Grievance Procedures

IPR strives to provide prompt and equitable resolution of complaints alleging action prohibited by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. If a student disagrees with the decision made about his or her accommodations, or feels that he or she has been denied access to the College's programs or activities because of a disability, he or she should deliver a written statement of his/her complaint to the Dean of Students. If the problem is not then resolved, students should follow the grievance policy as set forth in the IPR catalog and Student Handbook.

Request for Reasonable Accommodation

To comply with local, state and federal law, Globe Education Network member schools (IPR) will make reasonable accommodations for diagnosed and documented physical and/or mental limitations of an otherwise qualified student.

All prospective students requesting an accommodation must complete the Request for Reasonable Accommodations for the purpose of identifying if reasonable accommodation(s) are able to be provided. Requests will be reviewed by an accommodations committee in accordance with IPR/GEN policy.

To be eligible to receive reasonable accommodations students must:

1. Complete this Request for Reasonable Accommodations and attach appropriate documentation of diagnosis by an appropriate diagnosing professional. This must be submitted to the Dean of Students.
2. Students requesting accommodations for the entrance assessment must complete the accommodations process prior to being granted accommodation for the entrance assessment.
3. Accommodations are not granted on a retroactive basis. Academic work that has been submitted prior to a request is not able to be resubmitted with the accommodations granted and will remain graded as originally submitted.

In order to establish a student's disability status and eligibility for accommodation, disability documentation must include one of the following documents on official letterhead and including the credentials/certification(s) of the diagnosing professional:

- Individual Education Plan (IEP).
- Medical documents including a description of functional limitations that may affect the student's academic performance in the program of interest.
- Psychological evaluations including a description of functional limitations that may affect the student's academic performance in the program of interest.

Student Name: _____ Date: _____

Program of Interest: _____ Projected Start Date: _____

I, _____, self-disclose the following limitation(s) (please check all that apply):

- Blind
- Visually Limited
- Deaf
- Hearing Limited
- Physically Limited
 - o Describe: _____
- Speech Limited
- Emotional / Psychological Disorder
- Learning Disorder
- Other
 - o Describe: _____

I will supply the following documentation of my diagnosis: IEP Medical Documentation Psychological Evaluation

Other: _____

(please describe)

In order to have an equal opportunity to succeed regardless of my limitation(s), I request the following accommodations:

My signature below indicates my consent for the GEN accommodations committee to review my request and documentation of my limitations/disability.

Student Signature

Date