



DRC

Disability Resource Center (DRC)

Faculty Handbook

Disability Resource Center

Porterville College
100 E College Ave
Porterville, CA 93257
AC-115
(559) 791-2215
drc@portervillecollege.edu



FIGURE 1
DRC WEBSITE QR CODE

DRC Staff

Director of Student Services Diane Thompson
Program Coordinator / Counselor Stephanie Olmedo-Hinde
Learning Disability Specialist / Errin Sullivan-Arcos
Mental Wellness Counselor
Alternative Media Specialist Fernando Roman
Sign Language Interpreter Shauna Williams
Program Technician Kelly Moua

Are you a faculty member who needs accommodations?

Contact Human Resources to set them up!

(559) 791-2225

AC-125



Contents

Disability Resource Center	ii
Are you a faculty member who needs accommodations?	ii
Intro / Welcome	2
Presentation Requests	2
Laws & Policies	2
Rights & Responsibilities.....	3
Eligibility & Referrals	5
Referring Students to DRC	5
Accommodations & Services	6
Sample Scenarios.....	11
Best Practices for Instructors	12
Frequently Asked Questions	13
References & Resources	14
Off-Campus Resource Directory	16
Campus Resources	15
Forms.....	17

Intro / Welcome

Five percent of students enrolled at Porterville College have a verified disability, so it is likely that you will have at least one student with a disability in your classroom. The Disability Resource Center (DRC) is here to support you as you work with these students. The goal of this faculty handbook is to offer you suggestions and resources for providing academic accommodations. Whether you are a seasoned instructor or this is your first semester teaching, the information in the handbook will increase your knowledge in working with students with disabilities, whom to ask if questions arise, and where to find additional information.

Presentation Requests

Having a DRC staff member visit your classroom can encourage students to be proactive in requesting accommodations. Contact the DRC, and we will visit your classroom to give a brief presentation outlining how to request accommodations and services.

DRC Mission Statement

The mission of the Porterville College Disability Resource Center (DRC) is to facilitate learning, promote independence, and encourage life-long learning to the students we serve. The goal of the DRC is to provide our students the opportunity to succeed through a student-centered approach that is focused on providing equal access. We strive to insure that reasonable accommodations are provided that will assist our students in reaching their true potential. The DRC is a caring and supportive place of acceptance where each student's individuality is embraced and celebrated.

Laws & Policies

Federal & state laws, as well as district & college policies, govern the rights of students with disabilities to higher education.

By accepting federal funding, Porterville College and its employees agree to comply with these laws. **The DRC's role is to assist the college & instructors in meeting their legal obligations to students.** We do not enforce the law or intervene in the student/teacher relationship.

Section 504 & 508 Rehabilitation Act of 1973

504: ensures **equal access** to education for students with disabilities¹

508: requires **universal access** to "electronic information technology" including school & classroom websites²

Title I & IV, ADA Americans with Disabilities Act

Title I: covers nondiscrimination in **employment activities** - includes PC student workers

Title IV: requires state & local government facilities, services, & communications to be **accessible**³

Title 5 §§ 56000- 56076 California Code of Regulations

sets regulations for **academic adjustments** provided to **community college** students

adds protections so **instructors do not** have to **fundamentally alter** their course objectives or content⁴

Rights & Responsibilities

	Rights	Responsibilities
Students	<p>confidentiality of all information regarding their disability</p> <p>choice of whether to disclose disability (unless required by law)</p> <p>equal access: courses, programs, services, jobs, activities, & facilities provided by the college</p> <p>academic adjustments as determined by DRC counselor</p> <p>information available in accessible formats</p>	<p>meet academic standards</p> <p>provide documentation of disability only to DRC or Vice President of Student Services</p> <p>set up accommodations with Vice President of Student Services, if student does not want to join DRC program</p> <p>request approved accommodations from DRC or instructor in a timely manner</p> <p>follow student code of conduct⁵</p>
Instructors	<p>set & maintain academic standards</p> <p>academic freedom – as long as you do not deny approved academic accommodations</p> <p>evaluate & grade students' work based on course standards</p> <p>refuse unauthorized accommodations – contact DRC if unsure</p> <p>expect all students to adhere to Student Code of Conduct⁵</p>	<p>strict confidentiality regarding student's identity, disability, and accommodations</p> <p>contact DRC (not the student) if dispute arises about accommodations</p> <p>ensure all instructional videos are captioned and all instructional online content is accessible⁶</p> <p>work with DRC to provide accommodations in a fair & timely way</p> <p>adjust instruction without fundamentally altering program or standards</p> <p>provide handouts & exams to DRC promptly via email when requested</p> <p>select textbooks early so DRC can order e-text</p>

Instructors: Please make a general announcement to your class at the beginning of the semester, advising students requiring accommodations to contact the DRC. In addition, Porterville College policy requires each syllabus to include a statement about how to request accommodations.

Sample syllabus statement: Porterville College is committed to providing access to education for students with disabilities. If you have a disability or medical condition which requires an accommodation, please contact the Disability Resource Center (DRC) in the Academic Center room 115 or call (559)791-2215. To request this syllabus in an alternative format, please contact the DRC.

Rights & Responsibilities

	Rights	Responsibilities
College	<p>request verification of student's disability</p> <p>require students to adhere to Student Code of Conduct⁵</p>	<p>inform applicants & students with disabilities about available academic accommodations</p> <p>ensure all programs & materials are accessible</p> <p>set policies & procedures for access and a process to resolve disputes</p> <p>communicate policies & procedures to college employees & students</p> <p>support atmosphere of respect & inclusion</p> <p>adjust, substitute, or waive non-fundamental requirements that have disproportionately adverse impact on a student's disability</p>
DRC	<p>request verification of student's disability</p> <p>deny request for accommodations if student does not provide appropriate verification</p>	<p>strict confidentiality regarding student's identity, disability, and accommodations</p> <p>assist faculty in providing or arranging accommodations and/or auxiliary aids</p> <p>communicate to students, faculty, & staff the process to request accommodations</p> <p>verify student's disability and authorize accommodations based on educational limitations caused by the disability</p>

Eligibility & Referrals

Eligibility

Students must meet the following requirements to be eligible for DRC services:

- High school graduate **or** 18 years old
- Enrolled in courses at Porterville College
- Have a **documented** disability

Many of the students in our program have **permanent** or **chronic** disabilities. However, students with **temporary** disabilities (injury, illness, surgery, or other circumstances) may qualify for temporary services. Examples of eligible disabilities include (but are not limited to):

- Mobility impairment
- Visual disability
- Deaf or hard-of-hearing
- Learning disability
- Acquired brain injury
- Mental health disability
- Chronic health problems
- Recovery from drug & alcohol use
- Autism
- ADD/ADHD
- Intellectual disability

Referring Students to DRC

Student-initiated referral

If a student discloses to you that they have a disability that requires accommodations, you may ask them to provide written proof of their **approved accommodations**. This may include an Academic Accommodation Plan (AAP) from the DRC Coordinator or a letter from the Vice President of Student Services.

Instructor-initiated referral

If you feel that your student is in need of additional help, please refer them to Early Alert who will connect them with the appropriate resources.

Accommodations & Services

Accommodations make courses accessible to students with disabilities. Academic adjustments and other services may vary term to term depending on the educational requirements of the class(es). Students are responsible for requesting accommodations every semester, and the DRC Coordinator is responsible for determining and approving accommodations.

Early requests for accommodations are encouraged.

By law, colleges must give students with disabilities the opportunity both to acquire information and to be evaluated in a way that allows the student to fully demonstrate his/her knowledge of the subject. Accommodations cannot fundamentally change academic requirements for degrees, certificates, programs, courses, or assignments.

Following are some examples of academic accommodations that may be appropriate for students with various disabilities. The DRC Coordinator tailors specific accommodations to each individual student's needs, based on an appraisal of the impact of the student's disability in the specific academic environment.

Services Overview

The DRC provides educational and vocational support services for students with disabilities who are enrolled at Porterville College. Services include (but are not limited to):

Mental Wellness

Please refer **at-risk** students to Errin-Sullivan Arcos in AC-115 or call (559) 791-2366.

Suicide Prevention

Conversations can change lives! Have you ever been worried about a student on campus? Porterville College offers an online-simulation training for talking to **at-risk** students and connecting them with campus services. Trainings are also available for creating a supportive campus culture for LGBTQ and military-connected students.

To complete the simulation, follow the instructions below:

- Go to Kognito (ccc.kognito.com)
- Create a New Account
- Follow the on-screen instructions
- Choose your simulation and click "LAUNCH"

Call Counseling (559) 791-2329 or Student Services (559) 791-2218 for more information.



At-Risk for Faculty & Staff



LGBTQ on Campus for Faculty & Staff



Veterans on Campus for Faculty & Staff

Accommodations & Services

Learning Disability Assessment

LD Services

- Assessment and evaluation of eligibility for LD support
- Accommodations and services based on individual assessment results
- Identification of a student's learning strengths and challenges
- Learning strategies and techniques
- Referral to other resources

Procedure

1. The student must first meet with the LD Specialist and determine if LD assessment is an appropriate next step.
2. If assessment is appropriate, the student is given an **Intake Packet** to complete. Once the packet is completed, the student sets an appointment with the LD Specialist to review the packet.
3. Together the student and LD Specialist schedule dates for individual assessment.
4. Once the assessment is complete, the student and the LD Specialist review the results of the assessment. The LD Specialist determines if the student's assessment results meet the eligibility criteria as determined by the California Community Colleges Chancellors' Office.
5. A summary report of the LD assessment is given to the student and another copy is placed in the student's file.

The process involves up to 12 hours per student over the course of the semester. This includes:

- The evaluation for assessment eligibility (typically 30 min - 1 hour)
- The LD Intake Packet review session (1-1.5 hour)
- 4-6 hours of assessment (3-4 hours for assessment and 1-2 hour for scoring and report)
- Exit interview given at the end of the assessment to review results (1-1.5 hours)
- Learning strategies on how to improve specific areas where processing deficits are present, if applicable. (1-2 hours)

Assessment is done in 1-to-2 hour intervals over the course of the semester. The LD Specialist does all of the assessment on a one-to-one basis.

High Tech Center

Provides instruction in speech-to-text & text-to-speech software, magnification software, braille output, and other assistive technology for students with disabilities.

Alternative Media

Alternative Media includes instructional materials, textbooks, college publications, and/or library materials in formats made accessible by assistive technology. Examples of accessible formats are: MP3 Audio, large print, Braille, tactile graphics, and e-text. **Please make classroom materials available as early as possible for timely processing.**

Accommodations & Services

Assistive Technology

Porterville College offers assistive technology for students to check out. Some examples include:

Text-to-speech software	Digital recorders
Speech-to-text software	Magnifiers
FM systems	Screen magnification software
Alternative keyboards	UbiDuo face-to-face communication
Smart pens	Victor Stream reader
SmartView 360	Head tracker technology smart navigation
C-Pens	Braille technology
Calculators	Audio note-taker

Interpreting Services

If a student in your class will be using an interpreter, we will notify you in advance via email. **Please reserve a seat for the interpreter(s).** Qualified sign language interpreters are available for deaf or hard-of-hearing students who request them. Interpreters will be provided for classroom lectures and labs, meetings with instructors, club meetings, field trips or any PC educational activities.

Please notify your class at least one week in advance of any out-of-classroom activities (including extra credit or optional activities).

Real-time Captioning Services

If a student in your class will use an in-person captioning provider, we will notify you in advance via email. **Please reserve a seat for the captioning provider.** Real-time captioning is available for deaf / hard-of-hearing students, as well as students with visual impairments, auditory processing disorders, and some other qualifying disabilities. Services may be provided in person or remotely, depending on availability of providers. In either case, the student will use a laptop or tablet computer in class to access the captioning in real time.

Mobility Services

On-campus mobility services are available to students with mobility limitations. Services include elevator keys and/or a golf cart for transport across campus.

Scribe

If a student in your class will use a scribe, we will notify you in advance via email. **Please reserve a seat for the scribe.** A scribe assists students with taking notes and dictation in classroom, testing, and tutoring/mentoring environments.

Please notify your class at least one week in advance of any out-of-classroom activities (including extra credit or optional activities).

Accommodations & Services

Note-taker

DRC may contact you and ask that you make a general announcement to your class requesting a volunteer note-taker. If one is not available, we will provide a paid note-taker. **Please notify your class at least one week in advance of any out-of-classroom activities (including extra credit or optional activities).**

A blind student may use a braille note-taking device which stores information electronically. The instructor would need to remember to verbalize what s/he writes on the board or to describe verbally other items used in instruction. For example: describe the item you are drawing (such as a bell curve) or the object you are holding (such as a primate skull).

Assistive Listening Devices

Some deaf or hard-of-hearing students use assistive listening devices. Some devices require the instructor to wear a transmitter or microphone during class. Faculty may also need to restate questions or comments from other students to give the deaf or hard-of-hearing student access to this information. **This may be helpful to all of your students!**

Adaptive Furniture

Adaptive furniture provides access to classroom facilities or ease of use for students with physical limitations. Some common items requested are an adjustable table or a padded high back chair. **Adaptive Furniture is the property of DRC and is solely to be used by DRC students who have requested this accommodation.**

With the student's permission, we will provide you with a Letter to Professor (DRC Form 1) advising which students will be using adaptive furniture in your classroom.

Alternative Testing Formats

Permitting students to show their knowledge or mastery of the subject matter by using an alternative testing method may be a necessary accommodation, provided that the change in method doesn't fundamentally alter the education program. For example, permitting an oral exam in lieu of a written exam may be permissible unless the purpose of the exam is also to test the writing ability of the student. Likewise, permitting an essay exam in lieu of a multiple-choice exam or vice versa may be acceptable in some situations. Adaptations such as these ensure evaluation of the student's achievement in the course, rather than reflecting the student's disability. **If a student requests an alternate testing format, the DRC Coordinator can help you design an appropriate alternative.**

Accommodations & Services

Testing Accommodations

Beginning Summer 2018, all out-of-class proctored testing will take place at the Learning Center (located in the LRC building) by our highly qualified Learning Center Technicians. This change will improve efficiency for students, instructors, and staff. This assists the college with the legally mandated responsibility to provide alternative testing locations and accommodations for the students.

DRC Staff will continue to send Test Accommodation Forms to instructors.

If the **student** prefers, the professor may give the exam, as long as the professor provides the required accommodations. For example: extended time on tests, distraction-reduced environment, reader or scribe. If the student prefers to take the exam at the Learning Center, the student should make arrangements by completing testing forms at the DRC and scheduling their exam at the Learning Center.

Some disabilities make it very difficult to accurately fill out a scantron or other computer-scored answer sheet. On a multiple-choice exam an instructor may need to permit a student to circle his or her answers on the test document. The instructor will then need to hand score the exam. Other examples include permitting a student to speak answers into a digital recorder or to a scribe, or to type answers on a computer.

Digital Recorder

Digitally recording class lectures and discussions may be a necessary accommodation for some students. If the DRC approves use of a digital recorder for a student, faculty must allow it. Students will be required to sign Student Agreement for Recording Classes ([Form 1.5](#)). The agreement that the student signs reads as follows:

The student agrees that digital recordings are to be used solely by the student signing this form and only for individual study for this class. Lectures recorded for this purpose may NOT be shared with other people without the consent of the lecturer. Digital-recorded lectures may not be used in any way against the faculty member, other professors, or students whose classroom comments are recorded as part of the class activity. Student may be asked to pause recording during other students' personal stories and self-disclosures, but may start recording again when lecture begins. Information contained in the digital-recorded lecture is protected under federal copyright laws and may not be published or quoted without the express consent of the lecturer and without proper identity and credit to the lecturer.

I have read and understand the above agreement on digital-recorded lectures. I pledge to abide by the above policy with regard to any lectures I record while enrolled in the courses listed on the first page.

Digital recorders are specifically mentioned in Section 504 of the Rehabilitation Act¹ as a means of providing full participation in educational programs and activities. As a general rule, any classroom material on which a student typically would take notes may be recorded. Occasionally, classroom discussion reveals information of a personal nature about students. If open discussions are expected to reveal personal information, it would be appropriate to ask the class (not the specific student) to turn off any recording devices during these discussions.

Sample Scenarios¹⁴

Situation: A blind student enrolls in a math class and requests that the instructor verbalize what s/he is writing on the board or overhead.

Reasonable Accommodation or Not? The faculty member would be legally required (as well as ethically obliged) to make an adjustment in presentation of course material by verbalizing what is written on the board or overhead. Pointing and referring to "this" and "that" as written on the board would not give the student with a visual disability equal access to the instruction. An added benefit is that verbalizing material rather than just writing it can assist all students because the information presented is more explicit.

Situation: A blind student who reads Braille requests to have handouts a few days in advance of the class session so that they can be prepared in alternate format.

Reasonable Accommodation or Not? The law says that "communication must be as effective as that provided to others." The DRC will take class handouts and braille them. But to do that, we need at least 3 weeks to do this. Thus, the instructor would be expected to provide the handouts to the student in a timely way so that the DRC can braille the material and the student can have equal access to the class material at the same time as his/her peers. It would not be sufficient merely to distribute the handouts in class that day and tell the student, "This is the way I teach."

Situation: A student with a visual or reading disability requests that the instructor provide information about the textbook that will be used in an upcoming semester.

Reasonable Accommodation or Not? Faculty is expected to submit textbook adoptions to the bookstore by the April and October deadlines. **Timely textbook adoption is critically important for students with visual or reading disabilities.**

California law AB 422 became effective in January 2001. It requires that textbooks be provided in electronic text on disk or CD (e-text) to students with visual or reading disabilities so that the student can access the material using assistive technology.

If a student registers with our office and if e-text is considered an appropriate accommodation, the DRC works with the student to procure the e-text. However, that process may take 1-2 months or more. Timely textbook adoption (i.e. meeting the deadlines established by the bookstore) gives the DRC time to contact the publisher and arrange for e-text, or if that isn't available, to scan the book. Delayed textbook adoption impedes that process, thus depriving the student of access to the textbook material and possible compliance issues.

Best Practices for Instructors

1. When interacting with a person who is visually impaired, always identify yourself and others who are with you. When conversing in a group, remember to identify the person to whom you are speaking.
2. Do not take a blind person's arm and guide them without permission. If they seem to be having difficulty finding something, please ask them how you may help. If they accept your assistance, offer your arm and they will tell you how to guide them.
3. Listen attentively when you're talking with a person who has difficulty speaking. Be patient and wait for the person to finish, rather than correcting or speaking for the person.
4. When speaking with a person who uses a wheelchair or a person who uses crutches, place yourself at eye level in front of the person to facilitate the conversation. For example, grab a chair and sit next to or in front of them.
5. When speaking to a person who is deaf or hard-of-hearing, look directly at the person and speak clearly and at a normal speed. If the deaf student has an interpreter, address the person who is deaf or hard-of-hearing rather than addressing the interpreter (say "you" instead of "tell him/her").
6. Technical vocabulary may be unfamiliar to students and the sign language interpreter. Preparing a list of such terms will help students and interpreters keep up with the lecture. For more guidelines on working with students who are deaf or hard-of-hearing, please contact the DRC.
7. Please ask questions whenever you're unsure.

Frequently Asked Questions

1. How do I refer a student to the DRC?

If you feel that your student is in need of additional help, please refer them to Early Alert who will connect them with the appropriate resources.

2. Are students required to inform the college that they have a disability?

No. However, if the student requires accommodations, you may refer them to the DRC (AC-115) or the Vice President of Student Services (AC-126B) to determine an Academic Accommodation Plan.

3. What if the student is failing my class?

You may refer students to Early Alert for academic counseling at any time during the semester.

4. Is it possible to give a failing grade to a student with a disability?

It is a student's right to earn a failing grade, but instructors should provide constructive feedback regarding specific assignments. The laws mandate access to education, not guaranteed academic success.

5. Does faculty have to allow accommodations?

Federal and state laws state that the institution has to provide equal access. In the area of academic accommodations, the role of the DRC is to assist the college and instructors in meeting their legal obligations to students with disabilities.

If an instructor receives an accommodation form and doesn't understand or disagrees with the accommodation, it is the instructor's professional responsibility to contact the DRC, not the student.

In the event the instructor discusses the issue with the DRC and the Department Chair and there is still disagreement, it is college policy that the 504/ADA Coordinator (Vice President of Student Services) reviews the case and makes an interim decision pending resolution through the student grievance procedure. Until a decision is made, the accommodation must be provided.

6. Does faculty have to accommodate disruptive behavior?

The Behavioral Intervention Team, or BIT, at Porterville College is a group of staff members from various departments across campus who meet regularly to address behavioral concerns that include:

- Repeated threats of suicide
- Violence against others
- Violent or strange behavior

The BIT's goal is to successfully engage support, and minimize the concerns associated with students in distress. Accomplishing these goals requires a coordinated institutional response that includes all members of the college community.

For more information, please visit the BIT website located on our Porterville College website under the Student Services tab.

References & Resources

1. Department of Education – Rehabilitation Act of 1973 (full text)
<https://www2.ed.gov/policy/speced/leg/rehab/rehabilitation-act-of-1973-amended-by-wioa.pdf>
2. GSA Government-wide Section 508 Accessibility Program - Section 508 Laws
<https://www.section508.gov/manage/laws-and-policies#508-policy>
3. ADA 1990 with Amendments 2008 (full text)
<https://www.ada.gov/pubs/adastatute08.htm>
4. California Chancellor’s Office – DSPS Title 5 Regulations (full text)
<http://extranet.cccco.edu/Portals/1/SSSP/DSPS/Laws%20and%20Regulations/Title%205%20Regulations%20Final%20Eff.%2010-16-15%20PDF.pdf>
5. Porterville College – Student Conduct & Discipline
<https://www.portervillecollege.edu/student-services/student-conduct-and-discipline>
6. Porterville College – Distance Education
Support for captioning videos & online accessibility training
<https://www.portervillecollege.edu/tlc/online-teaching>
7. Porterville College – About PC – Students with Disabilities
<https://www.portervillecollege.edu/about-pc/students-disabilities>
8. DSPS Solutions – Recent OCR Settlements
<http://www.dspssolutions.org/resources/section-two-ada504-compliance-ocr-letters/relevant-ocr-decisions-and-lawsuits/settlement-agreements-and-consent-decree>
9. US Department of Justice, Civil Rights – ADA Information & Assistance
https://www.ada.gov/ada_title_II.htm
10. Department of Education, Office for Civil Rights (OCR) – ADA Highlights
<http://www.ed.gov/about/offices/list/ocr/docs/hq9805.html>
11. OCR – Laws & Guidance on Disability Discrimination
<https://www2.ed.gov/policy/rights/guid/ocr/disability.html>
12. ADA National Network – Disability Law Handbook
<https://adata.org/publication/disability-law-handbook>
13. California Chancellor’s Office – Implementing Guidelines for Title 5
<http://extranet.cccco.edu/Portals/1/SSSP/DSPS/Laws%20and%20Regulations/Title%205%20Implementing%20Guidelines.pdf>
14. Cuesta College – Faculty Guide to DSPS Procedures
http://www.cuesta.edu/student/student-services/dsps/faculty_guide.html

Campus Resources

Suicide Prevention & Mental Wellness

Kognitos Training Available for faculty/staff and for students At-Risk • LGBTQ • Veterans	Counseling Dept 559-791-2329 Student Services 559-791-2218	https://www.portervillecollege.edu/student-wellness/suicide-prevention
Mental Health Screenings Anonymous screenings for anyone	Porterville College website	https://www.portervillecollege.edu/student-wellness/mental-health-screenings

Safety & Security

Campus Security	SM-102A 559-791-2443	https://www.portervillecollege.edu/security/safety-security
Nurse / Wellness Center	Wellness Center 559-791-2212	https://www.portervillecollege.edu/student-services/wellness-center
Behavioral Intervention Team (BIT)		https://www.portervillecollege.edu/student-services/student-conduct-and-discipline

Student Services

Financial Aid +Food Pantry	AC-103 559-791-2301	https://www.portervillecollege.edu/financial-aid/financial-aid-department
EOPS / CARE Low-income, high-achieving students	AC-126 559-791-2224	https://www.portervillecollege.edu/eopscare/eopscare
CalWORKs Work study, child care referrals – requires TulareWORKs referral	AC-126 559-791-2303	https://www.portervillecollege.edu/student-services/calworks
Foster Youth Success Program	Contact the Foster Youth Liaison in Financial Aid office	https://www.portervillecollege.edu/student-services/foster-youth-success-program
Disability Resource Center (DRC) Student academic accommodations	AC-115 559-791-2215	https://www.portervillecollege.edu/student-services/disability-resource-center
Learning Center (LRC) Tutoring, testing out-of-class , writing mentors	LRC-503 559-791-2227	https://www.portervillecollege.edu/learning-center/learning-center
Veterans Resource Center (VRC) Services for student veterans	AC-116 559-791-2222	https://www.portervillecollege.edu/VRC
Transfer Center	AC-126 559-791-2306	https://www.portervillecollege.edu/student-services/transfer-services

Additional resources & contacts available at <https://www.portervillecollege.edu/directory/departments>

Off-Campus Resource Directory

Emergency Shelter

- Family Crisis Center Porterville
Women's Shelter HOTLINE 559-784-0192
- Family Services of Tulare County
(www.fstc.net) Visalia - 559-732-5941
Tulare - 559-685-9515
- Open Gate Ministries 559 591-1263
(men or women w/children)
- Visalia Good News 559-734-6470
(www.ccdof.org)
- Visalia Rescue Mission Men - 559-733-2231
Women & Children - 559-635-9553
- Shelter of Hope (24HR) 559-734-7921
(www.visaliarescue.org)

Emergency Food

- Helping Hands 559-784-6235
- Porterville Coordinating Council (Love Inc.)
559-793-0213
- Porterville Rescue Mission 559-789-9588
- St. Vincent De Paul 559-781-5555

Hotlines

- Adult Abuse Reporting 559-733-6585
- Battered Women Shelter 559-784-0192
- Child Abuse Reporting 1-800-331-1585
- Family Violence (24 HR) 1-800-448-2044
- National Domestic Violence 1-800-799-7233
- Rape Crisis (24 HR) 732-7273
- Suicide Prevention 1-800-320-1616

Counseling Services

- Alternative Services 559-783-2402
- Central California Family Crisis Center
559-781-7462
- Crisis Pregnancy Center 559-625-5550

Law Enforcement

- Porterville Police Department 559-782-7400
- Tulare County Sheriff Department
559-782-4700

Family Care Services

- Contact-Gene Anderson (South Valley)
559-788-1140
- Contact-Terri Ryman (North Valley)
559-733-6669
- Porterville Pregnancy Resource Center
559-782-1225
- Porterville Youth Services 559-788-1200
- Turning Point (Youth Services)
559-783-6492
- Victim / Witness Assistance 559-782-4835

Legal Assistance

- Central California Legal Services
1-800-350-3654
- Legal Aid of Tulare County 559-733-8770
- O.L.A. Raza (immigration) 559-784-1121
- Tulare County Family Court 559-733-6052
- Tulare County Child Abduction Unit
559-733-6623

Non-Emergency/Business

Office/Support

- AMR 559-781-9020
(American Medical Response Ambulance
and Medical Transport)
- Dial-A-Ride 559-781-8104
(Senior citizens or disabilities only)
- Imperial Ambulance 559-784-8500
(non-emergency medical and wheelchair
transport)
- Tulare County Public Health 559-788-1300
- Tulare Works 559-782-4750
(Public Assistance Programs)

Fire Departments

- Porterville Fire Stations #1&2 559-782-7526
- Tulare County-Doyle Colony Station
559-784-7628
- Tulare County-West Olive Station
559-784-2751



**PORTERVILLE COLLEGE
DISABILITY RESOURCE CENTER
ACCOMMODATIONS – LETTER TO THE PROFESSOR**

Semester: _____
Name: _____ ID#: _____

Dear Instructor(s),

The above student's disability has been verified by Disability Resource Center – DRC and his/her disability require(s) the following accommodations. These accommodations are determined to be reasonable for the above student's verified disability and are guaranteed by state and federal law. Porterville College maintains an academically rigorous curriculum and therefore, if there are any accommodations that are being requested that you feel would compromise the essential elements of your course please indicate which accommodation(s) and provide a written explanation of how the accommodation(s) would compromise any essential elements of your course to the DRC Coordinator.

Although we encourage our students to open a dialog with their instructors, students are under no obligation to discuss their specific disability with anyone. With the student's permission we are attaching their AAP which only discusses their accommodations. We appreciate your time and if you have any questions/ suggestions regarding the accommodations please feel free to come in and discuss with one of our counselors.

CRN/Course Number	Instructor
To be Completed by DRC Counselor	

Comments:

I understand these accommodations do not guarantee a passing grade and I will be graded as compare to other college students. It is my responsibility to maintain satisfactory progress according to the grading policy of Porterville College in the above classes I have registered for, follow my Student Educational Plan, and DRC contract. It is my responsibility to work with and keep my instructor informed regarding my accommodation needs.

Student Signature: _____ Date: _____

DRC Coordinator/Counselor: _____ Date: _____

Porterville College and Kern Community College District uses the information requested on this form for the purpose of determining a student's eligibility to receive authorized special services proved by the DRC Program. Personal information recorded on this form will be kept confidential in order to protect against unauthorized disclosure. Portions of this information may be shared with the Chancellor's Office of the California Community Colleges or other state or federal agencies; however, disclosure to these parties is made in strict accordance with applicable statues regarding confidentiality, including the Family Educational Rights and Privacy Act (20 U.S.C SS 1232G). Pursuant to Section 7 of the Federal Privacy Act (Public Law 93-579; 5 U.S.C. 522a, note), providing your social security number is voluntary. The information on this form is being collected pursuant to California Education Code Sections 67310-67312, and 84850; and California Code of Regulations, Title 5, Section 56000 et seq.

Revised 06/12/2018



**PORTERVILLE COLLEGE
DISABILITY RESOURCE CENTER
STUDENT AGREEMENT FOR RECORDING CLASSES**

Are students with verified disabilities allowed to tape classes as an accommodation?

YES. According to the US Department of Education, Office for Civil Rights, the tape-recording of classroom sessions as an accommodation for students with disabilities may not be restricted. It is specifically addressed under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA). The legal reference, found in the Code of Federal Regulations 34CFR104.44 (b) for Section 504 reads as follows:

Section 104.44 Academic Adjustments

(b) Other rules. A recipient (college) to which this subpart applies may not impose upon handicapped students other rules, such as the prohibition of tape recorders in classrooms or of guide dogs in campus buildings, that have the effect of limiting the participation of handicapped students in the recipient's education program or activity.

While students with disabilities who need it as an accommodation must be allowed to tape classes, they may be required to sign an agreement which indicates that the tapes will not be sold or used for any other purpose than their own educational needs.

Student Agreement for Recording Classes

The student agrees that digital recordings are to be used solely by the student signing this form and only for individual study for this class. Lectures recorded for this purpose may NOT be shared with other people without the consent of the lecturer. Digital-recorded lectures may not be used in any way against the faculty member, other professors, or students whose classroom comments are recorded as part of the class activity. Student may be asked to pause recording during other students' personal stories and self-disclosures, but may start recording again when lecture begins. Information contained in the digital-recorded lecture is protected under federal copyright laws and may not be published or quoted without the express consent of the lecturer and without proper identity and credit to the lecturer.

I have read and understand the above agreement on digital-recorded lectures. I pledge to abide by the above policy with regard to any lectures I record while enrolled in the courses listed on the first page.

Student Signature: Date:

Porterville College and Kern Community College District uses the information requested on this form for the purpose of determining a student's eligibility to receive authorized special services provided by the DRC Program. Personal information recorded on this form will be kept confidential in order to protect against unauthorized disclosure. Portions of this information may be shared with the Chancellor's Office of the California Community Colleges or other state or federal agencies; however, disclosure to these parties is made in strict accordance with applicable statutes regarding confidentiality, including the Family Educational Rights and Privacy Act (20 U.S.C. SS 1232G). Pursuant to Section 7 of the Federal Privacy Act (Public Law 93-579; 5 U.S.C. 522a, note), providing your social security number is voluntary. The information on this form is being collected pursuant to California Education Code Sections 67310-67312, and 84850; and California Code of Regulations, Title 5, Section 56000 et seq.

Form 2



**Porterville College DRC
Academic Accommodation Plan (AAP)**
Academic Year 20__ - __

Student Name: _____ Student ID: _____

Long-Term Educational Goal:

- AA / AS Degree Transfer to 4-year University Certificate
 Job Skills Improve Basic Skills Personal Educational

Major / Program of Study: _____ Vocational Education: Yes No

Other Colleges Attended: _____

Educational Limitations:		
<input type="checkbox"/> Completing registration in standard time / manner	<input type="checkbox"/> Concentration	<input type="checkbox"/> Limited physical and/or emotional stamina
<input type="checkbox"/> Producing written materials	<input type="checkbox"/> Memory	<input type="checkbox"/> Testing in a traditional time / manner / location
<input type="checkbox"/> Seeing or processing visual information	<input type="checkbox"/> Physical access / mobility	<input type="checkbox"/> Need to stand / move periodically
<input type="checkbox"/> Hearing or processing auditory information	<input type="checkbox"/> Manual manipulation of objects / equipment	<input type="checkbox"/> Behavioral issues in the classroom or on campus
<input type="checkbox"/> Speed / ability of processing information	<input type="checkbox"/> Other (please specify):	

Academic Adjustments, Auxiliary Aids / Services, and/or Instruction approved for this student:		
<input type="checkbox"/> Extended test time: <input type="checkbox"/> 1.5x <input type="checkbox"/> 2x <input type="checkbox"/> 2.5x <input type="checkbox"/> ___ x	<input type="checkbox"/> Preferential seating	<input type="checkbox"/> Use of service / companion animal
<input type="checkbox"/> Distraction reduced test location	<input type="checkbox"/> Accessible classroom furniture:	<input type="checkbox"/> Priority registration
<input type="checkbox"/> Alternate test location	<input type="checkbox"/> Use of personal device during class:	<input type="checkbox"/> Adaptive registration
<input type="checkbox"/> Use of calculator on tests	<input type="checkbox"/> Adaptive equipment (specify):	<input type="checkbox"/> Other educational assistance classes
<input type="checkbox"/> Use of spellcheck on tests	<input type="checkbox"/> Use assistive technology/ software:	<input type="checkbox"/> Assistive technology / software training
<input type="checkbox"/> Reader on tests	<input type="checkbox"/> Alternate media	<input type="checkbox"/> Disability management counseling
<input type="checkbox"/> Scribe on tests	<input type="checkbox"/> Sign language interpreter	<input type="checkbox"/> Career / major counseling
<input type="checkbox"/> Use of computer / assistive software on tests	<input type="checkbox"/> Real-time captioning	<input type="checkbox"/> Academic counseling
<input type="checkbox"/> Alternate media for tests	<input type="checkbox"/> Permission to audio / video record	<input type="checkbox"/> Self-advocacy assistance
<input type="checkbox"/> Listen to music during tests	<input type="checkbox"/> Supplemental instruction / tutoring	<input type="checkbox"/> Referral to campus services
<input type="checkbox"/> Adjustment of exam / assignment length	<input type="checkbox"/> Adapted physical education	<input type="checkbox"/> Referral to community services
<input type="checkbox"/> Note taker	<input type="checkbox"/> Stand / move / leave classroom periodically	<input type="checkbox"/> DSP&S liason with faculty
<input type="checkbox"/> Other (please specify):		

Educational Assistance Class Measurable Progress will be determined based on the following criteria:

Student's Signature: _____ Date: _____

Coordinator/Counselor Signature: _____ Date: _____

Revised 6.11.2018



Test Accommodation Form

STUDENT INFORMATION

Student Name: _____ Student I.D.# _____
Instructor: _____ Class: _____ Days and Time Course # _____

By signing this form, I understand (INITIAL ALL)

- I must give this form to DRC at least 5 working days prior to exam...
I will schedule my exam with LRC 2 business days in advance...
Proctoring referral form for each test.
Final Exams - I must give this form to DRC at least 2 weeks prior...
Failure to return this form on time may result in the student being denied...
Any changes to this form will require the instructor's approval...
If I am 10 minutes late the exam will be rescheduled...
Cheating is prohibited. The Vice President of Student Services, Dean of Academic Affairs, and instructor will be notified.

Student Signature: _____

TESTING OFFICE

Test Accommodations

Assistive Technology Accommodation

- Additional Time 1 1/2x or 2 1/2x
Distraction Reduced Setting
Scribe or Reader
Other: _____
Assistive Technology Accommodation
Text to Speech Software
Text to Text Software
Magnification Software
Other: _____

DRC Staff Signature: _____ Date: _____

INSTRUCTOR INFORMATION

Hours of operation M-TH 7:00a-9:00p, F-S 12:00p. Please consider the center's hours of operation along with student accommodations when determining the test start times.
Keep in mind that students are required to schedule their test 2 business days prior to the date of testing.

- 1. I allow _____ minutes to take the exam. (LRC will calculate the extended time.)
2. I allow _____ minutes to take the quiz. (LRC will calculate extended time)
3. General Accommodations
Open Book _____ Note Card/Sheet (Number _____) (Size: _____) _____ Dictionary
Calculator _____ Scientific Calculator _____ Other: _____
4. What format will the exam be given in? Check all that apply.
Scantron _____ Short Answer _____ Essay _____ Other: _____
5. How will LRC receive the exam?
Online exam
Email to: drctest@portervillecollege.edu
Instructor will deliver to LRC
6. How will completed exam be returned to you?
Instructor pick up (call DRC for pick-up instructions)
Staff will deliver to faculty mailbox

As the instructor, I understand that testing accommodations will be applied as outlined in the students' academic accommodation plan. In addition, the instructions I have identified will be applied to this exam.

Instructor email: _____ Phone: _____

Instructor Signature: _____ Date: _____

Revised 6/13/2018