Charlotte Technical College
Post-Secondary/Adult Students
Services for Students with Disabilities

Policy

Charlotte Technical College is under the jurisdiction of Charlotte County Public Schools.

The School Board shall comply with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. No administrative staff member or candidate for such a position in this District shall, on the basis of race, color, religion, national origin, sex (including sexual orientation, transgender status, or gender identity), age, gender, pregnancy, marital status, disability, or legally-protected characteristic, be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to, discrimination in any program or activity for which the Board is responsible or for which it receives financial assistance from the U.S. Department of Education.

Policy 1122

Policy Guidelines
Post-Secondary Students

All programs, campus organizations, and activities are open to all students regardless of disability. Efforts are made to assist students with disabilities to function as independently as possible while attending school. Federal and state legislation requires the provision of reasonable accommodations for students with disabilities to meet individual needs and ensure equal access unless such accommodation would impose an undue hardship on the college. Adult students with disabilities must self-identify and request such services. At the time of registration, if a student has a medical problem which might interfere with learning or result in a future emergency, the information should be documented on the student emergency information form. The earlier a student self-identifies the sooner the student can be accommodated.

Procedure

It is the responsibility of the student with a disability to request a reasonable accommodation. It is best for students to self-identify at registration. Students should fill out the Self-Identification Form.

Should special needs arise, the administration and/or Student Services (school counselors) are to be notified.

Students with a disability must provide recent documentation (no more than three years old) from a qualified, licensed professional that states the specific disability and the requested accommodation.
It is the student’s responsibility to request accommodations for each program enrolled.
The administration will notify instructors substantiating that the student has provided CTC with
all the required documentation.

**Necessary Documentation**

**Learning Disabilities**

Documentation must be a complete psychoeducational battery of tests. The testing must have
been completed by a licensed psychologist, psychiatrist, school psychologist, or neuro-
psychiatrist.

The date of testing must have been within the past three years.

Testing should include a Comprehensive Assessment Battery which includes: aptitude,
achievement, information on processing, social-emotional, clinical summary. The testing
should include a relevant diagnosis and recommendations for reasonable academic
accommodation.

Not accepted: An IEP or 504 from high school or another post-secondary school. Results from a
screening instrument are insufficient.

**Psychiatric Disability**

Documentation must be from a licensed physician or specialist (psychiatrist) with the ability to
assess psychiatric conditions. If the documentation is not from a psychiatrist, then medical
records indicating that a psychiatrist make the original diagnosis. Students with Attention
Deficit Disorder and Attention Deficit Hyperactivity Disorder can present results from
psychoeducational test performed by a licensed psychologist or psychiatrist. The
documentation must include the diagnosis and how the current symptoms restrict academic
achievement.

Not accepted: An IEP or 504 from high school or another school. A physicians’ diagnosis on a
prescription pad or a list of medications are unacceptable documentation.

**Sensory Disability**

Documentation must be from a physician or audiologist (hearing). Documentation should
include if the disability is permanent or temporary. Documentation of a permanent disability
can be older than three years. Recommendations for accommodations from a specialist should
be no more than three years.
Physical Disability

Documentation must be from a physician. Documentation should include if this is a permanent or temporary condition. For example, broken leg versus spinal cord injury affecting leg function. Documentation must include how the current symptoms restrict academic achievement. If the disability is temporary, documentation needs to include an expected timeframe for the accommodations.

Testing Accommodations

It is the responsibility of the student to self-advocate. Accommodated testing appointments must be made five days in advance. Schedule a testing appointment and complete the student section of the Testing Referral Form. Your teacher will need to finish the paper work by giving the form to the testing center along with the test.

Testing accommodation may include: testing in the testing center, extended time (no more than double time), use of auxiliary aids.

In the testing center noise blocking earphones, ear plugs, and ear buds/earphones for having the test read electronically are allowed with documented accommodation.

Students requesting extended time may need to extend the day so as not to miss class time.
Charlotte Technical College

Students with Disabilities Rights and Responsibilities

As you transition from high school to college you might wonder how will I be treated differently as a student with a disability.

The K-12 school system is under the Individual with Disabilities Education Act (IDEA) and college is under the American with Disabilities Act (ADA) and Section 504.

While Co-enrolled at Charlotte Technical College, a student with a disability with have a 504 or IEP from the high school. Students may be tested for their disability by school psychologists with certification in the field.

As a post-secondary student (no longer enrolled in high school), students must secure their own documentation from a licensed professional and pay for the cost of the testing.

Please see the chart below to compare rights and responsibilities between high school and college.

<table>
<thead>
<tr>
<th></th>
<th>IDEA (K-12)</th>
<th>504 (K-12/College)</th>
<th>ADA (College/Employment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law Application</td>
<td>Applies to public schools (preschool –high school)</td>
<td>Applies to any school receiving federal financial assistance.</td>
<td>Applies to public or private schools.</td>
</tr>
<tr>
<td>Purpose</td>
<td>Ensures free and appropriate public education for children with disabilities.</td>
<td>Ensures that students with disabilities have an opportunity to access education to the greatest extent possible.</td>
<td>Ensures individuals with disabilities have equal access to programs and services.</td>
</tr>
<tr>
<td>Coverage</td>
<td>Children between the ages of 3-21 that require special education services because of a disability.</td>
<td>Any person with a physical or mental impairment that noticeably limits one or more life activities.</td>
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</tr>
<tr>
<td>Identification and Documentation</td>
<td>The school system has the responsibility to find and identify children with disabilities. The evaluation of children with disabilities is at the cost of the school district not the family.</td>
<td>Students with disabilities must self-report. The student has the responsibility of providing the documentation and bears the cost. The student is responsible for advocacy and negotiating the accommodations plan.</td>
<td>Students with disabilities must self-report. The student must provide the necessary documentation and the student is responsible for the cost.</td>
</tr>
<tr>
<td>Education Plans</td>
<td>The school district develops an IEP and tracks students' progress.</td>
<td>Accommodation plan developed with post-secondary institution and student. Reasonable accommodations based on student’s individual case.</td>
<td>Reasonable accommodations are provided based on each students’ individual case.</td>
</tr>
</tbody>
</table>

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Charlotte Technical College full-time programs are approved for education and training by the Veteran’s State Approval Agency. Veterans and Dependents of Disabled or Deceased Veterans who plan to attend full-time programs at CTC should contact Students Services located in Building A.
Charlotte Technical College
Self-Reporting and Initial Request for Accommodation Form

Name: __________________________ Date: ________________

Program __________________________ Telephone: ______________________

Nature of disability: ________________________________

Requested accommodations: __________________________

I understand that before accommodations are provided, I must provide current documentation of my disability from a professional who is certified/licensed and has expertise in the field of my disability. I was provided with Charlotte Technical Colleges Students with Disabilities Policy. Reasonable accommodations are determined by Charlotte Technical College (CTC) utilizing information provided in the supporting documentation. Charlotte Technical College will not accept documentation more than three years old as it may no longer represent the student’s needs.

Also the college may request a second opinion should the school find reason to question the accuracy of any information at the student’s expense. Final decisions will be made upon review of supporting documentation and communications between me and Student Services.

I am responsible for contacting Student Services and requesting accommodations at the beginning of each program for which accommodations are being requested.

Charlotte Technical College may share general information regarding my disability with CTC personnel who have a reasonable need to know. My documentation will remain in my student file.

By signing this form, I understand that I am giving Student Services permission to share the nature of my disability, general information about how the disability affects my academic or classroom performance, and recommendations for specific accommodations with necessary staff and faculty.

I am aware that parents, family and/or advocates will not be provided with any information regarding my registration, academic progress, etc., in accordance with Family Educational Rights and Privacy Act (FERPA).

______________________________
Signature Date

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