

College of the Redwoods **Fall 2025**  
Student Accessibility Support Services

# Student Handbook

# Contents

<b>Introduction to SASS .....</b>	<b>7</b>
Welcome! .....	7
Who is eligible? .....	7
Who needs to know about your diagnosis? .....	7
How do you begin? .....	7
<b>About this handbook .....</b>	<b>8</b>
<b>Locations, contact and hours.....</b>	<b>9</b>
Locations .....	9
Contact .....	9
Office hours.....	9
<b>Campus resources.....</b>	<b>10</b>
<b>Eligibility for SASS services.....</b>	<b>11</b>
Applying to SASS.....	11
Diagnosis types .....	11
Documentation.....	12
Verification and assistance.....	12
Status and participation .....	13
Intake meeting.....	13
Maintaining eligibility .....	14
<b>Rights, responsibilities and policies .....</b>	<b>16</b>
Student rights .....	16

Student responsibilities .....	16
Faculty rights .....	18
Faculty responsibilities .....	18
SASS office rights.....	20
SASS office responsibilities .....	20
Students' rights to confidentiality .....	22
Policy for recording lectures .....	23
Suspension of SASS services.....	24
Academic accommodations policy.....	26
Grievance procedure.....	27
<b>Accommodations information .....</b>	<b>28</b>
Academic accommodations .....	28
Academic accommodations must be reasonable.....	28
Academic Accommodations Plan (AAP) .....	29
Educational limitations .....	29
Disability .....	29
Major life activity.....	30
Substantially limits .....	31
Fundamental alteration .....	31
Timeliness of services .....	31
Measurable progress.....	31
<b>Requesting accommodations .....</b>	<b>33</b>
Support Services Agreement (SSA) .....	33

Recommendations .....	33
Requesting an SSA through Accommodate .....	35
Timelines for more complex accommodations .....	35
<b>SASS accommodations and services.....</b>	<b>37</b>
Classroom accommodations .....	37
SASS in-house services .....	43
Alternate media .....	47
Assistive technology .....	49
<b>Disability laws and policies .....</b>	<b>53</b>
Legal responsibilities of SASS .....	53
Section 504 of the Rehabilitation Act of 1973 .....	53
Section 508 of the Rehabilitation Act of 1973 .....	53
Americans with Disabilities Act (ADA) .....	54
Title 5 of the California Code of Regulations .....	54
Relevant CR administrative policies .....	55
What the law does and doesn't require .....	56
<b>General information .....</b>	<b>57</b>
Neurodiverse and Accessibility Community .....	57
Absence notification for classes .....	57
Campus accessibility .....	57
Personal emergencies .....	57
Pelican Bay students .....	57
Service animals .....	58

Accessible parking .....	60
Repeating courses .....	60
Tutorial support .....	61
<b>Emergency Evacuation Guidelines for SASS Students .....</b>	<b>62</b>
Be prepared .....	62
In an emergency.....	62
<b>Frequently Asked Questions .....</b>	<b>64</b>
Questions about general topics .....	64
Questions about learning disabilities .....	68
<b>Tips from Successful Students.....</b>	<b>70</b>
Proven techniques to boost your success .....	70
<b>Academic Differences Between High School and College .....</b>	<b>71</b>
Major differences in obtaining accommodations for disabilities .....	71
General differences.....	71
Required Documentation .....	73
Applicable Laws.....	73
General Differences .....	74
Self-Advocacy.....	75
Parental Role .....	75
High School Teacher Versus College Instructor .....	76
Grades and Tests .....	77
Study Responsibilities.....	77
<b>College Readiness .....</b>	<b>78</b>

Planning your class schedule .....	79
<b>Appendix A: ASL interpreting and live captioning procedures agreement .....</b>	<b>87</b>
ASL interpreters .....	87
Captioning.....	88
Process .....	88
<b>Appendix B: Van and scooter use agreement.....</b>	<b>90</b>
Requirements for van use.....	90
Requirements for motorized scooter use .....	90
Requirements for knee scooter use.....	91
Agreement forms .....	91
<b>Appendix C: Diagnosis types recognized by the California Community College system .....</b>	<b>93</b>
Acquired Brain Injury (ABI) .....	93
Attention-Deficit/Hyperactivity Disorder (ADHD) .....	93
Autism Spectrum .....	94
Blind and Low Vision .....	95
Deaf and Hard of Hearing .....	95
Intellectual Disability .....	95
Learning Disability .....	95
Mental Health Disability .....	96
Physical Disability .....	97
Other Health Conditions and Disabilities .....	97
Temporary Health Conditions .....	97

# Introduction to SASS

## Welcome!

Congratulations! You have decided to continue your education at College of the Redwoods. We're glad that you're here. Student Accessibility Support Services (SASS) is an important partner in your success—we provide access to the educational process for students who experience barriers and educational limitations due to diagnosed health conditions.

We offer academic adjustments, auxiliary aids and services, support courses, counseling and advising, and much more. You can learn more about our available services in the [SASS Accommodations and Services](#) section of this handbook, or you can [contact the SASS office](#) to learn more.

## Who is eligible?

CR students with diagnosed health conditions and disabilities resulting in educational limitations are eligible to receive academic accommodations intended to improve access to education. You just need a diagnosis to get the process started, so don't worry if the "educational limitations" part is confusing – we will discuss that with you during your initial intake meeting with a SASS counselor. Students without a formal diagnosis but who suspect they have an underlying condition (such as a learning disability or mental health condition) can contact the SASS office for a consultation. Additionally, some diagnoses are verifiable by SASS staff without documentation, such as students with mobility, vision, or hearing conditions—again, contact the SASS office to discuss how you can qualify for admission to our program.

## Who needs to know about your diagnosis?

Information about your diagnosis is confidential. SASS personnel and California Community College state auditors have access to that information; otherwise, your health records are protected unless you sign a release form allowing us to discuss your records with other College personnel.

## How do you begin?

Begin by completing the SASS application, available on the [SASS website](#). If you prefer an application in an alternative format (like a printed version) please let us know. The application includes completing a release of information from a provider we can reach for verification of diagnosis purposes. You can also provide documentation you have in your possession that specifies your diagnosed condition(s). Please [contact the SASS office](#) if you have any questions regarding the application process.

# About this handbook

The handbook is intended to give students a general understanding of the services and accommodations that may be available through SASS. However, this handbook will not answer all possible situations. This handbook is published for information purposes and every effort has been made to ensure its accuracy. However, do not regard the provisions of this handbook as a contract between the College and the student. Please [contact the SASS office](#) if you have any questions about the material presented in this handbook or if you need additional information. This handbook is available in alternate formats upon request.



# Locations, contact and hours

## Locations

### Eureka

Learning Resource Center (LRC/Library), in the left back corner

### Del Norte Education Center

Main building, on the far side of the Library

## Contact

### Phone

(707) 476-4280

### Fax

(707) 476-4418

### Email

[SASS@redwoods.edu](mailto:SASS@redwoods.edu)

### Web

[www.redwoods.edu/sass](http://www.redwoods.edu/sass)

### Eureka LIGHT Center

(707) 476-4290

### Del Norte LIGHT Center

(707) 465-2353

## Office hours

### Fall and Spring semesters

Monday to Friday: 9 a.m. to 4 p.m.

### Summer term

Monday to Thursday: 9 a.m. to 4 p.m.

# Campus resources

- [Welcome Center](#)  
(707) 476-4135 or [welcome-center@redwoods.edu](mailto:welcome-center@redwoods.edu)
- [Admissions Office](#)  
(707) 476-4200 or [admissions@redwoods.edu](mailto:admissions@redwoods.edu)
- [Career Center](#)  
(707) 476-4159 or [careercenter@redwoods.edu](mailto:careercenter@redwoods.edu)
- [CalWORKS](#)  
(707) 476-4157 or [calworks-staff@redwoods.edu](mailto:calworks-staff@redwoods.edu)
- [Campus Safety](#)  
(707) 476-4112
- [Counseling and Advising](#)  
(707) 476-4150 or [counseling@redwoods.edu](mailto:counseling@redwoods.edu)
- [EOPS/CARE](#)  
(707) 476-4270 or [eops-staff@redwoods.edu](mailto:eops-staff@redwoods.edu)
- [Financial Aid](#)  
(707) 476-4182 or [finaid@redwoods.edu](mailto:finaid@redwoods.edu)

# Eligibility for SASS services

## Applying to SASS

Students with diagnosed health conditions/disabilities must voluntarily apply to SASS through an [electronic application](#) or a paper application. You can contact the SASS office if you need the application in an alternate format. Students are encouraged, but not required, to apply to SASS. Applications may be submitted at any time, year-round. Services provided by SASS are not retroactive; they only take effect once a student has agreed upon services per the Academic Accommodation Plan (AAP) with their SASS counselor and requested accommodations for the current term. It is important to apply to SASS and meet with a counselor as early as possible in order to have your accommodations available to you for as much of the term as possible.

To qualify for the program, students must be admitted to the College and submit documentation verifying a qualifying diagnosis or disability that limits one or more major life activities, resulting in an educational limitation. An educational limitation is a health-related condition in the educational setting that occurs when the limitation prevents a student from fully benefiting from classes, activities, or services offered by the College without specific, additional academic adjustments, auxiliary aids, services, or instruction. Dual Enrollment, Concurrent Enrollment, noncredit, and Rising Scholars/ justice-impacted students with qualifying diagnoses are all eligible for services through SASS. However, students only enrolled in not-for-credit courses through Workforce and Community Education are not eligible for services, since those are not CR courses.

## Diagnosis types

Diagnoses may include, but are not limited to:

- Acquired Brain Injury
- Attention-Deficit/Hyperactivity Disorder (ADHD)
- Autism Spectrum
- Blind and Low Vision
- Deaf and Hard of Hearing
- Intellectual Disabilities
- Learning Disabilities
- Mental Health Disabilities

- Physical Disability
- Other Health Conditions and Disabilities which limit a student's ability to access the educational process
- Temporary Health Conditions

For detailed information about diagnosis types, read [Appendix C: Diagnosis types recognized by the California Community College system](#).

## Documentation

Examples of allowable documentation to qualify for SASS services include but are not limited to the items listed below. **Please note: all documents must include your name, the name of your provider or referring agency, and a diagnosis.**

- An IEP or 504 plan from high school.
- Testing records (such as learning disability assessments and audiological reports).
- Medical or mental health records, including MyChart printouts.
- Pictures of current prescriptions showing your name and your provider's name. (Please note that medication must be for a specific diagnosis.)
- Verification from a state agency such as the Department of Rehabilitation, Veterans Affairs, or Regional Center verifying your diagnosis.
- A letter from a licensed provider verifying your diagnosis which includes your name and your provider's name.

## Verification and assistance

- Some conditions, such as missing limbs or mobility issues, can be verified visually by SASS staff
- If you do not have access to any of your health records, we can reach out to the provider you list on your SASS application for verification. For us to contact your provider, you must complete the Release of Information (ROI) section of the SASS application.
- If you do not have a diagnosis or do not have current access to a provider, please contact the SASS office for a consultation or use CR's [TimelyCare](#) service to see a provider virtually.

## Status and participation

- With the exception of students with [temporary health conditions](#), students may remain participants in SASS for the duration of their time at CR. Again, program participation is entirely voluntary.
- Not all students with health conditions qualify and/or require SASS services. Some students may choose to request accommodations through the campus ADA/504 Coordinator rather than apply to SASS. Students requiring immediate accommodations may also reach out to the campus [ADA/504 Coordinator](#) or SASS Director for immediate provision of temporary accommodations while their application to SASS is pending.

### Examples of students who may choose to opt out of SASS:

- Students whose only need is a service animal do not need to register with the SASS office to have a service animal on campus.
- Students with certain diagnoses can manage their limitations on their own without the need for SASS support.
- Students with [temporary disabilities](#) may choose not to apply to SASS for temporary accommodations.
- Pregnant students may choose to receive accommodations through the [Title IX office](#) instead of SASS: (707) 476-4133, [titleix@redwoods.edu](mailto:titleix@redwoods.edu).

## Intake meeting

Once your application has been processed and diagnosis verification has been reviewed and confirmed by SASS staff, you will be contacted to schedule an intake appointment with a SASS counselor to determine appropriate accommodations based on your diagnosed condition(s). The educational limitations that necessitate specific services, special instructional programs, and/or academic accommodations must be directly related to the diagnosed health condition(s). SASS works closely with each student to verify health conditions and identify their educational limitations through the interactive intake meeting.

Following the intake meeting, you will have identified accommodations available to use in your courses and at CR campuses as needed. You will need to request those accommodations each term you are enrolled at CR. Additional accommodations can be discussed with a SASS counselor at any time as needed, especially if you obtain an additional diagnosis or if any of your approved accommodations are not effective for you.

During your intake meeting, please be prepared to discuss the following:

- Describe your disability/health condition and how it impacts you. Student self-report is a critical component of the interactive dialogue process with your SASS counselor.
- 1. Review the disability verification that you submitted to us. Be prepared to discuss your strengths, challenge areas, and any recommendations included in your records.
- 2. Accommodations you've received in the past and how they have helped or not helped you.
- 3. How you learn best and any strategies you've developed to be successful as a student.
- 4. If at any time your health condition changes or you find that your approved accommodations are not effective, you can reach out to the SASS office to discuss your situation and available options.

## Maintaining eligibility

Once admitted to SASS, students must:

1. Request academic accommodations each term through your [Accommodate portal](#) or by meeting with a SASS counselor.
2. Maintain program eligibility by receiving services from the SASS office annually.

## Additional diagnosis

If you ever receive an additional diagnosis or would like to discuss adjusting your approved accommodations, please reach out to SASS for an appointment.

## Updated verification

You may be asked to provide updated verification if you have a disability that changes over time, or if you qualified for services based on a temporary disability. If you want to request a service that was not previously authorized, you must meet with a SASS counselor for an interactive conversation to discuss your new request. Your SASS counselor may be able to authorize the accommodation based on the current disability verification, or they may need to request additional verification from your provider.

## Ongoing utilization

If you do not utilize SASS services for two or more primary consecutive (fall and spring) semesters, you must submit a new request for SASS services through Accommodate or by contacting the SASS office directly. Previous documentation still on file with SASS may be used if still relevant but

depending on your circumstances and how long you have been out of the program, new documentation may be necessary.

# Rights, responsibilities and policies

SASS students are held accountable to follow all policies and procedures set forth in the College of the Redwoods Catalog. Below are SASS-specific rights and responsibilities not specified in the catalog.

## Student rights

- Student participation in SASS shall be entirely voluntary.
- Receiving SASS support services or instruction shall not preclude a student from also participating in any other course, program, or activity offered by the College.
- Evaluation is based on ability, not disability.
- All health records maintained by the SASS office shall be protected from disclosure and shall be subject to all other requirements for handling of student records under the Family Educational Rights and Privacy Act (FERPA).
- If an agreement between faculty member, SASS professional, and the SASS Director cannot be reached regarding services and accommodations, students may appeal through the formal College of the Redwoods [grievance process](#) and/or the Office of Civil Rights (OCR).

## Student responsibilities

- Provide the SASS office with the information, documentation, and/or forms (such as medical and educational forms) deemed necessary by SASS to verify diagnosed health conditions.
- Do not make any unauthorized changes to any forms or paperwork submitted to or distributed by the SASS Program.
- Meet with a SASS counselor to complete the necessary paperwork and discuss appropriate accommodations and services each term.
- Request accommodations from the SASS office in a timely manner each term. Students must request a new Support Services Agreement (SSA) each term from the SASS office in order to have accommodations approved for that term. Students must abide by policies surrounding timeliness (i.e., refrain from same-day accommodation requests). Although SASS will provide them if logistically possible, requests should be made with ample time to allow staff and faculty to coordinate the provisions of accommodations and services. Requests for alternate media, interpreting, captioning, and human note-takers should be made well in advance given the challenges in scheduling and providing those



accommodations. Please contact SASS to determine if a specific accommodation request has a specific timeframe.

- Collaborate with faculty and SASS staff in a timely manner to ensure implementation of approved accommodations.
- Notify the SASS office promptly if any issues or barriers are encountered in the classroom or in other College spaces that impede the implementation of accommodations or equal access.
- Comply with the student conduct code adopted by the College and all other applicable statutes and regulations related to student conduct, per CR [AP 5500](#).
- Utilize SASS services and accommodations in a responsible manner and understand that SASS uses written service provision policies and procedures that must be adhered to for continuation of services.
- When enrolled in [educational assistance classes](#), make measurable progress toward the goals developed for the course as established in the student's Academic Accommodation Plan (AAP).
- When the student is enrolled in general College classes, meet academic standards established by the College, as applied to all students.
- Check student Redwoods email regularly for updates and notifications of accommodations provided by SASS.
- Students are presumed to have independent living skills to provide for their personal needs on campus. Personal assistance is not considered a mandated educational accommodation; therefore, the student must provide a personal attendant or mobility aide at their own expense, if one is needed. Any personal attendant must be approved through SASS prior to assisting the student on campus.
- Students receiving contracted SASS services (e.g. interpreters, captioners, and note-takers) are responsible for notifying the SASS office of any planned absences at least three (3) business days prior to the time these services have been scheduled to be delivered. Failure to do so may result in the suspension of these SASS services.

## Faculty rights

- Set academic standards for their courses.
- Evaluate the student based on the standards of the class and grade accordingly.
- Require students to follow the conduct standards of the College.
- Appeal a decision regarding the provision of an accommodation that would pose a fundamental alteration to the course objectives or program requirements. Appeals should be submitted to the Director of SASS. If an instructor is dissatisfied with the appeals outcome, they can process a complaint with CR administration.

## Faculty responsibilities

### Faculty will:

- Log into [Accommodate](#) to view student accommodations when they receive an email alerting them regarding a new Support Services Agreement (SSA, also known as an accommodation letter). SSAs may be issued at any time before or during the academic term, including during finals week.
- Advise the student to contact SASS if the student requests an accommodation and the instructor has not received written notification from the SASS office regarding that specific accommodation.
- Collaborate with the SASS office to facilitate the implementation of accommodations in an equitable and timely manner—prompt delivery of accommodations is crucial to student success.
- Contact the SASS office if there is concern or disagreement about the accommodations provided to a student.
- Respect and maintain a student's right to confidentiality by not announcing or discussing the student's health condition in the presence of other students or staff.
- Provide paper handouts in a timely way for alternate media provision. For example, braille documents can take up to 12 weeks to prepare and provide to students, depending on the complexity of the material.
- Select textbooks in a timely way so that alternate media files can be ordered from the publisher and/or other alternate formats can be produced or procured by SASS as early as possible so that students do not fall behind in class.

- Provide material and course content in accessible formats. Work with the SASS Alternative Media Specialist regarding technology-related accessibility.
- Work with SASS and Distance Education (DE) to ensure that instructional web pages and other digital resources are accessible to students who use assistive technology.
- Work with SASS and Distance Education (DE) to ensure that all instructional videos are captioned accurately.
- Ensure that testing accommodations do not impact lecture time or other course meeting requirements. Students with testing accommodations should not miss any instruction or activities provided to non-SASS students.
- Reach out to SASS with any accessibility-related questions.

### Faculty will not:

- Refuse to provide any reasonable accommodations unless they believe the accommodations would result in a fundamental alteration to their course objectives, in which case the faculty member must reach out to the SASS Director for a discussion about the implementation of said accommodations.
- Question whether the health condition exists when accommodations have been authorized by SASS.
- Inquire about the nature of students' disabilities or health conditions.
- Examine students' disability/health records, except the accommodations letters (SSA) provided by SASS, which only list approved accommodations.

## SASS office rights

- SASS will request documentation that supports the need for accommodations.
- SASS will deny a request for accommodations if the documentation demonstrates that the request is not warranted or if the individual fails to provide appropriate documentation.
- SASS will suspend services if a student persistently violates SASS policies and procedures regarding academic accommodations.

## SASS office responsibilities

- Verify the student's disabilities/health conditions and authorize accommodations based on educational limitations caused by the verified health conditions, per the interactive process with the student.
- Assist faculty in implementing or arranging accommodations in a timely and equitable manner.
- Hold student health records confidential except where permitted or required by law.
- Notify the CR Behavioral Intervention Team if any student speaks with a SASS staff member about harm to self or others, harassment or discrimination, or any form of assault or violence.
- Communicate to students, faculty, and staff the process to request accommodations.
- SASS helps students obtain accommodations and services necessary to allow equal access to College of the Redwoods' programs and services. It is the responsibility of the SASS office to utilize resources so that all SASS students can receive equitable services. SASS establishes policies and procedures for responding to, in a timely manner, requests involving accommodations.
- Any accommodations, services, and/or instruction must:
  - a) Be provided in a timely manner.
  - b) Be directly related to the educational limitations of the verified disabilities of the student.
  - c) Be directly related to the student's participation in the educational process.
  - d) Not include any change to curriculum or course of study that is so significant that it alters the required objectives or content of the curriculum in the approved course outline, thereby causing a fundamental alteration.

- e) Be re-evaluated as necessary and as requested by the student.
  - f) Promote the maximum independence and integration of SASS students, including student self-advocacy.
  - g) Not duplicate services or instruction which are otherwise available to all students.
  - h) Support participation of SASS students in educational activities consistent with the mission of the community colleges as set forth in Education Code section 66010.4.
- Hold SASS students accountable to the CR student conduct code ([AP 5500](#)).
  - Suspend services if a student persistently violates SASS policies and procedures regarding academic accommodations.
  - Requests for services that require immediate modification can be permitted by the Director of SASS or designated College official with knowledge of reasonable accommodation requirements, pending final resolution after the assessment process and/or final resolution.

## Students' rights to confidentiality

Under the laws affecting higher education, including the Family Education and Right to Privacy Act of 1974 (FERPA) and Title 5, students have the right to confidentiality as it relates to their diagnoses and health records. All health-related records and information held by the SASS office remain confidential unless students sign a written release specifying which documents may be released to selected individuals. An exception to this right to confidentiality is that College or state auditors are permitted to examine student files for compliance with laws and standards. Faculty do not have the right to student health records.

Participation in the SASS program is confidential. There is a statement on the SASS application, which students sign when applying, allowing SASS staff to contact other College personnel who are directly involved in the student's education in order to expedite student accommodations. SASS staff may use their professional judgment in sharing the names of SASS students and their accommodations with other College of the Redwoods employees who have an educational need to know; however, health records and diagnoses are not shared without student consent, aside from the exception for state auditors. Faculty are not allowed to disclose student SASS participation in front of other students. Any questions about confidentiality should be directed to the SASS office.

### Regarding faculty interactions

- If a particular service provider, such as a sign language interpreter or captioner, is assigned, that information will be shared with the instructor.
- Any faculty discussion of accommodation issues should be conducted in private with the student.
- The student, and no one else, may share the diagnosis and other particulars of the disability with faculty. A student's decision to share such information with faculty is entirely voluntary.
- Faculty must make generic classroom announcements, such as when requesting a notetaker, and not single out SASS students. This is especially important when making arrangements for testing accommodations, SASS students should not be singled out due to their testing accommodations.
- Information cannot be shared with other faculty, staff, or students without the student's expressed consent. The only exception is a "specific professional need to know," and if this rare circumstance arises, the faculty member is advised to first consult with the SASS Director or the College ADA/504 Officer.

## Policy for recording lectures

In accordance with Subpart E of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and policy from U.S. Department of Education Office for Civil Rights, a student with a qualifying disability which adversely affects the student's ability to take or read notes may be permitted to audio-record class lectures as a reasonable academic accommodation. In an effort to ensure faculty concern for privacy and protection of copyright while still assuring the availability of recording classroom lectures as a reasonable accommodation for students, use of this accommodation is subject to the conditions listed below.

Violation of this policy may be deemed academic misconduct prohibited by the student conduct code ([AP 5500](#)).

If faculty members have questions or concerns regarding the recording of their class discussions, or the nature of the information presented here, please consult with the SASS office.

- The faculty member must have received the SASS accommodations letter (SSA) specifying the recording of classroom lectures as a reasonable accommodation.
- Recordings of class lectures are only for the student's personal use in study and preparation related to class.
- The student must comply with a faculty request to stop recording during discussions, demonstrations, guest speakers, or other situations of a sensitive nature that do not contain information affecting course competencies or grades. The faculty member should provide as much notice of these situations as possible in order for the student to coordinate with the faculty member and SASS to have notes taken on the substantive parts of the lecture.
- The student may not share these recordings with any other person without the written consent of the faculty member.
- Information contained in the recorded lectures may be protected under federal copyright laws and may not be published or quoted without the written consent of the faculty and without giving proper identity and credit to speakers. This includes publication via any social media platform, emails, or text messages.
- The student may not use the recorded lectures against the faculty member, other instructors, or students whose classroom comments are recorded as part of the class activity. This provision is subject to the protections under policy and the law.
- The student will erase all recorded class lectures when they are no longer needed for academic work. Upon written request from the faculty member, the student will return all class recordings to the faculty member for erasure. Faculty members should provide SASS

with a copy of the aforementioned written request. Likewise, students are not permitted to post the lectures on any social media platform.

- Students who wish to keep recordings beyond the end of the course for future review must obtain written permission from the faculty member.
- Audio recordings outside of the typical classroom experience (including fieldwork, internships, etc.) may be discussed on a case-by-case basis in collaboration with the faculty member, program of study, site manager, and SASS.

## Suspension of SASS services

Students may have services suspended for any of the following reasons:

- The student is not making progress toward their Student Educational Plan (SEP) and/or Measurable Progress Document (MPD), as determined by the instructor of an Educational Assistance Class or SASS counselor.
- The student is not making academic progress according to the established College progress policy.
- The student fails to comply with the requirement(s) of their Measurable Progress Document (MPD) and/or Student Educational Plan (SEP).
- The student abuses the use of reasonable academic accommodation support services provided by SASS. Abuse of services is defined as a failure to comply with the policies and procedures of the individual services that a student is using.

Failure to comply with the above requirements may result in the suspension of some or all SASS services. Suspensions are for limited time periods based on the evaluation of the Director of SASS and/or designated College official. Notification of suspension of services should be in writing to the student.

The procedure for suspension of services is:

- 1) The SASS Director will issue a written warning that SASS services may be suspended and request that the student meet with the SASS Director to discuss this matter. The letter will indicate that if the student does not meet with the SASS Director that SASS services may be suspended because the student failed to meet the requirements.
- If the student chooses not to meet with the SASS Director or if the student continues to fail to meet one or more of the requirements, the SASS Director will determine if the student's SASS services should be suspended and for what duration of time. The SASS Director will notify the student in writing that SASS services will be suspended as of a specific date and



for what duration of time. The written notification will include notice to the student that they have ten (10) business days to appeal the decision to suspend SASS services.

- 2) If a student appeals the suspension of SASS services, the student will need to meet with the SASS Director. At that meeting, the student will provide either written and/or verbal reasons why their SASS services should not be suspended. If the student is not satisfied with the outcome of the appeal, they can discuss the matter with the College's Chief Student Services Officer.
- The SASS Director will evaluate the information provided by the student and can determine whether to continue the suspension of SASS services or to reinstate SASS services. The written decision will be mailed to the student within ten (10) business days.
  - If the student is not satisfied with this decision, they may appeal it through the College's grievance process as outlined in the College catalog and on the [CR Student Complaint Process website](#).

## Academic accommodations policy

Under federal and state laws, the College is required to make modifications to academic requirements and practices as necessary to ensure that they do not discriminate against a qualified student with a disability.

The College is also required to have a policy and procedure for responding to students with verified disabilities who request academic accommodations. SASS students have the right to receive reasonable academic accommodations to create an educational environment where they have equal access to instruction, without fundamentally altering any course, educational program, or degree.

### Requests for academic accommodations policy

The Student Accessibility Support Services (SASS) Office is a resource for the general College community for information about and implementation of academic accommodations. Through an interactive process with SASS, appropriate accommodations are identified for students who have submitted an application and all necessary documentation to SASS. If you need academic accommodations, meet with one of the SASS counselors to complete a Support Services Agreement (SSA). Share information from the SSA with your instructor(s). If the instructor agrees, the accommodation is then implemented. While the right to accommodations is not negotiable, its implementation is. If the instructor questions the implementation, the student, the SASS director, and the instructor continue to talk until an agreement is reached. (Note: this may mean that an alternative accommodation may be implemented.) If the rare circumstance occurs that no agreement can be reached, the accommodation is temporarily implemented (per [AP 5140](#)) pending final resolution by the Academic Accommodations Committee. The Academic Accommodations Committee meets and reviews all information regarding the request. The committee will either approve, deny, or recommend a third accommodation. The decision is then final.

## Grievance procedure

In situations where an agreement cannot be reached on the reasonable academic accommodation or service for the student, the Director of SASS, the faculty member involved in the grievance, and an Academic Accommodations Panel will review the grievance. At this phase, every effort will be made to resolve the matter through the informal process. The panel will include three faculty (at least one from SASS), one student representative, one administrator, and one SASS staff member. The student still has the right of external appeal to the Office of Civil Rights under Section 504 of the Rehabilitation Act of 1973.

Students who reasonably believe a College decision or action has adversely affected their status, rights, or privileges may file a student grievance form and submit it to the Office of the Vice President of Student Services. Students are expected to first make a reasonable effort to resolve matters informally with either the person whom the student has the grievance and then that person's supervisor or College administrator, if necessary. Students seeking to appeal the denial of SASS services should seek remedy through the Director of SASS. If, after consulting with the SASS Director, students are still not satisfied, they may appeal via the [Student Complaint Process](#). Additional information regarding College of the Redwoods academic policies may be found in the College catalog.

# Accommodations information

## Academic accommodations

Students with diagnosed health conditions and disabilities must be given equal opportunities to acquire information and be evaluated so they can fully demonstrate knowledge of the subject. Accommodations are designed to make courses accessible in order to assist students in overcoming functional limitations resulting from their health condition(s), without altering the content or objectives of the course or degree requirements. Students are still responsible for meeting course educational and conduct requirements. It is the responsibility of faculty, with the assistance of SASS staff, to allow the student to utilize academic accommodations and support services in the classroom setting. If you have any questions or concerns about how your accommodations are being implemented, you should contact the SASS office for clarification immediately. Any accommodations approved by the SASS office must be honored by your faculty and the College at large. However, while the right to accommodations is not negotiable, its implementation is. If the instructor questions the implementation, the student, the SASS director, and the instructor continue to talk until an agreement is reached. (Note: this may mean that an alternative accommodation may be implemented.)

## Academic accommodations must be reasonable

SASS counselors have an interactive discussion with students to approve what can be deemed reasonable accommodations. There are three areas considered to be unreasonable for accommodation requests: 1) accommodations cannot pose a direct threat to others, 2) accommodations cannot make substantial changes to curriculum or student learning outcomes (no fundamental alterations to courses or program/degree objectives or requirements), and 3) accommodations cannot pose an undue financial hardship or administrative burden to College of the Redwoods. Accommodations should:

- Overcome disadvantages imposed by a disability.
- Provide equal opportunity for achievement.
- Address individual needs.
- Be provided as a legal right, not as a privilege.

Effective accommodations preserve academic integrity. They must not:

- Provide a competitive advantage.
- Lower the academic standard by “watering down” content.

- Lower the academic standard by grading the student more leniently.
- Continue if ineffective or no longer required.

## Academic Accommodations Plan (AAP)

Upon joining SASS, students will, during their intake meeting with a SASS counselor, agree upon the approved accommodations intended to overcome any educational limitations caused by documented health conditions while at College of the Redwoods. These accommodations are documented along with any educational limitations on the Academic Accommodation Plan (AAP), which is the source for all future accommodations listed on the Support Service Agreements (SSA) that are sent to faculty each term. If at any time your health condition changes or you find that your approved accommodations are not effective, you can reach out to the SASS office to discuss your situation and available options with a SASS counselor.

## Educational limitations

Health-related functional limitations in the educational setting that inhibit one or more major life activities. This occurs when the limitation prevents the student from having full access to and equal participation in the educational process including classes, activities, or services offered by the College to students without health conditions or disabilities. Academic accommodations are meant to overcome these limitations.

## Disability

A person with a disability is someone who, according to the [Americans with Disabilities Act \(ADA\)](#), meets one of the following criteria:

- has a physical or mental impairment that substantially limits one or more major life activities,
- has a history or record of such an impairment (such as cancer that is in remission), or
- is perceived by others as having such an impairment (such as a person who has scars from a severe burn).

Because not everyone identifies with the term disability, SASS uses terms such as diagnosis, health condition, and impairment interchangeably in order to be more inclusive. However, state and federal law consider all qualifying SASS students to have a disability according to the above ADA definition of disability. To qualify for SASS services, students need to not only have a health condition that qualifies as a disability but also experience a substantial limitation to a major life activity due to that health condition.

## Major life activity

Major life activities are the kind of activities that you do every day, including your body's own internal processes. There are many major life activities in addition to the examples listed here. If your condition prevents or substantially limits you from one or more of the activities below that affect your ability to engage in the educational process as a student, that is an educational limitation. Some examples include:

- Actions like eating, sleeping, speaking, and breathing
- Movements like walking, standing, lifting, and bending
- Cognitive functions like thinking and concentrating
- Sensory functions like seeing and hearing
- Tasks like working, reading, learning, and communicating
- The operation of major bodily functions like circulation, reproduction, and individual organs

## Substantially limits

Per the [ADA](#), the term “substantially limits” is interpreted broadly and is not meant to be a demanding standard. But not every condition will meet this standard. An example of a condition that is not substantially limiting is a mild allergy to pollen.

## Fundamental alteration

A fundamental alteration is defined as any change to a course curriculum or course of study that is so significant that it alters the required objectives or content of the curriculum in the approved course outline of the course or degree, or fundamentally changes the method of instruction. Services offered through SASS must not result in fundamental alterations to the course content or learning outcomes. If such a situation arises, the faculty member should contact the SASS office immediately to discuss solutions. The burden of proof is on the College to demonstrate that the student’s accommodations would alter the fundamental nature of a course or a program. A central consideration is that the College administration and the faculty/staff member(s) have made good faith efforts to provide appropriate, reasonable, and equal access to the College’s educational programs, services, and activities without altering their fundamental nature.

## Timeliness of services

Accommodations approved by SASS must be provided in a timely manner. This applies to accommodations provided by faculty, the College, and by the SASS office directly. Timeliness in delivering accommodations is necessary to facilitate student success in assignments and courses as a whole. While there is no standard definition for timely provision of such supports, the most critical element should be the provision of the adjustment, aid, or service in time to ensure that the student is able to keep up with the assignments, workload, and quizzes and examinations along with other students in the course, including their non-SASS peers. Timeliness of services is also determined by when the student made the request for services for a given term, so it benefits students to request services as early in the term as possible. Requests for alternate media, interpreting, captioning, and human note-takers should be made well in advance given the challenges in scheduling and providing those accommodations. See recommended timelines for requesting these services in the [Requesting Accommodations](#) section of this handbook.

## Measurable progress

All students are required to maintain satisfactory progress while enrolled at CR. Even with accommodations, students may encounter difficulties due to health conditions and disabilities, life circumstances, or other reasons that prevent them from achieving these goals. Students are encouraged to use authorized accommodations and services, to choose appropriate classes and a reasonable course load, and to meet regularly with their SASS counselor in order to plan for a

successful College experience. SASS students are responsible for notifying the SASS office immediately if reasonable accommodations are not implemented in an effective or timely manner.

A lack of measurable progress may result in a [suspension of services](#) from SASS. Lack of measurable progress can be determined in any of the following ways:

- Failure to pass (grades of W, NC, D or F) classes while utilizing approved accommodations.
- Failure to meet College of the Redwoods academic standards (see “Academic Standards” section in the current CR College catalog).
- Failure to make progress for two consecutive semesters toward the goals established in the student’s Academic Accommodations Plan (AAP).
- For detailed information regarding maintaining measurable progress, please refer to “Probation, Dismissal, and Readmission,” included in the “Academic Standards” section of the CR College catalog.



# Requesting accommodations

Student accommodations are communicated to faculty through the [Accommodate](#) data management system. Once a student's accommodations are verified with the SASS office, faculty receive a notification that a new student accommodation letter (Support Services Agreement, SSA) is available for their review. Faculty can log in to Accommodate to review this information.

## Support Services Agreement (SSA)

SASS students must complete a Support Services Agreement (SSA) each term in order to secure accommodations for that term. The SSA is a confidential letter sent to faculty each term at your request indicating which accommodations you are approved for. SSAs must be requested each term through [Accommodate](#), or by scheduling a meeting with a SASS counselor. SSAs may be requested up to four weeks prior to the start of the upcoming term. A student who presents an SSA to an instructor is authorized by the SASS office to receive those accommodations.

The following are the student's responsibilities:

- Request an SSA through Accommodate with SASS each term. SSAs may be requested up to four weeks prior to the start of the upcoming term. SSAs may be revised more than once a term depending on the documented needs of the student; contact SASS if you require additional accommodations or changes to your SSA during an academic term.
- Present to your instructors a copy of your current SSA as authorization to receive accommodations. Having a conversation with your instructors regarding your SSA and how accommodations will be implemented is an essential step in the accommodations process. This should be done as soon as possible in order to receive timely accommodations. Instructors are also able to view your SSA through Accommodate.
- Tell SASS early in the semester if accommodations (such as note taking or test taking accommodations) are not working so that corrective or additional actions may be taken.
- Alterations of the SSA by a student are prohibited and a violation of the student conduct code and may result in a suspension from SASS and/or a referral to the College for violation of the student conduct code ([AP 5500](#)).

## Recommendations

For a positive and successful experience, we recommend that students:

- Meet with a SASS counselor, or another CR advisor or counselor, to review the remaining program course requirements before course registration opens so you are aware of your

requirements and have a graduation timeline planned based on advice from your advisor or counselor.

- Register for courses as soon as your registration window opens.
- Once you know your course schedule for the upcoming term, request your accommodations letter up to four weeks prior to the start of the term for your faculty through [Accommodate](#) or by meeting with a SASS counselor.
- Review the course syllabus or Welcome Letter in Canvas as soon as it's available to learn about the requirements for the course. Not only will this prepare you for the academic requirements you will have to complete, but it can help you plan your accommodations for the term.
- Reach out to your instructor as early as possible (before the term begins if possible) and notify them of your accommodations and any support you may need. This is especially important if you require any [alternate media](#) or any other complex accommodations that will take time to arrange.
- Submit requests for alternate media as early as possible given the time it takes to provide these materials.
- If you have [testing accommodations](#) and will be testing in person in the [Academic Support Center \(ASC\)](#), follow the ASC instructions for test proctoring approval well in advance of your first quiz or exam.
- Reach out to the SASS office if you need to check out any assistive technology, or if you have questions about using assistive technology provided to you.
- If you will require transportation assistance, note-taking assistance, an American Sign Language interpreter, or real-time captioning, communicate with the SASS office early to make arrangements for those services.
- Contact the SASS office if you experience any issues with your approved accommodations, if you require additional accommodations, or if you experience a new diagnosis that requires additional support than you are already receiving.
- Throughout the term, utilize additional support services, counseling, and tutoring, as needed.

## Requesting an SSA through Accommodate

To request an SSA through Accommodate:

1. Log in to [Accommodate](#) using your CR Single Sign-On.
  - From the Accommodate home page, click “Accommodation” on the left-hand sidebar.
  - From the drop-down list, select “Support Services Agreement.”
  - Click “Add New,” then select the appropriate semester from the drop-down menu.
  - Check to ensure that all your classes are listed on the right-hand side of the screen.
  - You may click “Review the Renewal” to review the SSA before submitting, or “Submit for All Accommodations” to submit without reviewing. Once it is submitted, the SSA will be routed to SASS for review. When your accommodations have been reviewed and approved by SASS, you and your instructors will receive an email to your Redwoods email address notifying you that your SSA letter is ready to view in Accommodate.
  - Contact the SASS office if you experience any difficulties using the Accommodate website, or if you would prefer to meet with a SASS counselor directly to discuss your SSA rather than using Accommodate.
  - Please note that if you add an additional class after receiving your SSA, you will need to submit another SSA request through Accommodate for your new instructor.

## Timelines for more complex accommodations

The following accommodations are more complex and therefore require additional time to provide to students. Below are the recommended timelines for requesting these accommodations:

Accommodation	Recommended Deadline
Interpreting & Real-Time Captioning	At least two (2) weeks prior to the start of the term.
Human Note-Taker	At least one (1) week prior to the start of the term.

Alternate Media or other course materials, such as e-texts, audio, braille, tactile graphics and 3-D prints	At least four (4) weeks prior to the start of the term. For braille requests, earlier requests are recommended due to the complexity of braille materials, which can take up to 12 weeks to produce.
---	--

# SASS accommodations and services

Available services and accommodations may differ by campus location. Access to these accommodations are determined by your intake meeting with a SASS counselor; approved accommodations will be listed on your Academic Accommodation Plan (AAP), which is available in [Accommodate](#) or by contacting the SASS office. Consult with a SASS counselor to determine which services and accommodations are available to you due to the educational limitations caused by your health conditions.

## Classroom accommodations

### Access to food and drink

Students may need to have light food and drink options to assist with symptom management. For science and computer labs, instructors should address safety while allowing the accommodation. Students may step outside the classroom for food and drink if needed.

### Access to instructor notes and presentations

Students with certain conditions benefit from having access to the original lecture presentations (such as PowerPoint slides). Faculty should provide these to the student in the most accessible format possible.

### Adjustable height tables and chairs

Arrangements can be made for students to have adjustable height tables and/or chairs for in-classroom use. Contact the SASS office if any of your classrooms do not already have this furniture available when needed.

### Alternate media

Alternate media refers to textbooks or other class materials produced in a specialized format. Types include, but are not limited to: braille, large print, audio materials, and electronic files (E-texts). It can take six weeks or more for alternate media to be produced or sourced from the California Community College Chancellor's Office (complex braille documents can take up to 12 weeks), so students should request their alternate media as early as possible. In addition to classroom textbooks, students should discuss with their faculty early in the term any other course materials that may need to be converted into alternate format for timely submission to SASS for processing. Additional details are provided in the [Alternate Media](#) section of this handbook.

## American Sign Language interpreters

American Sign Language interpreters are community professionals who are hired by SASS to provide American Sign Language interpretation for classes, labs, required field trips, and counselor/advisor appointments for students who are deaf or hard of hearing. It is the student's responsibility to request interpreter services from SASS for outside class activities, such as field trips or meetings with instructors—SASS will not know about your need for interpreters outside of standard class meetings times unless you notify the SASS office ahead of time.

Notice of at least 14 business days to SASS is required to request interpreters due to their work schedules. Last-minute interpreter requests will be expedited as quickly as possible as interpreter staffing allows.

If you will not need an interpreter for a pre-scheduled date, you must notify the SASS office at least three (3) business days ahead of time. Failure to notify the SASS office of an absence will result in a warning for the first absence, a discussion with the SASS Director for the second absence, and if there is a third unannounced absence your accommodation for an interpreter may be suspended until further notice.

If you have a concern about an interpreter, you are encouraged to meet with the assigned interpreter to resolve the issue. If you do not feel comfortable meeting with the interpreter to resolve the issue, please contact the SASS office for assistance.

Additional information regarding interpreters may be found in Appendix A of this handbook and related information in the “captioning” section below.

## Assistive and adaptive technology

[Assistive technologies](#) include but are not limited to: screen and document readers, scanners, tactical graphics, computer screen magnifiers, closed-circuit TV magnifiers, voice-to-text, special keyboards and mice, smart pens, assistive listening devices, digital voice recorders, and software designed to support users with disabilities. Assistive technologies and adaptive computer stations are available through the Colleges’ labs and library locations, see the [SASS website](#) for a list of locations.

## Captioning

Captioning services (such as CART) may be provided to a student who is hard-of-hearing or deaf to provide a transcription of audio information in a text-based format. Most students provided with this accommodation are given access to a web-based service called Genio, which records audio and provides a live text transcription of the recording (access to Wi-Fi or cellular data is required for transcription). Other technological solutions are available, including those pre-installed on smart phones and laptops/tablets. In some situations, a human captioner/stenographer may be used

instead, either in person or virtually; requests for a live captioner need to be approved by the SASS Director and requested 14 business days in advance and follow the other steps of the policy for requesting a human captioner. Additional information regarding captioners may be found in Appendix A of this handbook and related information in the “American Sign Language Interpreters” section above.

## Lecture recording

This accommodation allows the student to use their devices (i.e. phone, laptop, digital voice recorder, Smart Pen, and/or Genio) to record audio and visual lecture content for later review. Lecture recordings may not be shared with other people without the consent of the lecturer. Students utilizing this accommodation agree to abide by the [Recording of Class Lectures](#) policy in this handbook.

## Note-taking assistance

Students may be unable to take notes on their own and require assistance with producing notes for their classes. Most students provided with this accommodation are given access to a web-based service called Genio, which records audio and provides a text transcription of the recording. Smart Pens and digital voice recorders are also available for audio recording.

If students with this accommodation prefer, they can request another student in the course share their notes anonymously with them. Without identifying the requesting student, the instructor will be asked to make an announcement in class that a note taker is needed, and if there is a volunteer that person can share their notes with the instructor as an intermediary so that the notes can be shared with the SASS student confidentially. If the student prefers to personally ask a specific student in the class to provide notes, they can work that out on their own without involving the instructor. If another student does not volunteer to be a note taker, please contact SASS for further instruction. Human notetakers do not perform any task beyond sharing copies of their notes—they are not required to participate on your behalf in class, help you study, or provide any other service. Please note that SASS is not responsible for any challenges posed by using a human notetaker, including notetaker absences or illegible/inaccurate notes.

## Personal attendants

Some students are approved to have a personal attendant attend classes with them. Personal attendants are not provided by College of the Redwoods; students are responsible for making arrangements for a personal attendant on their own. All personal attendants must be pre-approved by SASS before accompanying a student into the classroom setting. As with all other accommodations, personal attendants will be included on Support Services Agreements (SSAs).

Attendants are expected to follow these guidelines:

- May provide personal care duties such as turning pages, retrieving books, taking off coats, assisting with personal hygiene, maintaining appropriate classroom conduct etc.
- Attendants will provide services in a discreet manner without disrupting instruction.
- Attendants are not responsible for the student's academic progress and cannot complete work for the student, direct student in what to write or say, or modify the student's academic performance in any way.
- Attendants must abide by classrooms rules and regulations regarding phone and tablet usage during class.
- Attendants will not carry on conversations with the student during class.
- Attendants will not independently participate in class.
- Attendants will not discuss any confidential information about the student with faculty, staff or other students.
- Attendants will follow the College's Student Code of Conduct.

Any issues with personal attendants should be directed to the SASS office immediately.

## Preferential seating

Students may prefer to sit near an exit, near an electrical outlet, or near the front of the class. Faculty should help to ensure that the seating is reserved for the student with this accommodation.

## Standing, moving, stretching, and taking breaks

Students may benefit from breaks or physical movement due to the nature of their health conditions.

## Testing accommodations

Testing accommodations cover any type of timed in-class assessment: quizzes (including pop quizzes), tests, essays, etc. Available testing accommodations may include but are not limited to:

- provision of extended time to take a test or quiz
- distraction-reduced environment
- alternate format (braille, enlarged print, etc.)
- computer
- calculator



- dictionary
- multiplication tables
- spell check
- breaks, standing and stretching
- scribes
- readers
- noise-cancelling headphones
- white noise or music
- memory aids
- assistive hardware and software

Testing accommodations are included on the student's SSA, which is available by logging into [Accommodate](#).

## Extended testing time

Per their SSA, a student may be granted additional time on their exams. For example, this could mean that a student receives 50% (1.5x) more time on their exams than students without this accommodation. For example, if an instructor gives all students in the class two hours for an exam, the student with a testing accommodation of 1.5x time would receive three hours to complete the exam.

## Distraction-reduced environment

Students with this accommodation may be tested in a room that is quieter than the room where the other students are testing, with minimal movement or distractions both inside and outside the room. Distractions could include frequent opening and closing of doors, loud foot traffic outside the room, or construction noises outside the window. The attendance in the room should not exceed one-third (1/3) of the room's maximum capacity. For example, if the room can hold 30 students, there may be no more than 10 students in that room to meet the requirements of reduced distraction. Students should have room to position themselves facing a wall or away from other students. Please contact SASS if you have any questions about this accommodation.

## Procedure for testing accommodations

Test proctoring services for students with testing accommodations is provided by SASS staff at the Eureka and Del Norte campuses, and by various staff at Klamath-Trinity and Downtown Eureka

sites. The nursing program has its own proctoring process, due to state requirements for proctoring set by the Board of Registered Nurses (BRN). Testing accommodations will only be honored for students with a current SSA authorizing the accommodations.

Faculty are able to proctor assessments for SASS students directly if they are able to work out a solution (involving time and space) that works for the students. While the time and date of the assessment is negotiable, lecture time shall not be impacted—that is, students with testing accommodations shall not miss out on any classroom instruction or activities while they are completing an assessment.

It is the student's responsibility to proactively request testing accommodations from their instructor prior to each in-class assessment, and it is the instructor's responsibility to facilitate the testing accommodations, whether in the SASS office at the Eureka and Del Norte campuses or another, mutually agreed upon site that affords a distraction-reduced testing environment. Test proctoring services through SASS may be requested through [Accommodate](#), or by reaching out to the SASS office directly. Please contact SASS if you have any questions about who to coordinate with for testing services or if any proctoring challenges arise.

## Case-by-case accommodations

In certain situations, it may be necessary to provide SASS students with additional accommodations such as course substitutions, approval for course repetition, emotional support animals, private dorm rooms, excused absences, and extensions on assignments. These accommodations are individually reviewed by the SASS director each term and only approved when the circumstances deem such accommodations as necessary and reasonable as a direct result of a disability and the resulting educational limitations. As with all other accommodations offered through SASS, these case-by-case accommodations must be directly related to a diagnosed health condition and not due to other factors, such as basic needs or academic skill deficits (e.g. time management skills). Students who believe they qualify for one of these accommodations should contact the SASS office to schedule an appointment with the SASS Director to discuss the verification and approval process.

## SASS in-house services

These are services provided by SASS that do not directly apply to the classroom setting.

### Advising and counseling

SASS provides the following advising and counseling services:

- provision of SASS accommodations, services, and aids
- registration assistance
- educational (degree) planning
- academic probation and Satisfactory Academic Progress (SAP) advising
- transfer advising
- career counseling
- academic and social skills
- disability counseling
- personal wellness
- basic financial counseling
- accommodations counseling
- classroom accessibility support services
- advocacy services on and off campus

### Educational assistance courses

Educational assistance courses are designed to address the educational limitations of SASS students who would be unable to substantially benefit from general College classes even with appropriate academic adjustments, auxiliary aids, and services. These courses are open to enrollment by the general CR student population, but only SASS students are eligible to repeat for-credit courses if there is an academic need to do so. Non-credit courses may be repeated by all CR students as many times as they wish. Students must make [measurable progress](#) towards the goals identified in collaboration with a SASS counselor or SASS instructor in order to repeat Educational Assistance Courses and remain in good standing in the SASS program. Please check the current CR course schedule for course availability or contact the SASS office.

SASS offers the following courses:

## LIGHT Center instructional support

LIGHT Center courses (GUID 145, 146, 147, 148, and 246 (noncredit)) provide individualized instructional support. Available services include: one-on-one tutoring in English, math, science, and most other major subject areas; study groups; adaptive learning and study strategies for students with learning and other disabilities; reading strategies to improve reading comprehension and retention; memory strategies for improving recall; math study skills evaluations, citations and formatting; time management; motivation; self-advocacy; technology assistance; and skill building in the areas of note-taking, test-taking, and more. LIGHT Center courses are offered at the Eureka campus, the Del Norte campus, and online. Enrollment in these courses is open to all students.

## Learning disability assessment

Many students struggle academically due to unknown learning disabilities. The presence of a [learning disability](#) can pose a barrier to achievement, often resulting in reading and/or writing difficulty, math difficulty, poor grades, etc. If you suspect you may have a learning disability, eligibility testing is available. If a learning disability exists, you will be eligible for [additional] SASS services.

Individualized assessments to determine eligibility for learning disabilities services are available through enrollment in GUID 143: Individualized Assessment and Academic Planning. In addition to completing the necessary assessments, students enrolled in this course learn and practice appropriate learning and study strategies through the LIGHT Center. Students may self-refer for a learning disabilities assessment by contacting the SASS office for a consultation. Additional information regarding the learning disability assessment process is available in the FAQs section of this handbook.

## Adaptive physical education

Adaptive physical education courses (PE 90, 98, 298 (noncredit), and 302) provide SASS students direct participation in classes designed for lifestyle fitness including a physical fitness assessment, with subsequent development of an individualized exercise program, according to each student's unique needs. Classes are offered on the Eureka campus and at select community agencies. Enrollment in these courses is open to all students.

## Living skills

Noncredit living skills courses (GUID 206, 207, 208, 209, 210, 211, 245, 252, and PE 298) are offered to students with cognitive disabilities for free. Course topics include basic computer skills, life management and career preparation, functional money skills, social opportunities, survival vocabulary and basic literacy, community resources, health and wellness, adapted art, and

adaptive physical education. Enrollment in these courses is open to all students and these courses may be repeated as necessary.

## Liaison services to the campus and community

SASS helps students access appropriate resources on campus and in the community. This may include referrals to other campus programs such as EOPS, CalWorks, NextUp, Basic Needs, and campus police/public safety for temporary medical parking permits. (Note: temporary medical parking permits are issued for very limited periods and usually cover the expected period of recovery for a disabling condition or, should the condition be chronic or permanent, the length of time necessary to process the DMV disabled parking application.) SASS also offers referrals to community services, such as Department of Rehabilitation and Tri-County Independent Living. Contact the SASS office if you would like additional support from a CR program or community agency.

## Math study skills evaluation

The Math Study Skills Evaluation (MSSE) assesses math study skills for students taking any math course up to and including calculus. Students receive individualized results recommending effective learning strategies based on proven learning principles. Students can begin applying the feedback and strategies immediately or choose to work with a Learning Specialist for assistance implementing the suggested strategies. Interested students can reach out to SASS to schedule their assessment. CR staff and faculty can refer students for this service and/or request to have the assessment administered to their whole class. The MSSE may be administered in a group or individual setting. Please contact SASS for more information.

## Mobility assistance

On-campus van service and scooters are available for students with limited mobility at the Eureka campus only. SASS does not provide transportation to or from campus. Students approved for this service will be provided with a copy of the Van/Scooter Use Agreement ([see Appendix B](#)) and given instruction for how to use this service.

## Priority registration

The process of registration can be especially difficult and stressful for persons with disabilities. Additionally, there are times when it is critical that SASS students enroll in a particular section of a class. To address these circumstances, SASS offers priority registration to students who meet the requirements set forth by the College.

To receive priority registration, you must complete the following:

- new student orientation (online)

- develop a Student Education Plan (SEP)

You must also:

- have an eligible educational goal
- be in good academic and/or progress standing
- have not earned more than 100 degree-applicable units
- have not earned an associate's degree or higher

For more information, contact Counseling and Advising at [counseling@redwoods.edu](mailto:counseling@redwoods.edu) or (707) 476-4150, or visit the [priority registration page](#) on the CR website.

## Reading assessment

SASS offers the Nelson Denny Reading Test to determine reading skills including vocabulary, reading comprehension, and reading fluency. After the assessment, students will receive recommendations and suggestions for improving reading skills, and discuss strategies based on their assessment results. Students may self-refer for a reading assessment by contacting the SASS office for a consultation.

## Reduced unit load

SASS can approve reduced unit loads for students in certain situations such as admission to programs or services requiring full-time (12 unit) course loads. The unit reduction depends on the student and the program in question. Examples include EOPS/CARE/Next Up, ASCR, Athletics, CR Access Program, Residence Halls, and Room and Board Scholarship.

## Temporary medical parking permits

Temporary medical parking permits are issued for very limited periods and usually cover the expected period of recovery for a disabling condition or, should the condition be chronic or permanent, the length of time necessary to process the DMV disabled parking application.

## Voter registration

Under the National Voter Registration Act (NVRA) of 1992, SASS students are offered information, voter registration application forms, and the opportunity to become registered voters. Voter registration information and online application forms are available on the [California Secretary of State webpage](#), under [Elections and Voter Information](#).

## Alternate media

Alternate media generally refers to text or other materials produced in a specialized format intended for use by persons with disabilities.

Types of alternate media include, but are not limited to:

- Braille & tactile graphics
- Large print
- Audio material
- Electronic files, such as PDF, RTF, and Microsoft Word documents
- Video with closed and open captioning

## Alternate media request and receipt process

### Step 1: Determine eligibility

Eligibility for alternate media is determined by the SASS Director and the SASS Counselors and is based on the professional documentation of verified disability provided by the student. Requests for materials in alternate format will be considered on a case-by-case basis.

Once a request is made, the following factors are considered in determining a reasonable accommodation:

- the functional limitations of verified disability supplied by the student,
- the recommendation of SASS professionals, and
- the format preferences of the student.

### Step 2: Submit request

Submit requests for alternate media to Jason Brewer ([jason-brewer@redwoods.edu](mailto:jason-brewer@redwoods.edu) or 707-476-4557) as soon as you know your textbook needs. The following book information is needed for each book requested:

- type of media requested
- book title
- edition

- author
- ISBN number

Submitting your requests early is strongly recommended so that your materials are available by the start of the semester. At a minimum, your requests should be submitted at least four weeks prior to the start of the semester.

You may submit a request for alternate media before you have a copy of the original textbook version in your possession. You need to own a copy of the original textbook before we can provide you with an alternate media version of the textbook, but orders for alternate media may be placed before you purchase a copy of the textbook.

### Step 3: Sign Alternate Media Agreement and submit book receipts

Once the requests from Step 2 have been received, an Alternate Media Agreement form will be created and sent to the student for signature. Signing is a requirement for receiving alternate media.

Each textbook must be purchased or rented by the student or by a third party on the student's behalf. Proof of purchase is required for each book requested, such as a receipt or order confirmation that ideally shows the book titles purchased. These documents can be dropped off at the SASS office or emailed to Jason Brewer ([jason-brewer@redwoods.edu](mailto:jason-brewer@redwoods.edu)). Please note that free Open Educational Resource (OER) textbooks do not need proof of ownership.

### Step 4: Pick up alternate media

Alternate media will be sent to the student or be available for pickup at the SASS office as they become ready, depending on the media type.

- Electronic files will be sent to the student via a shared One Drive folder and, if the student uses Kurzweil 3000, preloaded to the student's Kurzweil Cloud account.
- Large print will be available for pick up in the SASS office.
- Braille and tactile graphics are shipped directly to the student.

### Request completion time

Completion times are determined on a case-by-case basis and can range from 1 week to 12 weeks, depending on the requirements and complexity of the request. Timeframes may include obtaining source files from the publisher, as well as time to receive, breakdown, and convert the textbooks. Requests are completed in the order they are received.



## Guidelines for the Student

- Alternate media must be requested each semester as soon as the student learns of their need.
- To ensure that alternate materials are ready by the start of the semester, the student should use priority registration and make the accommodation request as soon as possible after registering.
- Requests will be completed in the order they are received.
- All correspondence to students will be conducted using student email accounts (@mycr.redwoods.edu) and not personal email accounts.
- The student is prohibited from copying or reproducing any alternate media material provided by SASS or allowing anyone else to do so. Misuse of this material, such as reproduction or distribution of the alternate media, is an infringement of copyright laws and a violation of the Alternate Media Policies and Procedures which may result in disciplinary action by SASS and/or the College. The alternate media must be destroyed or relinquished once the book is no longer in the student's possession.

## Assistive technology

Educational access sometimes means that students need accessible software or physical equipment such as a screen reader, audio recorder, or Smart Pen to benefit from instruction. SASS supports the availability of adaptive computer stations in various locations on campus, including the LIGHT Center, library, and computer labs; see the [SASS website](#) for a list of locations. SASS has a limited supply of adaptive equipment and assistive software available for loan. Training in the use of assistive technology is provided by the SASS office, including limited training for technology that students provide themselves (such as those readily available on smartphones and laptops).

### How to request assistive technology

1. Schedule an appointment with a SASS counselor to discuss your request and to have any equipment and/or technology added to your Academic Accommodations Plan (AAP) and Support Services Agreement (SSA).
  2. If approved for a loan for physical equipment, complete an Equipment Loan Contract with the SASS office.
- Equipment will be loaned by SASS only to students officially enrolled in classes.
  - Equipment (e.g., audio recorders) shall not be loaned to a student for any purpose or activity that is not school sponsored.

- If equipment is not returned at the agreed upon date, or has been damaged, lost, or stolen, the student will forfeit their rights to future equipment loans, and they will be required to replace the equipment or pay the College for the cost of a replacement.

## Adaptive equipment

Adaptive equipment is any other device that may be used to meet an accessibility need within the classroom. Except for the Desktop Video Magnifier, these devices may be checked out to students and have limited supply.

## Digital voice recorder

Digital voice recorders are to aid students in taking notes.

## LiveScribe pen

A note-taking aid for students, the LiveScribe Pen records a lecture and synchronizes with the handwritten notes made by the student for easy recall.

## Personal FM listening system

Intended for the hard-of-hearing, a Personal FM Listening System transmits a speaker's voice to a listener wearing a headset to overcome speaker distance and background noise.

## Desktop video magnifier (CCTV)

Closed-circuit televisions (CCTVs) magnify physical documents for the visually impaired and display them on an enlarged monitor. Contact the SASS office if any of your classrooms do not already have a device available when needed for student use.

## Assistive computer software

Assistive computer software is intended to meet most digital accessibility needs. These are installed directly onto a computer. If you believe your adapted computer needs are not being met, contact your SASS counselor or Learning Disability Specialist to discuss your situation and potential alternative solutions. SASS has a limited number of laptops available for checkout for students needing this assistive software.

## JAWS (Job Access with Speech)

JAWS enables access to a computer for the blind and visually impaired by vocalizing everything presented on the screen and providing keyboard commands to control the computer.

## ZoomText

Intended for the visually impaired that still have some usable vision, ZoomText enlarges and provides customizable display modifications and tools to help navigate the computer.

## Kurzweil 3000

Kurzweil 3000 is a document reader that speaks out loud (text-to-speech) typewritten electronic documents, as well as providing a variety of reading and study tools. Some versions of Kurzweil can make use of an attached scanner to scan and read paper documents. Access to Kurzweil 3000 is granted through the SASS counseling process.

## LearningAlly

LearningAlly provides access to a selection of audiobooks to support learners with vision loss, dyslexia, or other reading comprehension difficulties. Books on LearningAlly support up to a 12<sup>th</sup> grade reading level and may not include required readings for college courses. Access to a LearningAlly account can be granted through the SASS counseling process.

## Bookshare

Bookshare provides access to a library of eBooks to support people with reading barriers such as vision loss, dyslexia, or other reading comprehension difficulties. Books on Bookshare include literature and textbooks used in college courses but may not have all titles available. Access to a Bookshare account can be granted through the SASS counseling process.

## NaturalReader

NaturalReader is a text-to-speech software that converts text into spoken word. NaturalReader can read text in various formats and can pull text from images. NaturalReader also includes study tools including annotation and pronunciation editor. Users can download MP3 files of their documents/books as needed. There are a limited number of licenses available and access is granted through the SASS counseling process.

## Dragon Naturally Speaking

Dragon Naturally Speaking converts the user's speech into text or commands for the computer. A microphone is required, and a quiet environment is recommended for best results.

## Genio

Genio is an online audio note-taking software that will record a lecture from the student's device and provide a caption/transcript of the session along with notetaking tools. There are a limited

number of licenses available and access to Genio is granted through the SASS counseling process. Due to the limited number of Genio licenses, students with an inactive Genio account may have their license revoked for the remainder of the academic term if there are other students in need of a license.

# Disability laws and policies

In high school, the laws that provided disability-related services were under the Federal “Individuals with Disabilities Education Act of 1997” (IDEA) and amended through the “Every Student Succeeds Act” (ESSA) of 2015. The relevant laws that apply in College and in employment settings are substantially different, as are the available services. These are briefly summarized below. Learn more about the differences between high school and College accommodations in the [Academic Differences Between High School and College](#) section of this handbook.

## Legal responsibilities of SASS

Under federal and state laws, the College is required to make modifications to academic requirements and practices as necessary to ensure that they do not discriminate against a qualified student with a disability. The College is also required to have a policy and procedure for responding to students with verified disabilities who request academic accommodations. SASS students have the right to receive reasonable academic accommodations to create an educational environment where they have equal access to instruction, without fundamentally altering any course, educational program, or degree.

## Section 504 of the Rehabilitation Act of 1973

[Section 504 of the Rehabilitation Act of 1973](#) is a civil rights law which ensures students with disabilities have equal access to education. Section 504 states that: “No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance . . .” The regulations further state that students must be educated in the most integrated setting appropriate to the individual’s needs. Section 504 prohibits discrimination against individuals with disabilities in recruitment, admission and treatment after admission. It mandates all recipients of federal funding to make adjustments and accommodations in their programs and activities in order to provide qualified individuals with disabilities the opportunities equal to those enjoyed by individuals without disabilities.

## Section 508 of the Rehabilitation Act of 1973

[Section 508 of the Rehabilitation Act of 1973](#) requires universal access to “electronic information technology,” including school and classroom websites. All technology-related material in the classroom setting must be accessible (accessible videos, PDFs, Microsoft Word, Excel, and PowerPoint files, websites, proctoring sites, audio files, etc.). Section 508 provides students with disabilities access to electronic and information technology comparable to the access available to students without disabilities. Inaccessible technology interferes with an ability to obtain and use

information quickly and easily. Section 508 also requires that electronic and information technology of the College is accessible to employees and members of the public with disabilities.

## Americans with Disabilities Act (ADA)

[The Americans with Disabilities Act \(ADA\)](#) became law in 1990 and was amended in 2008 (ADAAA). The ADA is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general population. The purpose of the law is to make sure that people with disabilities have the same rights and opportunities as everyone else. Title II of the ADA encompasses equal access to students with disabilities at the postsecondary level. To be considered to have a disability under the ADA, a person must have a condition that impairs a major life activity, or a history of such a condition, or be regarded as having such a condition. A disabled person must be qualified for the job, program or activity to which they seek access. That means the person must be able to perform the essential functions of the job or meet the essential eligibility requirements of the program or benefit. Reasonable accommodations provide students with adjustments that assure equal rights and privileges. Accommodations level the playing field and do not give a student with a disability an advantage over non-disabled students. Full text of these laws can be found on the [ADA website](#).

## Title 5 of the California Code of Regulations

[Title 5 of the California Code of Regulations](#) sets regulations for the academic adjustments which community colleges provide to students with disabilities. In addition to protections for students, it adds a provision protecting the instructor's academic program: "adjustments must [...] not include any change to curriculum or course of study that is so significant that it alters the required objectives or content of the curriculum in the approved course outline, thereby causing a fundamental alteration [...]"

Any academic adjustments, auxiliary aids, services and/or instruction funded, in whole or in part, under the authority of this subchapter must:

- Not duplicate services or instruction which are otherwise available to all students.
- Be directly related to the educational limitations of the verified disabilities of the students to be served.
- Be directly related to the students' participation in the educational process.
- Promote the maximum independence and integration of students with disabilities.

- Not include any change to curriculum or course of study that is so significant that it alters the required objectives or content of the curriculum in the approved course outline, thereby causing a fundamental alteration.
- Support participation of students with disabilities in educational activities consistent with the mission of the community colleges as set forth in Education Code section 66010.4.

## Relevant CR administrative policies

- [AP 5140 Disability Services and Programs for Students](#)
- [AP 3410 Nondiscrimination](#)
- [AP 3430 Prohibition of Harassment](#)
- [AP 3435 Discrimination and Harassment Complaints and Investigations](#)
- [AP 3440 Service Animals](#)
- [AP 3725 Information and Communications Technology - Accessibility and Acceptable Use](#)
- [AP 4105 Distance Education](#)
- [AP 4222 Remedial Coursework](#)
- [AP 4225 Course Repetition](#)
- [AP 4227 Designation of Repeatable Courses](#)
- [AP 5055 Enrollment Priorities](#)
- [AP 5530 Student Rights and Grievances](#)
- [AP 5500 Student Conduct Code and Disciplinary Procedure](#)

## What the law does and doesn't require

### The law requires:

- Equal access to instruction, services, activities, and facilities of the College.
- Students must be evaluated on ability, not disability.
- Accommodations must be provided when students have educational limitations that affect the ability to acquire information or to demonstrate knowledge of the course material in a standard way due to a disability.
- Equal access to instructional materials, including printed and electronic information.
- Classroom videos include closed captioning.

### The law does not require:

- Providing accommodations to a student who verbally claims a disability but has not provided documentation to the College, either through SASS or through the ADA/504 coordinator.
- Providing accommodations that would fundamentally alter the nature of a program, class, or course, or substantially modify academic or program standard, or cause an undue financial or administrative burden to the College.
- The instructor to change standards or grading policies because of student disability.
- The provision of accommodations that would lower or substantially modify academic or program standards.
- Providing assistance or devices of a personal nature or which are individually prescribed, such as personal attendants and mobility devices.



# General information

## Neurodiverse and Accessibility Community

A multi-faceted community supporting all manner of mental and physical health conditions and advocacy for student rights and needs on campus. Join us to help build an inclusive community on campus, make friends, and advocate for yourself and others. Some things we have in mind are: lunch groups, movie screenings, workshops/skillshares, art projects, and game days. We look forward to student input as we build this community. Please reach out to Sierra Lucky with any questions or to obtain meeting information: [sierra-lucky@redwoods.edu](mailto:sierra-lucky@redwoods.edu).

## Absence notification for classes

Students are expected to follow the attendance policy as stated in each instructor's course syllabus and are responsible for notifying instructors directly regarding any absences. In extreme circumstances when health-related absences occur and notification by the student is not possible, the SASS office will assist the student in notifying instructors. For chronic health conditions resulting in repeated absences, SASS can work with faculty to excuse these absences.

## Campus accessibility

The College has an ongoing process for evaluating architectural barriers and recommending changes. If students encounter difficulties with physical access, please inform SASS staff and steps will be taken to review and address the problem. Students may also contact the [ADA or Section 504 Coordinator](#) to address access concerns.

## Personal emergencies

Some students have medical conditions that may require emergency or first aid response. This may include students who have seizures, students with cardiac conditions, or certain students with psychiatric disabilities. You may wish to designate an emergency contact person in the event you require medical attention or transport to your home or medical facility.

## Pelican Bay students

Available services and processes differ at Pelican Bay State Prison due to correctional regulations and policies. Please consult with a SASS counselor to determine which services are available to Pelican Bay students. Due to these Pelican Bay policies and restrictions, information contained within this handbook, including policies, rights, and procedures, may not apply to Pelican Bay students.

## Service animals

Service animals are defined as dogs or miniature horses that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person's disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA. Under certain conditions, miniature horses can also be approved as service animals.

If an animal meets this definition, it is considered a service animal regardless of whether or not it has been certified by a training program. Service animals are not emotional support animals, therapy animals, or pets.

Service animals must be permitted to accompany a person with a disability everywhere on campus, with the following restrictions: the College imposes some restrictions on service animals for safety reasons. Restrictions may include but are not limited to nursing and health sciences programs, food services programs, rooms with heavy machinery, custodial closets, areas where protective clothing is required, or areas that can pose a safety risk to the animal. Restrictions are considered individually to determine if the animal poses a possible danger or could be in possible danger and to determine if other reasonable accommodations can be provided to assure the student equal access to the activity. If there is any question about whether an animal is a service animal, the CR Police Department and/or CR ADA Compliance Officer can intervene. Additional information may be found in CR's service animal policy ([AP 3440 Service Animals](#)).

### Staff may ask two questions:

1. Is the dog a service animal required because of a disability?
2. What work or task has the dog been trained to perform?

As a general rule, the colleges will modify policies, practices, and procedures to permit the use of a service animal by an individual with a disability.

### Members of the College community are responsible for the following:

- Allowing a service animal to accompany the partner/handler at all times and in public areas on College property.
- Not petting a service animal; petting a service animal when the animal is working distracts them from the task at hand.

- Not feeding a service animal.
- Not deliberately provoking a service animal.
- Not separating or attempting to separate a partner/handler from their service animal.

An individual with a service animal (handler) is responsible for the following:

- Ensuring that the animal meets any licensing requirements of the state of California. (The animal must be immunized against diseases common to that type of animal. Dogs are required to wear an owner identification tag, a current rabies tag, and a dog license tag at all times.) *California Health and Safety Code Section 121690(a); County Ordinance Section 541-32(a)*
- Generally ensuring that the animal is on a leash at all times.
- Controlling the animal at all times. The care and supervision of an animal is solely the responsibility of its handler.
- Ensuring that all city ordinances or other laws are followed, including cleaning up after the animal and disposing of waste. Individuals with disabilities who physically cannot clean up after their own service animals are not required to pick up and dispose of waste. However, these individuals should use marked service animal toileting areas where provided.
- Ensuring that the animal behaves properly in public settings.
- Ensuring that the animal is in good health. If the animal becomes ill, the handler must remove it from the area and College staff may require it to leave.
- Complying with the College Student Conduct Code ([AP 5500](#)).

A College community member may request the exclusion of a service animal if they believe the handler is not complying with the responsibilities listed above. Such a request should be made to the Chief Student Services Officer (CSSO) or the Chief Human Resources Officer (CHRO).

Students or employees with medical issues that are impacted by animals (such as respiratory diseases) should contact the SASS office or College Human Resources Office if they have a concern about exposure to a service animal or access animal. The individual may be asked to identify their disability and need for an accommodation, and would need to comply with all College procedures regarding accommodations. The CSSO and CHRO will facilitate a process to resolve the conflict that considers the conflicting needs/accommodations of all persons involved.

In many cases it is easy to discern whether or not an animal is a service animal by observing the animal's harness, cape, or backpack, or the individual's disability. However, in other cases, an animal may only have a leash or the handler's disability is not visible. Therefore, it may be appropriate to ask the student whether or not the dog is a service animal required because of a disability and what tasks the dog has been trained to perform. The College does not consider a legitimate inquiry about whether an animal is or is not a service animal as a violation of policy. Questions regarding the status of a service animal should be referred to the CSSO or CHRO.

For additional information, please see [AP 3440](#).

## Accessible parking

The CR Police Department/Public Safety governs the operation and parking of vehicles upon all College property. Students wishing to park in campus accessible parking spaces must either meet the [Disabled Person Parking Placard or License Plates](#) requirements established by the California DMV or receive a temporary parking placard from the CR Police Department. For additional information regarding the CR policy governing operations of motor vehicles on campus, please contact CR Police Department at (707) 476-4112 or visit the [CR Police Department webpage](#).

## Repeating courses

Courses have a designated maximum number of times they may be taken for credit. Unless it is specified that one can retake a course more than once, the general rule for most courses is that you may re-enroll and repeat only those courses in which you receive a non-passing grade. There are some courses which do designate the option to be repeated for credit more than once; meet with a College advisor or counselor to learn more about repeatable courses. Although few exceptions to this policy are made, if you believe you need to repeat a course, please schedule a meeting with a SASS counselor.

SASS offers several of [Educational Assistance Courses](#) that may be repeated beyond the published repeat limit in the following situations:

- When continuing success of the student in other general and/or educational assistance classes is dependent on additional repetitions of a specific educational assistance class.
- When additional repetitions of a specific educational assistance class are essential to completing a student's preparation for enrollment into other general or educational assistance classes.
- When the student has an Academic Accommodation Plan which involves a goal other than completion of the educational assistance class in question and repetition of the course will further achievement of that goal.

To repeat a SASS Educational Assistance Course, meet with a SASS counselor or SASS instructor to request permission to enroll and identify goals and a rationale for repeating the course. Repeats are intended to accommodate a student's educational limitations and goals set forth in their Academic Accommodation Plan (AAP). Educational Assistance Courses may be repeated as many times as necessary so long as rationales and goals are identified and SASS approval is obtained prior to enrollment.

## Tutorial support

College tutoring is available through the [Academic Support Center \(ASC\)](#) virtually through Zoom and in person at the Eureka Campus. The TRiO Program in Del Norte also has tutoring available for students in their program. NetTutor is a virtual tutoring service available through Canvas (look for the “NetTutor” link on the left sidebar of your courses; if instructors do not have the link viewable, contact your instructor or SASS for assistance).

You can also register for a [LIGHT Center course](#) to receive tutoring and other support in the following areas:

- Tutoring in English, math, science, and various other subject areas (see “LIGHT Center Staff” section below for staff specializations)
- Adaptive learning/study strategies for learning disabilities and other disability types
- Screening for reading comprehension challenges
- Reading strategies to improve comprehension and retention
- Learning disability assessment
- Math study skills evaluations
- Memory strategies for improving recall
- Citations and document formatting
- Note-taking skills
- Test-taking skills
- Time management
- Motivation
- Self-advocacy
- Basic technology and computer skills

# Emergency Evacuation Guidelines for SASS Students

Below are supplemental tips for SASS students in the event of a campus emergency. Please refer to the [CR Police Department website](#) for more detailed information regarding CR's policies for emergency situations.

## Be prepared

1. Meet with CR Security staff to review the best evacuation routes for the buildings you will be using.
  2. Persons who are deaf may wish to prepare a written card requesting non-verbal emergency assistance and guidance (in writing or gesture).
  3. Persons using a power wheelchair should consider scheduling battery recharging on a regular basis before leaving home.
  4. Provide contact information for accessible transportation services should personal vehicles be inaccessible.
  5. If you are blind or low vision, learn the location of the exits in advance.
- If you have a personal attendant, family member, or friend who cares for you, make arrangements before an emergency for them to check on you immediately after an emergency.

## In an emergency

- Give clear requests for assistance (verbally or in writing) and explicit directions on how you want assistance.
  - In the case of a power outage during daylight, if you are on the second floor you may choose to wait near a window where there is natural light and access to a working telephone. Be sure to inform others leaving the building of your decision and ask them to inform CR Public Safety of your location.
  - If there is a power outage and an evacuation has been ordered, or if the outage occurs at night, call CR Public Safety at (707) 476-4112 to request evacuation assistance.
1. If assistance is not immediately available and you cannot exit the building you should remain calm and move to the safest area possible such as an enclosed stairwell, the

elevator lobby, or an office with the door shut which is a good distance from the hazard and away from falling debris. Rescue personnel will first check all exit corridors and stairwells for those trapped.

2. Continue to call for help or use a whistle or noisemaker until rescued.

# Frequently Asked Questions

## Questions about general topics

**Will the same services that a student received in high school be offered in College?**

Sometimes, but some high school services are not offered in college. High school special education programs are legally required to provide whatever service, accommodation, or modification that is needed for the student to be successful. Colleges are required by law to provide “equal access” to education. Access is provided through reasonable accommodations. Furthermore, the college course curriculum cannot be modified to alter the fundamental nature of the course. Speak with a SASS counselor to determine which services are available at CR.

**How does a student become eligible for SASS?**

A student is eligible for SASS if they have a verified disability or health condition that limits one or more major life activities, resulting in an educational limitation. Major life activities are defined as caring for oneself, seeing, hearing, speaking, breathing, learning, working, and participating in community activities.

An educational limitation is a disability related functional limitation in the educational setting. An educational limitation prevents the student with a disability from fully benefiting from classes, activities, or services offered to students without disabilities, without specific additional support services or instruction. Services and accommodations provided by the SASS program are directly related to the student's educational limitation(s). Participation in SASS is voluntary. Contact the SASS office to learn more about how you can qualify for SASS services.

**Will SASS provide services such as helping a student eat meals or pushing a wheelchair?**

No. Services needed to assist a person with personal activities of daily living are the responsibility of the individual, not the College.

**Are faculty and staff in higher education required to provide accommodations to a student with a disability, even if the student does not request it?**

No. The student has the responsibility to self-identify to the SASS office or ADA/Section 504 Coordinator, provide documentation of a disability and ask for an accommodation before the



College is required to provide that accommodation. Students are encouraged to apply to SASS as early as possible in the term to ensure timely provision of accommodations.

## Where can students with disabilities park?

CR Police Department/Public Safety governs the operation and parking of vehicles upon all College property. Students wishing to park in [campus accessible parking spaces](#) must either meet the [Disabled Person Parking Placard or License Plates](#) requirements established by the California DMV, or receive a temporary parking placard from the CR Police Department. For additional information regarding the CR policy governing operations of motor vehicles on campus, please contact CR Police Department at (707) 476-4112 or visit the [CR Police Department webpage](#).

## Who can ride in the SASS van?

Only students with verified mobility disabilities who are registered with SASS, may use the on-campus van transportation on the Eureka campus. A student in need of mobility assistance but who has not completed the proper paperwork, or is not registered with SASS yet, may have one ride without paperwork down to the SASS office to start the process. Unfortunately, children may not ride on the SASS van for liability reasons and because the van is not equipped with car seats.

## What is the LIGHT Center?

The LIGHT Centers are located on the Eureka and the Del Norte Campuses. Students named the LIGHT Center "Learning Integrating Guidance with High Technology" in Fall 1997 after describing the experience they have when they understand a concept, as it being like the "light" goes on.

There are 2 types of classes offered through the LIGHT Center:

### Guidance 143 (Introduction to Learning Disabilities)

This is the course students take in order to be tested for a learning disability. Students must have a SASS Learning Disability Specialist referral to take this class.

### Guidance 145, 146, 147, 148, and 246

These are courses students take for instructional assistance. No referral is required to take these classes. The classes are offered both in-person and via Zoom. These guidance classes are designed to address the learning difficulties experienced by students. Each course provides the student with 45 hours of individual and group instruction in a variety of subject areas. Services include tutoring in most subjects, adaptive learning strategies, math study skills evaluations, reading comprehension strategies, technology assistance, note-taking and test-taking skills, time management, motivation, and more. These are pass/no pass classes except for GUID 246, which is noncredit.

## Does SASS have any financial assistance available?

SASS does not provide any financial assistance.

## Can an instructor refuse to grant a student's request for accommodation if it is not specifically recommended in the student's SSA?

Yes. All accommodations granted must be related to the student's disability-related limitations and based on the student's documentation of disabilities and a discussion with the SASS counselor. If you wish to request an accommodation that is not on the SSA, please schedule an appointment to speak with a SASS counselor.

## Are lecture recordings allowed as accommodation in higher education?

Yes. Section 504 of the Rehabilitation Act of 1973, states specifically that a post-secondary institution may not impose rules that prohibit the use of audio recorders in the classroom for SASS students with that approved accommodation.

## Can instructors decide that a student with a documented disability does not need extended time on a test and choose not to give this accommodation?

No. Extended time is a reasonable accommodation for a student with a disability whose educational limitations support additional time on assessments. The College is required to ensure that the student is granted additional time to complete tests to provide an equal opportunity for that student.

## Does a student's request for an accommodation have to be provided even when the accommodations would result in a fundamental alteration of the program?

No. Academic requirements that the College can show are essential to the student's course or program of study do not have to be modified or accommodated. The College would not have to change a requirement if it could demonstrate that such a change would fundamentally alter the nature of the course or program.

## Do SASS students receive priority registration?

Yes. SASS students may be eligible for priority registration if they meet the College's requirements. See the "Priority Registration" section under "SASS Accommodations and Services" of this handbook.

Can a student receive a failing grade for a College class in which they are receiving accommodations?

Yes. Accommodations ensure "access," not "success."

## Questions about learning disabilities

### What is a learning disability?

A learning disability is a permanent cognitive disorder that affects the way individuals with average to above average intelligence take in, retain, and/or express information. Like interference on the radio or a fuzzy TV picture, incoming or outgoing information may become scrambled as it travels between the eye or ear and the brain.

### What is learning disability testing?

Testing is a way to determine learning differences that cannot be explained by other conditions or circumstances. We usually use two tests, an ability test and an achievement test. We compare scores within the tests and between them.

### Will I be diagnosed with a learning disability?

No. The testing model we follow determines eligibility for services only. A diagnosis is a determination by a licensed professional. You may take your test results to a licensed educational psychologist for further evaluation, but if you need a diagnosis for some reason you may want to start with a psychologist or educational psychologist.

### How can learning disability testing help me?

Testing can help students understand their educational strengths and weaknesses and inform strategy development to overcome academic challenges. It may also result in qualification for academic accommodations.

### What is the time commitment for this course?

22.5 hours: 6.5 hours of assessment with the Learning Disability Specialist, and 16 hours of tutoring in the LIGHT Center. Additional testing may be warranted and will count toward the 22.5 hour requirement.

### Can I get tested for ADHD, Autism, Dyslexia, Dyscalculia and/or test anxiety?

Dyslexia, Dyscalculia, and Dysgraphia are kinds of learning disabilities. Testing can help identify your specific issue. Learning Disability testing does not evaluate general psychological conditions, but learning disabilities are often found in individuals with those conditions. For instance, having a learning disability can cause anxiety about school or testing. Learning disability testing can help us

understand what is going on and address it. We do not offer assessments for ADHD or Autism, but we can help you find a provider who can assess you for those conditions.

## Will other colleges accept my test results?

Yes and maybe. An eligibility determination from one of our LD Specialists is good at any California Community College. Other schools may – or may not – accept our results or testing. Most schools have their own criteria for determining eligibility. We cannot guarantee other institutions will accept our test results, but some have.

## How can I get support without going through testing?

All students are encouraged to access the LIGHT Center to receive one-on-one specialized support. Students can receive tutoring and/or work with a specialist to develop academic skills and strategies to overcome challenges they may be facing.

# Tips from Successful Students

## Proven techniques to boost your success

Keep a good scheduling system.

- Choose one calendar system: weekly, monthly, or day-at-a-time.
- Personalize it! Make it colorful! Most of all, use it for all your appointments and deadlines.
- Break long-term projects into parts and set a timeline, starting with the due date and working backwards. Focus on achieving these mini deadlines.

Dedicate yourself to your job as a student.

- Attend every class. Studies clearly show attendance is highly correlated with performance.
- Sit where you can pay maximum attention.
- Learn and use a note taking system that works for you.
- Schedule daily review and study time, about 1-2 hours for each academic class.

Know where you stand in classes.

- Review assignments and tests when they're returned. Check for accuracy and learn from your mistakes.
- Proactively track your progress and know what your approximate grade is at all times.
- Check your grade in each class before the drop deadlines.

Understand what you need to do.

- Team up with a classmate to study with and double-check each other's work.
- Use your instructors' office hours and e-mail to clarify assignments and ask questions.
- If you are stumped, use tutoring, counseling or other resources to get "unstuck."
- Get help BEFORE you are too frustrated.

Don't give up!

# Academic Differences Between High School and College

Students coming to higher education from high school find that there are numerous differences both in academic expectations and in disability services. Familiarize yourself with some of the following differences and allow yourself several semesters to get accustomed to the new system.

## Major differences in obtaining accommodations for disabilities

1. Legal protections in higher education are no longer under IDEA as in K-12.
2. Students must (with help of SASS staff):
  - identify their own needs,
  - request assistance, and
  - provide documentation of disability or health conditions upon request from SASS personnel.
3. Students are responsible for their own goals and progress rather than the high school ensuring that IEP goals are met.
  - Accommodations may not alter the fundamental nature of degree applicable courses, requirements, or instructional methods as is allowed in K-12.
4. Equal access but not success is the guarantee in higher education.
  - No off-campus transportation or personal services are provided in College.

## General differences

1. There is less time in class and more time required on out-of-class work.
2. Attendance policies are set by individual instructors and vary accordingly.
3. Students are responsible for dividing time between study, work, and relaxation.
4. Instructors will not spend as much time explaining, discussing, and reviewing course material and will expect students to read and study more on their own.

5. Many classes require collaborative group projects that take a great deal of out-of-class scheduling and planning.
6. Studying does not necessarily mean homework from the book. It means independent learning, research, and review.
7. College requires from two to three hours of work outside of class for each in-class hour.
8. Tests may be given less often, so grades are based on fewer opportunities.
9. A “C” is considered the lowest passing grade; if you receive anything lower you risk probation or dismissal.
10. Students will typically be taking fewer classes but working more independently.



## Required Documentation

High School	College
I.E.P. (Individualized Education Plan) and/or 504 Plan	Documentation guidelines specify information needed for each category of disability
School provides evaluation at no cost to student	Student must get evaluation at own expense
Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A.	Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations

## Applicable Laws

High School	College
I.D.E.A. (Individuals with Disabilities Education Act)	A.D.A. (Americans with Disabilities Act of 1990)
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
I.D.E.A. is about ensuring student success	A.D.A. is about access to programs and services; success is the student's responsibility

## General Differences

High School	College
Class schedules are arranged by school personnel	Students arrange their own schedules
General education classes dictated by the state and/or District requirements	Classes are based on a field or program of study; requirements may vary
Class attendance is usually mandatory and monitored carefully	Attendance policies are set by individual instructor and vary
Textbooks are typically provided at little or no expense	Textbooks can be expensive, and the student is responsible for obtaining them
Instructors and school personnel closely watch out for the students, guiding and correcting them if necessary	Students are expected to take responsibility for what they do and don't do, as well as for the consequences of their decisions
Personal care attendants are provided by the school	The student is responsible for finding, hiring, and paying for personal care attendants
Accommodations are typically academic only	Students may request non-academic accommodations in areas such as campus housing and dining

## Self-Advocacy

High School	College
Student is identified by the school and is supported by parents and teachers	Student must self-identify to the Student Accessibility Support Services Office
Primary responsibility for arranging accommodations belongs to the school	Primary responsibility for self-advocacy and arranging accommodations belongs to the student
Teachers approach you if they believe you need assistance	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance

## Parental Role

High School	College
Parent has access to student records and can participate in the accommodations process	Parent does not have access to student records without student's written consent
Parent advocates for the student	Student advocates for self

## High School Teacher Versus College Instructor

High School	College
Check and grade completed homework	Assume homework is completed and students are able to perform on a test
May remind students of incomplete assignments	May not remind student of incomplete assignments as it is the responsibility of the student to check with instructor to see if requirements are being met
May know students' needs and approach students when they need assistance	Are usually open and helpful, but expect students to initiate contact when assistance is needed
May be available before, during, or after class	May require students to attend scheduled office hours
Often provide student with information missed during absence	Expect student to get information from classmates or instructional assistant when they miss a class
Present material to help students understand what is in the textbook	Instructors may not follow the textbook, and lectures enhance the topic area
Often write information on the board or overhead to be copied for notes	The instructor may lecture nonstop; when the instructor writes on the board that is to enhance the lecture, not summarize it
Teach knowledge and facts, leading student through the thinking process	Expect students to think independently and connect seemingly unrelated information
Often take time to remind students of assignment and test dates	Students are responsible for knowing and adhering to deadlines

## Grades and Tests

High School	College
I.E.P. or 504 plans may include modifications to test format and/or grading	Grading and test format changes (i.e. multiple choice vs. essay) are generally not available. Accommodations to HOW tests are given (extended time, separate testing locations) are available when supported by disability documentation
Testing is frequent and covers small amounts of material	Testing is usually infrequent and may be cumulative, covering large amounts of material
Makeup tests are often available	Makeup tests are seldom an option
Teachers often take time to remind you of assignments and due dates	Professors expect you to read, save, and consult the course syllabus (online); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded

## Study Responsibilities

High School	College
Tutoring and study support may be a service provided as part of I.E.P or 504 plans	Tutoring DOES NOT fall under SASS. Students must seek out tutoring resources as they are available to all students
Student time and assignments are structured by others	Students manage their own time and complete assignments independently
Students may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation	Students need to study at least 3 hours outside of class for each hour in class

# College Readiness

All College of the Redwoods students, including SASS students, should be able to demonstrate the following abilities and skills to be successful:

1. The potential to benefit from instruction in a large or small group setting.
2. The ability to successfully perform academic work independently with typical cues from instructional staff.
3. The ability to follow directions and to attend to learning tasks for a reasonable period of time.
4. An adequate attention span to profit from at least an hour of continuous instruction in a setting with distractions.
  - Sufficient language comprehension skills to benefit from the educational program.
  - Sufficient computer skills to access the College material and educational content.
5. The ability to participate in meaningful classroom activities, using both receptive and expressive language.
6. Behavioral and emotional responses which are appropriate to the situation and in compliance with the Student Conduct Code.
7. Sufficient independent living skills to allow independent on-campus functioning, unless routinely accompanied by an approved personal service attendant to perform necessary daily living functions.
  - The capability to follow all policies and procedures of the institution including, but not limited to, policies on disruptive behavior, attendance, and measurable progress. Repeated absences, misuse of services, lack of measurable progress toward goals identified in the Academic Accommodation Plan, and/or inappropriate behavior as identified in the Student Conduct Code may result in suspension of services and/or instruction from SASS.

## Planning your class schedule

During your first semester at College of the Redwoods, careful planning will set the stage for a successful semester. Depending on a student's goals and prior College experience, they may want to consider the principles listed below.

### Don't overload

- Start the first semester with a lighter load.
- Mix "harder" classes with some not so hard classes.
- Don't take too many units or personally challenging courses.
- Allow for adjustment to CR's demanding pace and work.

### Use advisories and prerequisite guidelines wisely

- "Prerequisites" are courses and/or skills that are expected to have been mastered before taking a course.
- Some courses require prior completion of prerequisites.
- Others state that the prerequisite is "advised."
- A student should use these important guides to help them know if they are truly prepared for classes.

### Improve basic skills as soon as possible

- Take English, reading and math courses, especially if needed for review, as soon as possible.
- These are foundations for many other courses.
- There may be a sequence of courses to finish the requirement. Don't delay.

### Choose something of high interest

- It is important to enroll in general education courses, major prerequisites, and to improve basic skills if needed.
- But it is also important for motivation to take classes you really enjoy. Choose at least one "for interest's sake."

## Factor in disability-related issues

- If a student with a disability needs academic adjustments, auxiliary aids, and services, consider the impact of these on the course choices. For example, if writing is time-consuming, mix in some courses which won't require as much writing.
- The first semester a student with a disability may want to consider courses which require fewer accommodations or adjustments to give themselves time to acclimate.

## Get help and advice

- Meet with a SASS Advisor/Counselor or Learning Disabilities Specialist. They know the curriculum and can help you plan.
- Meet with prospective teachers to find out about courses, instructional styles, and to plan accommodations.
- Talk to other students about courses they've taken.
- Arrange for tutoring early in the term.
- Stay in contact with the SASS Advisor/Counselor or Learning Disability Specialist and let them help you devise strategies for success.

## Recommended classes for the transition

The following classes have proven to help students adjust to College of the Redwoods and to effectively reach their goals. Consider which of these might be a good fit for the first few semesters or soon thereafter.

- **General Studies 1** College Success (GS 1)
- **Guidance 145, 146, 147, 148 or 246** Study Skills and Strategies (GUID 145, 146, 147, 148, and 246)
- **Education 203** Getting Started in Online Classes with Canvas (EDUC 203)
- **Education 207** Getting Started with Computers (EDUC 207)

## Important academic practices

The best ways to quickly start your abilities are to:

- Read through the College of the Redwoods New Student [Welcome](#) page.
- Take General Studies 1 College Success (GS 1).



- Browse the [Counseling and Advising](#) website which is full of useful information.
- Become familiar with [WebAdvisor](#).
- Familiarize yourself with the College of the Redwoods Catalog for the year you start, especially the sections which describe:
  - College policies and regulations
  - General education requirements
  - Your major's degree or certificate requirements
- Ask questions of your instructors and your SASS Advisor/Counselor or Learning Disabilities Specialist whenever you don't understand something.

## The importance of dates and deadlines

Little happens automatically in College. Most often, you must be the one to initiate actions that affect your academic career. When you have done something, it is best to follow up for confirmation that the action you wanted has taken place. If you submit something in writing or by email, be sure to keep a copy for yourself.

Pay close attention to deadlines which may apply. After deadlines pass, it may be more difficult or impossible to accomplish your objective.

## Important dates, deadlines and procedures

The most critical dates are always listed on the [College of the Redwoods home page](#) – look under **Important Dates**. It is recommended that you also check the [CR calendar](#).

Watch these dates carefully:

- Registering, adding, dropping, or withdrawing from classes
- Paying registration fees
- Filing forms
- Applying for credit/no credit
- Applying for graduation

## Email, organization and records

- If you have provided an email address, you may receive email communications from the College or the SASS program. Be sure to read them, and don't overlook them in your "spam"

or "junk" folder. If you aren't receiving emails, be sure to check with the SASS office or [Student Technical Support](#) to correct your email address and/or check/change your computer settings.

- Even if you keep your computer records in order, a paper trail is still a good method to prevent misunderstandings and correct possible mistakes.
- Always keep copies of important documents, communications, receipts, and records.
- Check your grades in your courses and keep your graded work until after the semester ends.
- Check your official grade /transcript after every semester to ensure the grades are recorded correctly.
- Make a file labeled “Important CR Papers” and keep all College papers in permanent storage.

## Course syllabus

The course syllabus will be made available for each class at the beginning of the semester. Always keep these for at least the semester and become familiar with their contents, which will include (at least) the following:

- Instructor’s purpose and description of the course
- Required materials
- Attendance policy
- Grading policy
- Contact information for the instructor

They may also list specifics of the course requirements, including a schedule and details about assignments and exams.

## General self-advocacy practices

College is very different than high school. It requires completely independent action on your part. To be successful, you need to:

- Take control of your life and develop healthy independence.
- Understand your abilities and disabilities, develop adaptive learning strategies, and be aware of the accommodations you might need.

- Learn to be your own advocate by expressing your needs clearly to the SASS staff and to your instructors early each term.
- Make timely requests for all your accommodations and use your accommodations according to SASS policy and procedure.
- Take advantage of classes that offer instruction in study skills, time management, stress reduction, social skills, self-advocacy, and career and vocational exploration if needed.
- Use all available resources, especially your accommodations, SASS Counselors, the LIGHT Center, and your instructor's office hours.
- Develop excellent time management skills and record all appointments, test dates, and assignment due dates.
- Develop achievable educational goals.
- Plan a reasonable school, study, recreational, and work schedule.
- Select a seat in the classroom that helps eliminate distractions for you.
- Go to all classes, be on time, take notes, and actively participate.
- Plan on spending at least three hours studying for each hour spent in class.
- Organize long-term projects in a step-by-step fashion.
- Balance your life by allowing time for rest and recreation.
- Learn to advocate for yourself.

## Self-advocacy practice for meeting with your instructor

These are questions you need to be prepared to address if your instructor asks them. Or you may want to bring one or more of them up as topics to discuss when you are emphasizing your desire to be successful in the course. It may be good practice to write out the answer or even role play them with someone acting as the teacher. Please note these are general scripts, if you would like to create individualized scripts with a SASS Advisor/Counselor please reach out to the SASS office to schedule an appointment. We are here to support you!

### Scenario: Your instructor asks, “What is your disability?”

- You do not have to give your instructors a medical diagnosis and/or cause of your disability.
- You do need to state that you are registered with the SASS office.

- Example response: “If you reach out to the SASS office, they can confirm that I am a registered SASS student.”

Scenario: Your instructor asks, “What are the educational limitations as they relate to my class?”

- To the best of your understanding, explain how your condition will impact your performance in this particular class.
- Example responses:
  - “I can’t write quickly enough to take effective notes, so I use a note-taking application.”
  - “My condition/medication can slow my thinking skills and motor reaction time.”

Emphasize your abilities, strengths, and special interests in the class.

- Examples:
  - “I have good long-term memory - once I learn something, I’ve got it.”
  - “I want to be a pre-law major and political science is my most important class this quarter.”

Scenario: Your instructor asks, “What are you doing to maximize your ability to succeed in this class?”

- Explain what the SASS Advisor/Counselor or Learning Disability Specialist has recommended you do to succeed in the class.
- Example responses:
  - “I spend extra time studying, using the SQ3R method.”
  - “I use the Kurzweil 3000 to help me read my text.”
  - “I use the LIGHT Center courses.”

Scenario: Your instructor asks, “What accommodation(s) from me would help you learn in this class?”

- Explain what your SASS Advisor/Counselor or Learning Disabilities Specialist has recommended for classroom accommodations and provide a copy of accommodation letter (SSA).

- Tell what has worked for you in other similar type classes. You must be specific when explaining your needs.
- Example responses:
  - “I will need note-taking support because, due to my condition, I have difficulty listening and taking good notes at the same time.”
  - “Since I am a strong auditory learner and a poor speller, I will need to record the lectures to get a good set of notes.”

Scenario: Your instructor asks, “What are your testing accommodation(s) needs?”

- Explain what your SASS Advisor/Counselor or Learning Disabilities Specialist has recommended for classroom accommodations and provide a copy of accommodation letter (SSA) that shows your testing accommodations.
- Again, describe what has worked in the past and be specific in explaining your needs.
- Example responses:
  - “I will use extra time to take tests because it takes me longer to write due to the weakness in my hands”
  - “I need to take tests in a place with reduced distractions because I have difficulty concentrating in a room full of other people which causes me to forget the steps to solving equations.”

Questions you may also want to ask your instructor

- What do you recommend I do to succeed in your class?
- What is the best way for me to study for your class?
- What is the best way for me to prepare for your tests?
- Could I get into a study group?
- What supplementary materials such as videos, study guides, etc. are available?
- I have alternate media accommodation for (braille, large font, e-text, audio text). Are there any materials in this course that I will need to have converted into my chosen format? If so, I would like them well in advance due to how long it takes for SASS to obtain those materials in my chosen format.

- What are the alternative projects, assignments, or ways to demonstrate an understanding of class content?
- **(Highly recommended)** Could I check in with you every two weeks or so to see if my work is either satisfactory or not satisfactory or to see if I have any outstanding assignments?

# Appendix A: ASL interpreting and live captioning procedures agreement

## ASL interpreters

- American Sign Language interpreters are community professionals who are hired by SASS to provide American Sign Language interpretation for classes, labs, required field trips, and counselor/advisor appointments for students who are deaf or hard of hearing.
- It is the student's responsibility to request interpreter services from SASS for outside class activities, such as field trips or meetings with instructors—SASS will not know about your need for interpreters outside of standard class meeting times unless you notify the SASS office ahead of time.
- Notice of at least 14 business days to SASS is required to request interpreters due their work schedules. Last-minute interpreter requests will be expedited as quickly as possible as interpreter staffing allows.
- If you will not need an interpreter for a pre-scheduled date, you must notify the SASS office at least three (3) business days ahead of time. In the case of an illness or emergency, notify the SASS office as soon as possible. Failure to notify the SASS office of an absence will result in a warning the first absence, a discussion with the SASS Director for the second absence, and if there is a third unannounced absence your accommodation for an interpreter may be suspended until further notice.
- If you have a concern about an interpreter, you are encouraged to meet with the assigned interpreter to resolve the issue. If you do not feel comfortable meeting with the interpreter to resolve the issue, please contact the SASS office for assistance.

## Captioning

- Real-time captioning services (such as CART) may be provided to a student who is hard-of-hearing or deaf to provide a transcription of audio information in a text-based format. Most students provided with this accommodation are given access to a web-based service called Genio, which records audio and provides a live text transcription of the recording (access to Wi-Fi or cellular data is required for transcription). Other technology solutions are available, including those pre-installed on smart phones and laptops/tablets.
- In some situations, a human captioner/stenographer may be used instead, either in person or virtually; requests for a live captioner need to be approved by the SASS Director and requested 15 business days in advance. Please follow the other steps of the policy for requesting a human captioner.
- Note: students using Genio or another app-based captioning service do not need to abide by the 15-business day timeline, that is only for live captioning services provided by a human, either in person or virtually.

## Process

- Students not already registered with SASS must submit an application for services and then meet with a SASS counselor for an intake meeting (see the “Eligibility for SASS Services” section of this handbook for more information on the application process).
- Registered SASS students with an approved accommodation for interpreting and/or captioning services need to submit their Support Services Agreement (SSA) either through the student [Accommodate Portal](#) on the SASS website or meet with a SASS counselor. A new SSA is required each term to formally request accommodations for the upcoming term. Due to the logistics of scheduling human interpreters or captioners, these requests should be made at least three weeks prior to the start of the term.
- Once SASS has approved your SSA for the term, a SASS staff member will contact you to discuss your captioning needs. If you do not hear back from SASS within five (5) working days of receiving your SSA, please contact the SASS office to follow up.
- SASS will coordinate an interpreter or captioner to attend (live or virtually) the courses you indicated you would like them to assist you with. If there are any outside of class activities you would like interpreting or captioning services for that do not appear on your course schedule, such as field trips, other required course activities, or meetings with faculty members or College advisors, you need to provide that information to SASS at least 14 days prior to the event.



- If you change your schedule at any time, you must notify the SASS office immediately so that the interpreter/captioner work schedule can be updated.
- When you will be absent from a class, contact SASS at [sass@redwoods.edu](mailto:sass@redwoods.edu) at least three (3) business days in advance of the absence, otherwise it will be marked as a no-show unless the absence was due to a medical situation. (see below for No-Show policy).
- Wait times for classes: interpreters will wait for no more than 20 minutes after the class start time. If you do not make it to class after 20 minutes, the interpreter/captioner will leave and you will be notified of the consequences of an unplanned absence (see below).
- If you are dissatisfied with your interpreting/captioning services, you may discuss the issue directly with the interpreter/captioner, or with the SASS Director as soon as possible.
- Consequences of unexcused/unplanned absences (note: absences due to a health condition do not count as unexcused):
- First absence: student receives a written reminder of the notification requirements from SASS.
- Second absence: student receives a written notice and needs to meet with the SASS counselor on the day and time shown on the second notice.
- Third absence: student will be informed, in writing, of suspension of service and will be required to schedule an appointment to meet with the SASS Director, to further discuss and clarify SASS expectations.
- Students approved for interpreter or captioning services will be provided with a copy of this form to sign via Accommodate.

# Appendix B: Van and scooter use agreement

Van and scooter services are for students with verified mobility disabilities. Children, family, and/or friends are not permitted to ride the Van/Scooter. A Van/Scooter Use Agreement and Schedule must be completed each semester. Van/Scooter use is for classes and class-related activities on campus only—off campus transportation is not provided. Van and scooter services are available at the Eureka campus only.

## Requirements for van use

- You must call or come to the SASS office for a ride. The phone number is (707) 476-4280. You should call when you are ready to be picked up and expect the van within 10 to 15 minutes of calling.
- If you do not have a mobile phone, please discuss alternative options with staff.
- Safety regulations state that seatbelts must be worn at all times. You must remain seated with seatbelts on until the van comes to a complete stop.
- Please load your own book carts, backpacks, etc. onto the van. You must be able to enter/exit independently.
- Scooters will not be transported in the van.

## Requirements for motorized scooter use

- Use of a hand-held personal communication device, such as cellular phone, pager, tablet, and two-way radio while operating a motorized scooter is not permitted.
- Complete a motorized scooter orientation with a SASS staff.
- Pick up and return scooter and key daily at the SASS office. If you need the scooter past SASS closing time of 4:00 pm, you must make arrangements with CR Public Safety to return the scooter to them.
- Motorized scooters do not go into buildings, classrooms, bathrooms, offices, labs, food service area, etc.
- Motorized scooters are not to be driven to the Administration of Justice building, please request a van ride to that location instead.

- Motorized scooter speed is equivalent to walking speed. Do not exceed moderate walking speed. Keep scooter speed in the middle range for most of your transportation on campus. Use the higher speed on inclines and decrease speed on declines.
- Use caution when turning corners, reduce speed and turn slowly. Scooters may tip over at faster speeds when turning corners.
- Approach objects slowly and be aware of the scooter's physical space. Remember that pedestrians always have the right of way.
- Scooters will not be transported in the van.
- You are responsible for the condition of the scooter when it is in your possession. Any damage to or loss of the scooter will be your responsibility to replace or repair.

## Requirements for knee scooter use

- Use of a hand-held personal communication device, such as cellular phone, pager, tablet, and two-way radio while operating a knee scooter is not permitted.
- Complete a knee scooter orientation with a SASS staff person.
- Pick up and return knee scooter daily at the SASS office. If you need the scooter past SASS closing time of 4:00 pm, you must make arrangements with CR Public Safety to return the scooter to them.
- If you would like to check out a knee scooter for more than one day at a time, please ask staff for a long-term checkout agreement.
- Use caution when turning corners, reduce speed and turn slowly. Scooters may tip over at faster speeds when turning corners.
- Approach objects slowly and be aware of the knee scooter's physical space. Remember that pedestrians always have the right of way.
- Scooters will not be transported in the van.
- You are responsible for the condition of the knee scooter when it is in your possession. Any damage to or loss of the knee scooter will be your responsibility to repair or replace.

## Agreement forms

The wording below is what you'll be asked to read and sign before using van service, motorized scooters and/or knee scooters. Students approved for van/scooter services will be provided with a copy of this form to sign via Accommodate.

## Release of liability and waiver

In return for being permitted to use the equipment/property of Redwoods Community College District in the above situation including any associated use of the premises, facilities, equipment, transportation, and services of the Redwoods Community College District, I, for myself, heirs, personal representatives, and assigns, do hereby release, waive, discharge, and promise not to sue Redwoods Community College District, the Board of Trustees, directors, officers, employees, and agents (collectively the "District"), from liability from any and all claims, including the negligence of the District, resulting in personal injury (including death), accidents or illnesses, and property loss, in connection with my participation in the use of District property, premises and facilities.

## Indemnification and hold harmless

I also agree to indemnify and hold the District harmless from any and all claims, actions, suits, procedures, costs, expenses, damages and liabilities, including attorney's fees, arising out of my involvement in the Activity, and to reimburse it for any such expenses incurred.

## Understanding and acknowledgement

I have read all previous paragraphs, including the release of liability and waiver and indemnity agreement, know, fully understand its terms, acknowledge these I have read, understand, and agree to the above terms.

# Appendix C: Diagnosis types recognized by the California Community College system

Below are overviews of the ten diagnosis categories recognized by the California Community College Chancellor's Office for SASS eligibility, as well as Temporary Health Conditions.

## Acquired Brain Injury (ABI)

Acquired Brain Injury (ABI) is a deficit in brain functioning which results in a total or partial loss of cognitive, communicative, motor, psycho-social and/or sensory-perceptual abilities, and limits the student's ability to access the educational process. ABI is defined as an acquired brain injury or traumatic brain injury (TBI) that occurs during or after childhood and may come from a variety of causes such as a traumatic event (accident, combat, physical altercation) or other medical conditions such as stroke or brain tumor, resulting in functional limitations that adversely affect or limit a student's educational performance by impairing:

- Cognition, attention, memory, information processing, reasoning, abstract thinking;
- Judgment, self-regulation and/or problem solving;
- Language and/or speech;
- Sensory, perceptual and/or motor abilities;
- Psycho-social behavior;
- Physical functions;
- Social skills (pragmatics); and/or
- Behavioral issues

## Attention-Deficit/Hyperactivity Disorder (ADHD)

Attention-Deficit/Hyperactivity Disorder is defined as a neurodevelopmental disorder resulting in a persistent deficit in attention and/or hyperactive and impulsive behavior that limits the student's ability to access the educational process. ADHD is a neurodevelopmental condition affecting both children and adults. It is described as a "persistent" or on-going pattern of inattention and/or hyperactivity-impulsivity that gets in the way of daily life or typical development. Individuals with ADHD may also have difficulties with maintaining attention, executive function (or the brain's ability to begin an activity, organize itself and manage tasks) and working memory. ADHD is described as

having three major presentations: inattentive, hyperactive-impulsive, and combined inattentive and hyperactive-impulsive.

## Autism Spectrum

Autism Spectrum disorders are defined as neurodevelopmental disorders described as persistent deficits which limit the student's ability to access the educational process. Symptoms must have been present in the early developmental period, and cause limitations in social, academic, occupational, or other important areas of current functioning.

Autism spectrum disorders are characterized by significant limitations and may include, but not be limited to any of the following:

- Limitations in social-emotional reciprocity (e.g. abnormal social approach; failure of normal back-and-forth conversation; reduced sharing of interests, emotions, or affect; failure to initiate or respond to social interactions);
- Limitations in nonverbal communicative behaviors used for social interactions (e.g. poorly integrated verbal and nonverbal communication; abnormalities in eye contact and body language; deficits in understanding and use of gestures; total lack of facial expressions and nonverbal communication);
- Limitations in developing, maintaining, and understanding relationships (e.g. difficulties adjusting behavior to suit various social contexts; difficulties in making friends; absence of interest in peers);
- Stereotyped or repetitive motor movements, use of objects, or speech (e.g. self-stimulation behaviors such as arm flapping, flipping objects, echolalia, idiosyncratic phrases);
- Insistence on sameness, inflexible adherence to routines, ritualized patterns, or verbal nonverbal behavior (e.g. extreme distress at small changes, difficulties with transitions, rigid thinking patterns, greeting rituals, need to take same route every day, need to eat the same food every day);
- Highly restricted, fixated interests that are abnormal in intensity or focus (e.g. strong attachment to or preoccupation with unusual objects, excessively circumscribed or perseverative interest);
- Hyper- or hypo-reactivity to sensory input or unusual interests in sensory aspects of the environment (e.g., apparent indifference to pain/temperature, adverse response to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement).

## Blind and Low Vision

Blindness and low vision are defined as a level of vision that limits the student's ability to access the educational process. Blindness or low vision results from a level of visual disability so significant that, without accommodation other than regular corrective lenses, vision no longer serves as a major channel for information processing.

## Deaf and Hard of Hearing

Deaf and Hard of Hearing (DHH) is defined as a total or partial loss of hearing function that limits the student's ability to access the educational process. Deafness or Hard of Hearing means either total deafness or a hearing loss so severe that a student is limited in processing information through hearing, with or without amplification or other technology.

## Intellectual Disability

Intellectual disability (ID) is defined as significant limitations both in intellectual functioning and in adaptive behavior that affect and limit the student's ability to access the educational process. An individual may have an intellectual disability when:

- the person's functioning level is below average intellectual ability,
- the person has significant limitations in adaptive skill areas as expressed in conceptual, social, academic and practical skills in independent living and employment, and
- the disability originated before the age of 18.

## Learning Disability

Learning Disability (LD) is defined as a persistent condition of presumed neurological dysfunction which may exist with other disabling conditions. The dysfunction is not explained by lack of educational opportunity, lack of proficiency in the language of instruction, or other non-neurological factors, and this dysfunction limits the student's ability to access the educational process. For more information, read [Frequently Asked Questions about learning disabilities](#).

## Mental Health Disability

Mental health disability is defined as a persistent psychological or psychiatric disability, or emotional or mental illness that limits the student's ability to access the educational process. Conditions that are not described and/or excluded in the American Psychiatric Association Diagnostic and Statistical Manual (DSM) or the Americans with Disabilities Act (ADA) are not covered in this category. A mental health disability is a condition which:

- is listed in the most current American Psychiatric Association Diagnostic and Statistical Manual (DSM) and/or the Americans with Disabilities Act, as amended, and/or the International Classification of Diseases (ICD);
- reflects a psychiatric or psychological condition that interferes with a major life activity; and
- poses a functional limitation in the educational setting.

Examples of mental health conditions covered in the section include: Post Traumatic Stress Disorders (PTSD), obsessive compulsive disorders (OCD), bipolar disorder, schizophrenia, anxiety disorders, and major depression.

The term mental health disability does not include any condition designated by the most current DSM with a Code in Axis V signifying that it is not attributable to a mental health disorder.

Neurodevelopmental Disorders (such as, but not limited to Intellectual Disabilities, Learning Disabilities, ADHD and other Neurodevelopmental Disorders) are covered by another disability category in these regulations.

There are a number of conditions listed in the current DSM, that are not included in the California Community College definition as warranting educational accommodations such as compulsive gambling, kleptomania, and pyromania.

While Paraphilic Disorders are not included in the definition of mental health disability, please note these disorders may cause psychological and physical distress and impairment. Students undergoing gender affirmation surgery or going through gender affirmation processes may require accommodations and would be covered under Section 56044.

Individuals in recovery for drug and alcohol abuse are considered as having a mental health disability as long as they are in or have completed a substance abuse recovery program and meet all other conditions for this disability category.



## Physical Disability

Physical disability is defined as a limitation in locomotion or motor functions. These limitations are the result of specific impacts to the body's muscular-skeletal or nervous systems, and limit the student's ability to access the educational process. Examples of a physical disability include, but are not limited to, absence of a limb or limbs, paraplegia, hemiplegia, or quadriplegia, short stature, polio, Cerebral Palsy (CP), Multiple Sclerosis (MS), and Muscular Dystrophy (MD). Physical disability may also include limitations which arise from significant back and lumbar problems, arthritis, and a wide range of other physical conditions.

## Other Health Conditions and Disabilities

This category includes all students with disabilities, as defined in Section 56002, with other health conditions, and/or health conditions that affect a major life activity, which are otherwise not defined in Sections 56032-56042, but which limit the student's ability to access the educational process.

Students with health conditions or other disabilities covered in this category may have impacts that result in educational limitations which may be nonspecific and vary widely from individual to individual. Some of the more common limitations of students with health conditions include pain and decreased level of energy or stamina. These effects have lasted or are expected to last at least six months and may be episodic in nature and come from various causes.

Examples of a health condition or other disability identified for this section, include but are not limited to, cardiovascular disease, Chronic Obstructive Pulmonary Disease (COPD), asthma, diseases of various organ systems (e.g. respiratory, cardiovascular, immune, gastro-intestinal, endocrine, liver/kidney, etc.), cancer, HIV-AIDS, hepatitis, lupus, Tourette syndrome, seizure disorders, chronic fatigue producing diseases such as Epstein-Barr or Myasthenia Gravis, multiple chemical sensitivity, or severe allergies. These limitations, which are a result of the student's health condition, limit the student's ability to have equal access to the educational offerings of the College without academic adjustments, auxiliary aids, service, and/or instruction.

## Temporary Health Conditions

A broken leg or arm, a pregnancy-related health impairment, or recuperation from surgery are examples of temporary disabilities. Under the ADA, accommodations should be provided for these conditions. In many cases, a temporary condition will be readily observable and thus not require outside documentation. If a temporary condition is very short-term, 2-3 weeks for example, the student can be referred to the instructor to discuss temporary adjustments. In the case of a longer-term temporary condition such as a pregnancy-related impairment spanning six months, the

student can be served by SASS. Pregnant students may choose to receive accommodations through the [Title IX office](#) instead of SASS: (707) 476-4133, [titleix@redwoods.edu](mailto:titleix@redwoods.edu).