Introduction

Welcome to Florida Keys Community College. The purpose of this handbook is to provide information about a variety of programs, auxiliary aids, services, reasonable accommodations and equipment made available to students with documented disabilities who attend Florida Keys Community College.

Our mission is to ensure that students with disabilities receive equal access to educational opportunities and succeed in their academic endeavors.

FKCC Disabled Student Services Office Contact Information:

Suzy Park
Coordinator for Disabled Student Services/Academic Advisor
Administration Building – William A. Seeker Campus
5901 College Road.
Key West, FL  33040
Suzy.park@fkcc.edu
305-809-3269

Please visit our website for more information.

www.fkcc.edu
How to register for services through the FKCC DSS Office

In order to be provided reasonable accommodations as a student with a disability, a student must self-identify with documentation of his/her disability to the Coordinator for the Office of Disabled Student Services (DSS). He/she must also complete the Application for Accommodations and Service. Once all required documentation has been submitted to the DSS Office, services may begin. To ensure obtaining prompt accommodations, documentation must be received 30 days prior to the beginning of the semester.

Documentation must include:

- A specific diagnosis of the disability.
- Specific limitations caused by the disability, or functional loss.
- Recommendations for accommodations needed.
- Limitations the disability causes and the effect on the students’ learning ability.
- A list of medications being taken.

Documentation must be dated three years current. However, the DSS Office may modify the time frame if the student has specific updated documentation on official letterhead, signed and dated by a medical professional, with a clear diagnosis of the disability.

Academic and career advising are available to all students. When enrolling at FKCC, a self-identified student with a documented disability may receive accommodations, support services and academic adjustments based on his/her individual needs as determined by the DSS Coordinator and provided individual disability documentation.

Reasonable accommodations are made at little or no expense to the student.

A student who requests accommodations must present his/her request in sufficient time to coordinate services. Some services may require a minimum of two weeks to arrange. If specific learning tools or accommodations are needed, it is the responsibility of the student to make such requests known with ample time for the tool/accommodation to be provided so the student has what he/she needs to begin the semester successfully.

Accommodations designed to meet a student’s individual learning needs do not reduce his/her responsibility for meeting the same academic standards, conduct codes and course requirements as those required of all students at Florida Keys Community College.

Community Transportation:

Printed bus routes are available on the Key West campus for the city transit system. If you can't find a bus route, please inquire with the Lobby Receptionist or Generalist in A building.
Confidentiality/Release of Information:

The Disabled Student Services Coordinator will notify teachers of each student who registers with the DSS Office and signs the Application for Accommodations and Services. The signed application gives the DSS Coordinator permission to do so *for teachers only*. All information submitted to the DSS Office remains strictly confidential and is safeguarded. A student’s name and disability are not released to anyone without the student’s written permission. If a student wishes to have his/her parent(s) involved in personal information sharing with the college personnel, then the student will sign the Family Educational Rights and Privacy Act (FERPA) form to be documented in the students’ file. **This form is available on our FKCC.edu site, and must be renewed annually.**

Voter Registration:

The DSS Office is a State designated voter registration agency that provides assistance to applicants with disabilities in completing voter registration application forms and accepts completed voter registration application forms for transmittal to the appropriate election official.

Student Support Services:

Students who register with the Disabled Student Services Office are eligible for accommodations, support services and/or academic adjustments based on individual needs as determined by the DSS Coordinator, accommodations documentation, and availability of services. Some services may require a minimum of two weeks to arrange. The DSS Office can offer a variety of accommodations and support services including but not limited to:

- Assistance with admission and course registration
- Information and referrals to campus and community services
- Advice on classroom accommodations
- Liaison between student and faculty, provide assistance to faculty on effectively working with the student
- Instructor notification of student with disability – with student’s permission only
- Readers, note takers, tutors
- Modified or extended test taking
- Course substitutions
- Accessibility to classrooms and buildings
- Equipment loan
Testing Accommodations

If a student is requesting extended time and/or testing in a separate room he/she must self-identify to his/her professor with specific needs at least 3 working days prior to the test. The individuals’ professor will work with the DSS Coordinator to set up specific testing accommodations as the student has requested, in the dedicated testing room.

Course Substitution Waiver Procedure

Florida State Board of Education Rule 6A-10.041, and Florida Statute 1007.264, authorize reasonable substitutions for any person who has a documented hearing impairment, visual impairment, or a specific learning disability, orthopedic/physical impairment, speech/language impairment, emotional or behavioral disability, autism spectrum disorder, or other disability except those students who have been documented as having an intellectual disability. If a disability inhibits a student from completing a course toward his/her degree which would cause that student not to commence (for example dyslexia causing a student not to complete a math course) that student has the option to file a waiver to substitute another course for that math course. Please refer to our FKCC Course Substitution Waiver Procedure 72.5, Substitutions for Eligible Students with Disabilities.

Categories of Disabilities

Autism Spectrum Disorder- Disorders characterized by an uneven developmental profile and a pattern of qualitative impairments in social interaction, communication, and presence of restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities. These characteristics are manifest in a variety of combinations and range from mild to severe.

Emotional or Behavioral Disability-Any mental or psychological disorder including, but not limited to, organic brain syndrome, emotional or mental illness, or attention deficit disorders.

Hearing Impaired/Deafness-A hearing loss of thirty (30) decibels or greater, pure tone average of 500, 1000, 2000 Hz, ANSI, unaided, in the better ear. Examples include, but are not limited to, conductive hearing impairment or deafness, sensor neural hearing impairment or deafness, high or low tone hearing loss or deafness, acoustic trauma hearing loss or deafness.

Orthopedic/Physical Impairment- A disorder of the musculoskeletal, connective tissue disorders, and neuromuscular system. Examples include, but are not limited to, cerebral palsy, absence of some body member, clubfoot, nerve damage to the hand and arm, cardiovascular aneurysm (CVA), head injury and spinal cord injury, arthritis and rheumatism, epilepsy, intracranial hemorrhage, embolism, thrombosis (stroke), poliomyelitis, multiple sclerosis,
Parkinson’s disease, congenital malformation of brain cellular tissue, and physical disorders pertaining to muscles and nerves, usually as a result of disease or birth defect, including, but not limited to, muscular dystrophy and congenital muscle disorders.

Specific Learning Disabilities—An order of the basic psychological or neurological process involved in understanding or using spoken or written language. Disorders may be manifested in listening, thinking, reading, writing, spelling, or performing arithmetic calculations. Examples include, but not limited to, dyslexia, dysgraphia, dysphasia, dyscalculia, and other specific learning disabilities in the basic psychological or neurological process. Such disorders do not include learning problems, which are due primarily to visual, hearing, or motor handicaps, to mental retardation, to emotional disturbances, or to an environmental deprivation.

Speech/Language Impairment—Disorders of language, articulation, fluency, or voice which interfere with communication, pre-academic or academic learning, vocational training, or social adjustment. Examples include, but are not limited to, cleft lip and/or palate with speech impairment, stammering, stuttering, laryngectomy, and aphasia.

Traumatic Brain Injury—An injury to the brain, not of a degenerative or congenital nature but caused by an external force, that may produce a diminished or altered state of consciousness, which results in impairment of cognitive ability and/or physical functioning.

Visual Impairment—Structural and functional disorders of the eye manifested by at least one of the following: visual acuity of 20/70 or less in the better eye after the best possible correction, a peripheral field so constrict that it affects one’s ability to function in an educational setting. Examples include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa and strabismus.

Other—Any disability not identified in paragraphs (1)(a) through (h) of Rule 6A-10.041, except those students who have been documented as having an intellectual disability, deemed by a disability professional to make completion of a requirement impossible.
TRANSITION FROM HIGH SCHOOL TO COLLEGE FOR STUDENTS WITH DISABILITIES

IDEA (Individuals with Disabilities Education Act) and Section 504 of the Rehabilitation Act of 1973 are very different. This has led to miscommunication between college and high school staff. Under IDEA, high school special education programs procedures may apply primarily to a precise list of disabilities such as specific learning disability. In post-secondary institutions, accommodations must be made on a case-by-case basis according to a current functional impairment. In high school, students who use wheelchairs may be considered under a subpart of Section 504 of the Rehabilitation Act and be referred to as “504” students. However, Section 504 does not have a requirement for IEPs in either high school or post-secondary institutions. Misunderstanding comes from the assumption that a “504 Plan” or an IEP developed at a high school will be binding on a college or university campus. It is not.

Laws:

High School:

- Individuals with Disabilities Education Act (IDEA)
- Section 504 of the Rehabilitation Act of 1973
- Americans with Disabilities Act

Post-Secondary:

- Section 504 of the Rehabilitation Act of 1973
- Americans with Disabilities Act
- Civil Rights Restoration Act
### In high school, the school has responsibilities which include the following:

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<tr>
<th>Responsibility</th>
<th>The post-secondary level institution role changes as follows:</th>
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<tr>
<td>Identify students with disabilities</td>
<td>Protect a student’s rights to privacy and confidentiality</td>
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<td>Provide assessment of learning disabilities</td>
<td>Provide access to programs and services for persons with disabilities</td>
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<td>Classify disabilities according to specified diagnostic categories</td>
<td>Inform students of office location and procedures for requesting accommodations</td>
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<td>Involve parents or guardians in placement decisions</td>
<td>Accept and evaluate verifying documentation</td>
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<td>Provide certain non-academic services</td>
<td>Determine that a mental or physical impairment causes a substantial limitation of a major life activity based on student-provided verifying documentation</td>
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<td>Place students in programs where they can benefit (in any way) by placement committee with parents participation and approval</td>
<td>Determine for students who are otherwise qualified for participation in the program or service, with or without accommodations, whether reasonable accommodations are possible</td>
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<td>Structure a large part of the student’s weekly schedule</td>
<td>Make reasonable accommodations for student who met the above qualifying criteria</td>
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<td>Modify educational programs</td>
<td>Provide reasonable access to programs and service choices equal to those available to the general public</td>
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<td>Prepare Individual Educational Plans (IEPs)</td>
<td>Suggest reasonable adjustments in teaching methods which do not alter the essential content of a course or program</td>
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<td>Provide a free and appropriate education</td>
<td>Assure that off-campus and contracted program facilities also comply with Section 504 (Subpart E) and ADA</td>
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<tr>
<td>Provide appropriate services by the school nurse or health services</td>
<td>Inform students of their rights and responsibilities</td>
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At the post-secondary institution, a student’s responsibilities change. A student must self-identify through the DSS Office in order to receive accommodations. A student must take action and request accommodations through the DSS Office and his/her instructors. He/she must act as an independent adult and use appropriate self-advocacy strategies. If FKCC is not able to meet the needs of his/her accommodations request, then the student is responsible to find assistance through his/her own means. A student must take responsibility for his/her own needs.

Other differences exist for post-secondary institutions that provide housing programs, health services, psychological counseling services and extensive international programs.
Equity Statement

Florida Keys Community College is an equal access/equal opportunity institution. Discrimination/harassment on the basis of color, race, ethnicity, genetic information, sexual orientation, religion, gender, age, national origin, marital status or disability in administration to, or employment in, its education programs or activities is prohibited. Please report any form of discrimination/harassment immediately to the College's Equity Officer, Human Resources, 5901 College Road, Key West, Florida 33040, (305) 809-3248 or to the Office of Civil Rights of the U.S. Department of Education.

For additional information please refer to the following websites:

www.learningally.org
- help securing talking text books, and other technical learning tools

www.usdoeocr.org
- more about your rights and responsibilities

- Information on Section 504 of the Rehabilitation Act of 1973 and Title II
Our Mission
Florida Keys Community College is an open-access, educational institution dedicated to serving the intellectual, diverse, cultural, and occupational needs of the Florida Keys as well as the global community. The college is committed to student-centric academic programs and services, workforce development, continuing education, diverse partnerships, electronically delivered instruction, and sustainable practices that prepare students for personal success and responsible citizenship.

Statement of Accreditation
Florida Keys Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the associate degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Florida Keys Community College.