

Disability Support Services

At

Richard Bland College



Richard Bland College
of WILLIAM & MARY

Policy Statement

Richard Bland College does not discriminate on the basis of a disability in the administration of its educational programs and activities, including admission and employment practices, access to, or treatment in its programs and services. Information concerning the provisions of the Americans with Disabilities Act of 1990, and their rights provided there under, are available from the Deputy ADA Coordinator, who serves as the College's ADA Coordinator for students.

Reason for Policy

The College is committed to acting in accordance with the Americans with Disabilities Act. Title II states, in part, that "no otherwise qualified disabled individual shall, solely by reason of such disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination" in programs or activities sponsored by a public entity.

Richard Bland College of William & Mary (RBC) is committed to providing equal educational opportunities and full participation for persons with disabilities by assuring that students have the same opportunities to achieve and to become successful in the postsecondary learning environment. It is the College's policy that a qualified person with a disability be included and able to participate in any campus program or benefit from any RBC activities, and have equal access to programs, opportunities, and activities at Richard Bland College.

Contacts

Policy Name	Office	Title	Telephone Number	Email
ADA Compliance	Student Success Center	Deputy ADA Coordinator (Student) & Learner Mentor	804.862.6100 Ext 6235	dpayton@rbc.edu

RICHARD BLAND COLLEGE POLICIES AND PROCEDURES FOR DISABILITY SUPPORT SERVICES

Section 504 of the Rehabilitation Act of 1973 (Revised 1992) and Title II of the Americans with Disabilities Act (ADA) protect the rights of people with disabilities as it establishes the foundation for equal opportunity and access by assuring that students have the same opportunities to achieve and to become successful in the postsecondary learning environment.

The ADA regulations define a person with a disability as anyone who has a physical or mental impairment which substantially limits one or more major life activities such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Moreover, people included are those with visible disabilities (e.g., persons who are blind, deaf, or

use a wheel chair) and with invisible disabilities (e.g., psychological challenges, learning disabilities), or chronic health impairment. A person is considered to have a disability if she/he has documentation of their condition or is regarded as having an impairment.

The requirements of the ADA regulations do not require Richard Bland College to lower its academic standards or adjust the content in any of the courses that are offered as part of its curriculum. The regulations also do not require academic modifications and accommodations to be unduly burdensome or done at the expense of the standards of the College.

The following list includes, but is not limited to, the conditions that are considered as disabling to individuals.

Dyslexia
Muscular Dystrophy
Multiple Sclerosis
Mental or Emotional Disorders
Attention Deficit Disorder
Attention Deficit Hyperactive Disorder
Cerebral Palsy
Epilepsy
Orthopedic impairments
Speech, visual, or hearing impairments

Richard Bland College of The College of William and Mary is committed to providing equal educational opportunity and full participation for persons with disabilities. It is the College's policy that no qualified person with a disability be excluded from participating in any campus program or benefiting from any RBC activities. A person who has a disability must have equal access to programs, opportunities, and activities at Richard Bland College.

Individuals seeking academic accommodations or modifications should contact the Deputy ADA Coordinator for Students for RBC students at 804-862-6235. Any grievance involving disabilities services should be addressed as outlined in the grievance procedures (see below for grievance procedure).

Richard Bland College has the right to maintain and require academic standards in its degree programs. The College requests that students with disabilities provide valid and relevant documentation completed by an appropriate professional source having verified the disability and the need for accommodative services. The Deputy ADA Coordinator for Students may discuss a student's need for reasonable accommodations with a professional after obtaining a signed consent from the student, which authorizes such a discussion.

The College also has the right to provide reasonable accommodation(s) to students on a case-by-case basis or deny a request for accommodative services if the documentation is invalid. A document cannot be verified if it fails to identify a specific disability or verify the need for requested services. The students are responsible for submitting all documentations to the College in a timely manner (four weeks prior to start of classes for intended semester).

HOW TO OBTAIN ACCOMMODATIVE SERVICES AT RBC

Individuals seeking accommodations or modifications should first gather and compile the relevant paperwork to request disability services at Richard Bland College. The following information that should accompany their initial application for disability services are as follows;

1. Most recent psychoeducational evaluation (with adult norm scores), psychiatric evaluation, medical evaluation and relevant documentation completed by an appropriate professional source, verifying the disability and need for accommodative services.
2. Then, students should submit via mail, email or fax (email and fax methods are secure and confidential) Donald Payton at dpayton@rbc.edu (804) 862-6235.
 - a. You must submit the proper documentation to the Deputy ADA Coordinator (Students) before the accommodations are determined.
3. Bring any additional documentation to the appointment that you have not already submitted or you would like reviewed to determine services and eligibility.
4. Students should make specific requests for accommodations. This will begin the interactive process to find an effective and reasonable accommodation. The Deputy ADA Coordinator for Students may suggest alternative effective reasonable accommodations.
5. The College may provide reasonable accommodations to students on a case-by-case basis. Only the **Deputy ADA Coordinator for Students** may grant or deny a student an accommodation. Questions on implementation of an accommodation should be directed to the **Deputy ADA Coordinator for Students**.
6. The College may deny a request for accommodative services if the documentation is invalid or the request is unreasonable. A document cannot be verified if it fails to identify a specific disability or verify the need for requested services. Students are responsible for submitting all documentations to the College in a timely manner (four weeks prior to the beginning of semester enrolled for classes).
7. Requests for accommodation shall, whenever possible, be kept confidential in accordance with applicable university and Commonwealth policies.

ACCOMMODATIVE SERVICES FOR STUDENTS WITH DISABILITIES

Academic accommodations and disability support services are provided upon the recommendation of the disabilities services provider on campus. Students must submit the proper documentation(s) to the Deputy ADA Coordinator for Students before the accommodations are determined. The professional will explain the purpose and nature of the accommodations to the student.

Academic Accommodations and **Disability Support Services** are the two ways in which students with disabilities at Richard Bland College are supported. Accommodations are not to be used as tools to remediate the student's learning process or lower the standards or performance for learning-disabled students.

Academic Accommodations may include, but not limited to the following:

Classroom-

- Tape recorded lectures
- Notetaker
- Seating location
- Copy of lecture notes
- Type of Seating (table, table and chair)
- Use of computer
- Interpreter
- Dictionary
- Tutoring

Further Accommodations-

- Speller and/or Calculator
- Research/Library Assistance
- Calculator
- Lighting
- Braille

Exams/quizzes/assignments-

- Separate room testing
- Use of computer
- Extended time
- Reader/Scribe
- Alternate format of tests/quizzes

Faculty members are expected to arrange and mutually agree on a time and place for the aforementioned academic adjustment. Questions concerning accommodations should be directed to the **Deputy ADA Coordinator for Students**, in advance of the class or exam in question.

Disability Services

Disability services are designed to provide students equal access in the educational environment. Appropriate services may include, but are not limited to:

- Disability management/ Educational Access Plan
- Assistance in compensatory academic strategies
- Disability related Counseling
- Referral to faculty and staff
- Referrals to community agencies
- Career Counseling
- Transfer Counseling

PREPARING FOR ADMISSIONS INTO RICHARD BLAND COLLEGE

Many students will face the eventuality of transitioning from high school to college. This experience has been formalized through the Individual Education Plan (IEP) or other transition plans supported by the Individual Education Act (IDEA). These plans highlight the student's disabilities with the appropriate accommodations. Also outlined are the specific courses for the student to take, high school plans and the connections with relevant agencies in the community (i.e. Vocational Rehabilitation Services). Many graduating students participate in their transitioning process.

Once deciding to apply to Richard Bland College, students should begin to think about some important issues related to their disabilities:

- Self-Advocacy- Self-Advocacy skills are essential to the overall success of the student. Students who are interested in Richard Bland College are encouraged to be aware of their strengths and weaknesses, and be able to explain their abilities and learning styles to individuals seeking to assist them. Self-advocacy skills include, but are not limited to the following: Articulating academic needs, taking personal responsibility for your education, understanding your particular disability, and being aware of your learning style(s) or learning preference (s).
- High School Courses- Taking high school courses that are designed to prepare for college is important. If appropriate, students may wish to take computer science and/or foreign language.
- Increase Knowledge of Individual Rights and ADA Regulations- Along with familiarizing themselves with the ADA regulations, students should join a national organization. Several of these groups are willing to provide students literature on ADA legislation and will assist in developing effective academic compensatory strategies on the college level.
- Consider Internships, or Part-time job, or Community Service- These experiences will help students develop skills necessary to succeed in practically any environment.
- Understand the College Application Process- Students should become familiar with the Richard Bland College's application process. The college application process should begin as early as possible. Prospective students may visit the College's admission page to obtain information regarding the application packet and deadlines by clicking the following link: <http://www.rbc.edu/admissions.php#applications>

- Get to Know the Deputy ADA Coordinator for Students and the College's Obligations to Disability Services- Prospective students are encouraged to visit the service provider before or after submitting their applications for admission.
- Enroll in Summer School- Taking summer courses prior to your first semester is very beneficial academically and socially.
- Contact Your Local Vocational Rehabilitation Agency- Many students have benefited from this option as it offers a variety of services to eligible students with learning disabilities. Individuals should visit <http://www.vadsa.org/> for a list of available services in Virginia.

Transfer Students with Disabilities

Students transferring to Richard Bland College should contact the Deputy ADA Coordinator for Students at 804-862-6235.

RICHARD BLAND COLLEGE ADA GRIEVANCE PROCEDURE

Richard Bland College has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by the U.S. Department of Justice regulations implementing Title II of the Americans with Disabilities Act. Title II states, in part, that “no otherwise qualified disabled individual shall, solely by reason of such disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination” in programs or activities sponsored by a public entity. Complaints should be addressed to the Deputy ADA Coordinator for Students, Richard Bland College, Division of Student Affairs, Petersburg, VA 23805.

PROCEDURES

1. You should file any complaint in writing, contain your name and address and briefly describe the alleged violation of the regulations. Complaints should be addressed to the Deputy ADA Coordinator (Students), Richard Bland College, Student Success Center – 8311 Halifax Road, Petersburg, VA 23805. Complaints can also be taken by appointment to inform the Deputy ADA Coordinator (Students) who will document the complaint in lieu of a written notification.
2. A complaint should be filed within sixty (60) days after the complainant becomes aware of the alleged violation.
3. An investigation, as may be appropriate, shall follow the filing of complaint. The investigation will be conducted by the Deputy ADA Coordinator for Students. These rules contemplate informal but thorough investigations, affording all persons and their representatives, if any, an opportunity to submit evidence relevant to a complaint.

4. A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued by the Deputy ADA Coordinator for Students and a copy forwarded to the complainant no later than five (5) working days after its filing.
5. The Deputy ADA Coordinator for Students shall maintain the files and records of Richard Bland College complaints.
6. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration should be made within five (5) days. The Deputy ADA Coordinator for Students will work with the appropriate administrator to address the student's request for reconsideration.
7. Students have the right to a prompt and equitable resolution of the complaint.
8. The use of this grievance procedure is not a prerequisite to the pursuit of other remedies.
9. The purpose of this grievance procedure is to protect the substantive rights of interested persons to meet the appropriate process standards and to assure that Richard Bland College complies with the ADA regulations.



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