

MISSION

The Student Success Center is our retention services department at Fletcher. We serve students through advising, counseling, testing, tutoring, and Disability Services. Our purpose, in regards to providing services for Students with Disabilities, is to provide testing and classroom accommodations and referrals for on-campus and off-campus resources that will ensure students with disabilities the opportunity to receive a college education on a level playing field with their peers. Our mission is to empower students with disabilities to competitively pursue higher education.

LOCATION

The Student Success Center is located in Room 127 at the Schriever Campus. However, we serve students on all Fletcher campuses.

Our phone number is 985.448.7942 or 985.448.7943

Email: angie.pellegrin@fletcher.edu or ashley.douglas@fletcher.edu

The hours of operation are 7:30am – 4:00pm, Monday through Friday. Hours are subject to change at the discretion of college officials. The office is closed on all college holidays.

GOVERNING LAWS

Fletcher Technical Community College is committed to providing equal education opportunities for persons with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Americans with Disabilities Amendment Act (ADAA) of 2008. The aforementioned laws protect individuals with disabilities from discrimination, allow access to all programs and services and ensure equal access to education.

A disability is defined as a mental or physical impairment that substantially limits one or more major life activities. Substantially limiting is defined as being unable to perform a major life activity, or significantly restricted as to the condition, manner, or duration under which a major life activity can be performed, in comparison to the average person or to most people. A major life activity is defined as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. (American with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973)

Diagnostic categories:

- *Clinical Disorders*
According to the Diagnostic and Statistical Manual of Mental Disorders: DSM-V, “a mental disorder is a syndrome characterized by clinically significant disturbance in an individual’s cognition, emotion regulation, or behavior that reflects a dysfunction in the psychological, biological, or developmental processes underlying mental functioning. Mental disorders are usually associated with significant distress or disability in social, occupational or other important activities.
- *Physical/Medical*
Medical disabilities include any physical illnesses or medical conditions that interfere with an individual’s daily functions. Examples include, but are not limited to, asthma, Cerebral Palsy, epilepsy, Irritable Bowel Syndrome (IBS), Spina Bifida and paralysis.

- *ADD* is “a persistent pattern of inattention and/or hyperactivity – impulsivity that is more frequently displayed and more severe than is typically observed in individuals at a comparable level of development.”
- *Learning Disorders*
A learning disability affects the way an individual processes and articulates information. It is called the invisible disability. Examples include, but are not limited to, auditory processing disorder, Dyslexia and Dysgraphia.
- *Visual Impairment*
A visual impairment is defined as “partially sighted, low vision, legally blind and totally blind, are used in the educational context to describe students with visual impairments.” (The National Dissemination Center for Children with Disabilities)
- *Hearing Impairment*
A hearing impairment is defined as a “Sensorineural hearing loss (or nerve–related deafness)... damage to the inner ear. Conductive hearing loss... outer and middle ear. Mixed hearing loss... combination of conductive and sensorineural loss. Central hearing loss... damage or impairment to the nerves or nuclei of the central nervous system...”
(Hearing Loss Association of America)
- *Temporary Disabilities*
Temporary Disabilities include a short-term medical/physical injury or condition that inhibits normal daily functions and are short-lived. The condition may last from a couple of months to three years. Examples include, but are not limited to, broken arm, problematic pregnancy and recovery from surgery or accident.

SETTING UP SERVICES

Students must self-identify in the Student Success Center. We recommend you do so after the ADD/DROP period at the beginning of EACH semester. At this meeting, you will be offered Voter Registration Assistance and your Accommodations Letters will be prepared to provide for your instructors. You will also sign a letter to be kept in your student file with our office and you will be given a copy for your records. For strictly online learners, all transactions can be done via email: ashley.douglas@fletcher.edu. However, original paperwork must be mailed in to Student Success Center, 1407 Hwy. 311, Schriever, LA 70395.

DOCUMENTATION GUIDELINES

Documentation should be on letterhead, typed, dated and signed by a licensed professional. Federal guidelines identify seven elements of documentation:

1. Credentials of the evaluator(s).
2. Diagnostic statement identifying the disability.
3. Description of the diagnostic methodology/tool.
4. Description of current functional limitations.
5. Description of expected progression or stability.
6. Description of current and past accommodations, services and/or medications.
7. Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services.

At Fletcher, we accept Section 504 plans or IEPs. However, we recommend that all students be evaluated by a licensed professional.

Standard timeline for documentation is within three years; however, there are exceptions. If an individual has a permanent diagnosis, meaning the condition will never cease, the documentation can be more than three years old. (Examples include medical conditions such as Cystic Fibrosis, Spinal Bifida, Traumatic Brain Injury (TBI), and vision/hearing impairments.) For acute diagnosis, the documentation may have to be within the past year. (Examples include emotional and psychological disorders.)

CONFIDENTIALITY

Fletcher is committed to ensuring that all information and communication pertaining to a student's disability remains confidential as required by law. The following guidelines about the treatment of such information have been adopted by the Student Success Center and will be shared with students. These guidelines incorporate relevant state and federal regulations.

1. No one will have immediate access to student files in the Student Success Center except office personnel. Any information regarding a disability is considered confidential and will be shared only with others within the university who have a legitimate educational interest. This information is protected by the Family Educational Rights and Privacy Act (FERPA).
2. Sensitive information in student files will not be released except in accordance with federal and state laws.
3. A student's file may be released pursuant to a court order or subpoena.
4. There may be occasions when the Director or Senior Success Coach will share information regarding a student's disability at their discretion. Information will only be shared if it has been determined that there is an appropriate legitimate educational interest involved.
5. If a student requests a copy of an evaluation in their records, the student will have to contact the original evaluator for documentation.
6. A student has the right to review his/her own file with reasonable notification.

ROLES AND RESPONSIBILITIES

The Student Success Center staff, campus faculty/staff and the student with a disability each have roles and responsibilities that are pertinent to ensuring equal access to education.

The Student Success Center

The Student Success Center is devoted to providing academic support, accommodations, advocacy and referrals for students with disabilities. Responsibilities include:

- Reviewing student's documentation, evaluating eligibility, and identifying reasonable accommodations.
- Requesting additional documentation, if needed.
- Providing accommodation letters to students.
- Consulting with instructors as needed to ensure understanding and implementation of accommodations.
- Assisting in resolving student conflicts and coaching students on self-advocacy.
- Advocating for equal access.
- Educating the college community on disability awareness.
- Referring students to on and off campus resources.
- Obtaining and maintaining assistive technology.
- Reviewing and updating department website each fall and spring semester.

Faculty/Staff

Responsibilities include:

- Maintain **confidentiality** of the student registered with the Student Success Center and discuss disability related issues **privately**.
- Respect the privacy of the student's diagnosis. They are not required under law to disclose their actual diagnosis.
- Discuss the implementation of accommodations with the student.
- Hold students with disabilities to the same academic and behavioral standards as all students.
- Ensure that the proposed accommodations do not substantially alter curricula standards.
- Ensure accommodations listed on the accommodation letter are implemented.
- Consult with the Student Success Center with any questions about the appropriateness of required accommodations.

- Do not provide accommodations for students not registered with a disability service provider (the Student Success Center).
- Refer students who may possibly have a disability to the Student Success Center for assistance.
- Include a disability statement on syllabi informing students of the Student Success Center.

Student

Qualified students with disabilities have the right to an equal access to education. Responsibilities include:

- Self-identify to the Student Success Center.
- Provide ample time between initial request and implementation of accommodations.
- Provide the Student Success Center with medical documentation that meets guidelines.
- For the initial semester, meet with the Director or Senior Success Coach to review documentation, identify accommodations and begin the registration process.
- Complete the registration process each semester requesting accommodations. Discuss with instructors the implementation of accommodations.
- Follow procedures according to the Student Success Center Student Contract.
- Have the same obligation as any student to meet and maintain the institution's academic standards.
- Schedule a meeting with the the Student Success Center Director or Senior Success Coach to review or change accommodations as needed.

ACCOMMODATIONS

Accommodations for students are identified on a case-by-case basis and shall neither affect the academic curricula nor compromise educational standards. The identified accommodations may not be granted retroactively and are meant to ensure equal access to education. Examples of accommodations include, but are not limited to:

- Preferential seating
- Use of a tape recorder
- Extended time on tests and in-class assignments
- Note takers
- Reader/Scribe
- Distraction free testing
- Calculator use

During the registration process, students sign an agreement stating they will not abuse accommodations. If accommodations are abused, the student will meet with the Director of Retention in the Student Success Center to discuss consequences. Depending on the severity of the violation, the Student Success Center maintains the right to terminate services at any time.

ABSENCES

Due to some chronic medical conditions, a student may qualify for the accommodation, "consideration if absent or hospitalized due to medical condition." Faculty identify their attendance policy in their syllabi; this accommodation requests flexibility. The course requirements and the nature of the course must be taken into consideration. This accommodation does not allow the student to miss an unlimited number of classes.

PERSONAL CARE ATTENDANTS (PCA)

According to the Louisiana Department of Social Services, "The main role of a personal care attendant is to ensure that the student's needs are being met." Such duties include personal care/hygiene, assistance to/from destinations and any task that allows the individual to participate in daily activities/education. The Student Success Center

does not provide PCA attendants. If a student with a disability is in need of a PCA, the attendant must be from an authorized agency. Attendants do not participate in class or complete the student's work.

HANDICAPPED PARKING

In order to receive handicapped parking on campus, the student must have a Fletcher decal along with a state issued handicapped tag/decal. If a student should have any issues with parking, he/she should contact The Business Office on the Schriever campus.

PHYSICAL ACCESSIBILITY

The Student Success Center seeks to ensure that students with disabilities are provided equal access and reasonable accommodations appropriate to their disability in all programs offered through Fletcher. If a student is confronted with any barriers, they need to contact the Director of Retention.

GRIEVANCE PROCEDURE

If a student feels like they have been discriminated against or harassed due to their disability, contact the Director of Student Retention in The Student Success Center. She also serves as the student advocate for Title IX issues. Students can also speak with a confidential advisor as listed in the Title IX information on the Fletcher website.