



Student Guide to Disability Support Services at Richard Bland College

Mission

The Student Disability Support Office seeks to foster a barrier-free learning environment where all students have equal access to the programs held on the campus of Richard Bland College.

Because all students offer unique, creative and meaningful perspectives to the campus of Richard Bland College, our goal is to promote their overall growth through programs, which are designed to support students' efforts within and beyond the college.

In higher education, documentation serves two purposes:

First, it must establish that the individual has a disability, and therefore is protected from discrimination.

Second, the documentation must describe the current functional impact of the disability so that potential accommodations can be identified.

For information on self-advocacy, transitioning from high school to RBC, academic accommodations, transferring from RBC to a four-year college; or if you need to view the College's Disability Policies and Procedures, please click on the following link to access the [ADA MANUAL for Richard Bland College](#).

Individuals who wish to self-identify or have questions regarding the ADA support services must contact:

Evanda S. Watts-Martinez,
Director of Student Services
by phone at 804-862-6225 or via e-mail at ewatts@rbc.edu.

Richard Bland College is committed to providing an equal educational opportunity and full participation for persons with disabilities. It is our policy that no, otherwise qualified student with a disability is excluded from participating in any campus program or benefiting from any of the College's activities.

Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act protects the rights of people with disabilities as it establishes the foundation for equal opportunity. These regulations define a person with a disability as one who has "a physical or mental impairment that substantially limits one or more of the major life activities of such individuals; a record of such impairment, or being regarded as having such an impairment." Individuals with disabilities are protected from discrimination in admissions and employment. With adequate documentation of the current impact of the disability, individuals are entitled to appropriate accommodations.

Documentation Guidelines

Documentation of a disability consists of an evaluation by an appropriate professional. It must include a clear statement of the diagnosis, the basis for the diagnosis, and the current impact of the disability as it relates to the accommodation request. As appropriate to the disability, the documentation should include the following elements:

- ❖ A diagnostic statement identifying the disability, date of the most current diagnostic evaluation, and the date of the original diagnosis.
- ❖ A description of the diagnostic tests, methods, and/or criteria used including specific test results (including standardized testing scores) and the examiners narrative interpretation.
- ❖ A description of the current functional impact of the disability. This may be in the form of an examiner's narrative, and/or an interview, but must have a rational relationship to the diagnostic assessments. For learning disabilities, current documentation is defined using adult norms.
- ❖ A statement indicating treatments, medications, or assistive devices/services currently prescribed or in use, with a description of the mediating effects and potential side effects from such treatments.
- ❖ The credentials of the diagnosing professional(s), if not clear from the letterhead or other form. Please note that diagnosing professionals shall not be family members or others with a close personal relationship with the individual being evaluated.
- ❖ Documentation prepared for specific non-educational venues (i.e. Social Security Administration, the Department of Veteran's Affairs, etc.) may not meet these criteria.
- ❖ An IEP or 504 plans will not be considered sufficient documentation unless accompanied by a current and complete evaluation.
- ❖ Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services should be considered within the context of an individual's current program. Accommodations are made on a case-by-case basis, considering the impact of a particular student's disability within the specific context in which that student must function.
- ❖ The Disability Support Office at Richard Bland College recognizes the importance of including input from the individual requesting accommodations.
- ❖ Records from school divisions concerning students exiting from special education services under the Individuals with Disabilities Education Act (IDEA) is given due consideration in determining the presence of a qualifying disability and making decisions regarding accommodations.