



Kankakee Community College

Office of Disability Services Student Handbook

Department of Student Affairs
Enhancing the Quality of Life Through Learning

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WELCOME From KCC's Office of Disability Services

Dear Future Student,

Welcome to KCC! Thank you for choosing to continue your education with us. Kankakee Community College is committed to “Enhancing quality of life through learning.” To do this, KCC provides quality, comprehensive educational programs and services in a fiscally responsible manner in a supportive environment.

The Disability Services office at KCC works closely with students and instructors to accommodate students with disabilities and their individual student learning needs.

The information provided will explain the policies and procedures specific to Disability Services (DS) and guide you in accessing your academic accommodations.

It is the responsibility of the student to read and become familiar with this information and all other KCC-related material. The information provided may be modified, updated, and changed without notice; therefore, students should stay in touch with the Office of Disability S coordinator to receive up-to-date information.

Wishing you much success in your college endeavors.

Sincerely,

Sherry Kinzler

Sherry Kinzler
Senior Coordinator ASL Interpreter/Instructor

Contact and Hours of Operation

Olivia Melgoza - Administrative Assistant

Support Services
omelgoze@kcc.edu
2nd floor East Hallway
815-802-8567

Sherry Kinzler – Senior Coordinator and ASL Interpreter/Instructor

Disability Services
skinzler@kcc.edu
L20F
815-802-8632

Kimberlee Jeffreys - Director of Support Services

Kharpin@kcc.edu
L20E
815-802-8472

General Hours of Operation

Fall and Spring
Monday – Friday
8:00 am – 4:30 pm

Summer
Monday – Thursday
7:00 am – 5:00 pm
Closed most Fridays

Coordinator office hours are subject to change due to interpreting obligations.

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The Mission and Goals of the Office of Disability Services

The Office of Disabilities Services (ODS) is committed to the fulfillment of equal educational opportunity, autonomy, and full inclusion for students with disabilities. The ODS exists to determine and ensure appropriate accommodations for qualified students with documented disabilities, to assist students in self-advocacy, to educate the KCC community about disabilities, and to ensure compliance with the ADA, ADAAA, and Section 504 of the Rehabilitation ACT.

Our Goals are to:

1. facilitate the highest levels of educational excellence and potential quality of life for students with disabilities.
2. support the institution's academic standards.
3. achieve the highest levels of competence and integrity in all areas of assistance to students with disabilities. This support is guided by the consistent use of objective, professional judgment in all areas, especially when addressing the confidential nature of a student's disability.
4. continually participate in professional activities and educational opportunities designed to strengthen the personal, educational, and vocational quality of life for students with disabilities. This includes the ongoing development of strategies, skills, research, and knowledge pertinent to the highest quality of disability service delivery.
5. be actively engaged in supporting and clarifying institutional, state, and federal laws, policies, and procedures.

ODS does not:

1. Perform any type of diagnostic assessment to determine disability.
2. Ask faculty to compromise the quality of instruction or evaluation or sacrifice academic standards.
3. Provide students with disabilities with personal devices or personal aids including wheelchairs, eyeglasses, hearing aids, transportation, digital recorders, personal assistants or personal tutors, readers, scribes, or typists, for personal study.

Self-advocacy is critical to ensure success in college. Therefore, all requests for accommodations and services must come from the *student*. Parents and case managers may participate in student/ODS meetings once the student requests and signs an ODS FERPA waiver privately. Parents and case managers cannot request, sign, or make decisions regarding a student's accommodations unless legal guardianship has been granted by a court of law and a copy of this order is submitted.

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Confidentiality

All documentation provided to the Office of Disabilities Services will be strictly confidential. No information, except as provided by law, will be released to anyone, including parents, without the student's written consent.

Nondiscrimination and Equal Opportunity

Kankakee Community College strives to be a learning community in which all members can participate fully and equally in an atmosphere free from all forms of harassment, including sexual harassment, discrimination, or intimidation. Kankakee Community College is an equal opportunity institution, and it is the policy of the District Board of Trustees to provide equal opportunity for employment and educational opportunities to all applicants for employment, employees, applicants for admission, students, and others affiliated with the College without regard to race, color, national origin, age, religion, disability, marital status, gender, and any other factor protected under applicable federal, state, and local civil rights laws, rules, and regulations.

The process for students to file a grievance is listed in the College Catalog Appendix 1: Service Delivery Issues/Resolution of Issues and on page 23 of this Student Handbook.

Who is Eligible?

Kankakee Community College provides services to all qualified students with disabilities as defined by law.

No otherwise qualified individual with a disability 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 (Section 504 of the Rehabilitation Act of 1973 as amended, 29 U.S.C. § 794)

A qualified individual with a disability means:

...an individual who, with or without reasonable accommodations to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential requirements for the receipt of services or the participation in programs or activities... (Americans with Disabilities Act of 1990 42 U.S.C. §12131 [Sec. 201.]

The definition of a disability includes a person who:

- has a physical or mental impairment which substantially limits one or more of such a person's major life activities.
- has a record of such impairment, or
- is regarded as having such impairment. (Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. [Part 104])

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A “qualified” person with a disability is defined as one... “*who meets the academic and technical standards requisite to admission or participation in the education program or activity.*”

Section 504 of the Rehabilitation Act of 1973 protects the rights of qualified individuals who have disabilities such as, but not limited to:

Blindness/visual impairment
Cerebral Palsy
Deafness/hearing impairment
Epilepsy/seizure disorders
Orthopedic/mobility impairment
Specific learning disability
Speech/language disorders
Tourette’s syndrome
Spinal cord injury
Psychiatric disability
Muscular Dystrophy
Multiple Sclerosis
Arthritis
Cancer
Traumatic brain injury
AIDS

Responsibilities

Students with disabilities have the responsibility to:

- meet qualifications and maintain essential institutional standards for courses, programs, services, activities, and facilities.
- identify as an individual with a disability when an accommodation is needed and seek information, counsel, and assistance as necessary.
- provide appropriate documentation of the disability and how it limits participation in courses, programs, services, activities, and facilities.
- follow established procedures for obtaining reasonable accommodations, academic adjustment, and/or auxiliary aids and services.
- meet and abide by the College’s academic, conduct, and technical standards.
- Register early and initiate contact with the Office of Disability Services before the beginning of the semester to ensure accommodation services are in place when the semester begins. Some accommodations need advance notice, such as securing interpreters, closed captioning, textbooks in an alternative format, or special software installed in a classroom. The student agrees to contact the ODS office 4-6 weeks before the semester begins to ensure services are in place. The student understands that if prior notification is not provided a delay in services is possible.

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- Request Accommodation Letters before the start of the semester. Accommodation Letters WILL NOT be sent without the student's request.
- Discuss with instructors all accommodations services intended to be used for a given course. Instructors must be informed of your need for testing accommodations before each test. Should the student need assistance in this conversation, the student is to contact the ODS so a staff member can assist.
- Submit, in writing, via the student's KCC email any requests to modify or adjust previously approved accommodations request.
- Keep the ODS updated on any changes regarding diagnosis or the need for accommodation modifications. This should be done, in writing, via the student's KCC email.
- Contact the ODS regarding concerns about accommodations. If the student is unable to achieve a satisfactory resolution, the student can contact the Director of Support Services at 815-802-8472. The student may also file a grievance per the process identified in the Service Delivery Issues/Dispute Resolution in the appendix of this handbook.
- Identify emergency evacuation stairwells that have been identified by the Kankakee Fire Department and follow directional signs that are displayed throughout the campus. If you are unable to find these stairwells, you are to contact the ODS or KCC police.
- Deaf and Hard of Hearing students using interpreting services are required to notify ODS as soon as possible when absent so interpreting services can be canceled. Should three (3) consecutive absences, without notification, occur, interpreting services will be suspended until a meeting is held to discuss a reasonable solution. The student understands that this may cause a lapse in interpreting services.

Furthermore, the student understands:

- The ODS does not provide instructors with information regarding your disability or diagnosis.
- The student is responsible to complete ALL requirements for the course(s) for which (s)he is registered as stated in the instructor's course syllabus and the student must be able to meet or exceed any technical, essential, academic, behavioral, and professional standards set forth by Kankakee Community College or by the program of choice. Accommodations do not guarantee a passing grade in a course.
- Services are not retroactive. Services will begin when the student has completed the Office of Disability Services registration process as described in this handbook which includes giving professors a copy of the Accommodation Letter.
- In general, the ODS office cannot guarantee students will be assigned a note taker, but every effort will be made to secure a note taker for a student needing these services.
- Not all accommodations requested will be approved: The ODS will consider your request, the disability, and its impact on learning; the course/program requirements to determine if the accommodation requested is reasonable. The ODS staff often seeks out assistance from faculty, deans, and other disability services professionals to assist in making a determination.
- Requests for adjustments to accommodations are to be submitted, in writing, from your KCC email for consideration.

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Kankakee Community College has the responsibility to:

- provide information to students with disabilities in accessible formats upon request.
- ensure that courses, programs, activities, and facilities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings.
- evaluate students on their abilities and not their disabilities.
- provide or arrange reasonable accommodations, academic adjustments, and/or auxiliary aids and services for students with disabilities in courses, programs, activities, and facilities.
- maintain appropriate confidentiality of records and communication.

ODS Registration Process

1. Submit the Request for Services Form
 - The Request for Services form assists ODS staff in understanding the challenges they may be experiencing in and out of the classroom. Click [HERE](#) to be directed to the Disability Services webpage and click on the *Request for Services* link to complete the form.
 - A hard copy of the Request for Services can be provided upon request.
2. Provide documentation of the disability for which accommodations are being requested.
3. Complete an Accommodation Intake Meeting
4. Notify instructors of the approved accommodations through the Student Accommodation Letter.

Until all steps of the registration process have been completed, the student will be considered a *prospective* student with ODS and will not be eligible for services or accommodations. Incomplete files will be kept for one (1) year and then destroyed. The student may, however, begin the process again at any time.

Documentation

The Office of Disabilities Services will follow a timeline that allows for ten (10) business days (from the date both the Request for Services form and the disability documentation are received) to review all submitted information after which, you will be contacted to schedule an accommodation intake appointment to meet with the ODS coordinator to discuss the requested accommodations.

It is preferred that documentation, when required, be comprehensive in nature and diagnostic/clinical evaluation is preferred. The professional documenting the disability must be identified by (a) name, (b) title, and (c) professional credentials, and provide information about license or certification as well as the area(s) of specialization, employment, and the state/province in which the individual practices. This information should be clearly stated within the documentation. It is typically not permissible for the diagnostician to be a family member or close friend.

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The Americans with Disabilities Act, (Public Law 101-336, 1990) defines a disability as a physical or psychological impairment that substantially limits one or more major life activities, (i.e., learning, walking, talking, seeing, hearing, taking care of oneself). The provision of reasonable accommodations is based on an assessment of the current impact of the student's disability. As the manifestations of a disability may vary over time and in different settings, in most cases evaluations should have been conducted within the past year (i.e., low vision or neuromuscular conditions are often subject to change and should be updated for current functioning). Documentation should validate the need for services based on the individual's current level of functioning in the educational setting.

To provide reasonable, effective, and appropriate academic accommodations and or auxiliary aids to students at Kankakee Community College who have disabilities, the Office of Disability Services (ODS) requires students to provide documentation, as appropriate, regarding the disability and the impact of the disability on the student's participation in a course, program, or activity. ODS makes every effort to reduce barriers regarding documentation requirements.

Furthermore, ODS engages in an interactive process with the student, and with program coordinator, or instructor as necessary when determining and establishing reasonable accommodations and auxiliary aids. This means the student will have the opportunity, during the intake appointment, to discuss the impact of the disability on his or her academic performance and discuss their history of accommodations and auxiliary aids. Note that disability documentation and the student's disclosure of disability should be in alignment.

Types of Documentation Accepted

- [Verification of Disability Form](#). Students can print this document and follow the directions on the form. There is a section for the student to complete and a section for the health care provider to complete.
- Neuropsychological, psychological, or other official report from a qualifying professional. See *Preferred Documentation Guidelines below*.
- A letter from a medical professional, qualified to make the diagnosis must be on letterhead and should include a minimum of the following: (a) health care provider's name, (b) title, (c) professional credentials, and (d) the diagnosis and its impact on daily life activities. Handwritten notes on a prescription (Rx) pad will not be accepted.
- Copies of patient portal records, i.e., MyChart, may be accepted if the student's and treating medical professional's names are provided.
- Military service records identifying a disability is accepted.
- IEPs (Individual Educational Plans) are accepted if sufficient evidence and or diagnostic results support a disability such as learning disabilities, ADHD, deaf/hard of hearing, or low vision/blindness. Summary of Performance and Transitional IEP Meeting Notes will not be accepted as forms of documentation.

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- 504 Plans may be accepted based on the diagnosis, such as ADHD, and autism, deaf/hard of hearing, low vision/blindness, or seizures. However, for a diagnosis such as bipolar, anxiety, depression, or other mental health-related conditions, additional documentation, such as the Verification of Disability Form, will be requested.
- A plan or record of disability from a private school, or an institution of higher education.

Preferred Documentation Guidelines

Below are preferred documentation guidelines for specific diagnosis.

Attention Deficit/Hyperactive Disorder (ADHD) or Attention Deficit Disorder (ADD)

- Summary of assessment procedures and evaluation instruments used to determine the diagnosis. A summary from a physician who has been treating the student for ADHD is also acceptable.
- Information regarding medications prescribed and possible side effects that may impact academic performance.
- Information regarding functional limitations or barriers connected to ADHD or ADD in the academic environment is crucial, i.e. “How does ADHD or ADD impair the student’s ability to learn?”
- Recommended reasonable accommodations that will provide effective access to the student’s academic program.

Autism Spectrum Disorder

- Summary of assessment procedures and evaluation instruments used to determine the diagnosis. A summary from a professional practitioner who has been treating the student is also acceptable.
- Information regarding medications prescribed and possible side effects that may impact academic performance. Information regarding functional limitations or barriers connected to Asperger’s Syndrome or Autism Spectrum Disorder in the academic environment is crucial, i.e. “How does the Asperger’s or Autism Spectrum Disorder impair the student’s ability to learn?”
- Recommended reasonable accommodations that will provide effective access to the student’s academic program.

Blind or Low Vision

- Letter or report from an ophthalmologist or optometrist.
- Letter or documentation from an agency specializing in working with and assisting an individual who is blind or has low vision, i.e., Division of Blind Services. Information regarding functional limitations or barriers connected to the student’s vision loss in the academic environment is crucial, i.e. “How does vision loss or blindness impair the student’s ability to learn?”
- Recommended reasonable accommodations that will provide effective access to the student’s academic program.

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- A visual impairment is defined by the State of Illinois as any person whose central visual acuity does not exceed 20/200 in the better eye with corrective lenses or a visually impaired person whose vision with best correction is 20/60 in the better eye, or with a field restriction of 105 degrees if monocular vision; 140 degrees of binocular vision. Examples include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

Deaf/Hard of Hearing

- Letter or report from an audiologist or otolaryngologist.
- Information regarding functional limitations or barriers connected to the student's hearing loss in the academic environment is crucial, i.e. "How does deafness or loss of hearing impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program (sign language interpreter, real-time captioning, note takers, etc.).
- The State of Illinois defines a hearing disability as "*a disability resulting in the complete absence of hearing or hearing that with sound enhancing or magnifying equipment is so impaired as to require the use of sensory input other than hearing as the principal means of receiving spoken language. Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness, and acoustic trauma hearing loss or deafness.*"

Orthopedic

- Letter from a physician qualified to diagnose and treat the condition.
- Identifying the specific orthopedic condition is preferred.
- Information about side effects of medications prescribed for treatment.
- Information regarding functional limitations or barriers connected to the student's medical disability in the academic environment is crucial, i.e. "How does the disability impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program.

Other Health Disabilities

- Letter from a physician qualified to diagnose and treat the condition.
- Identifying the specific medical condition is preferred.
- Information about side effects of medications prescribed for the treatment.
- Information regarding functional limitations or barriers connected to the student's medical disability in the academic environment is crucial, i.e. "How does the disability impair the student's ability to learn?"

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- Recommended reasonable accommodations that will provide effective access to the student’s academic program.

Psychological/Emotional/Behavioral

- Letter from a physician, psychologist, psychiatrist, licensed social worker, or licensed mental health counselor, qualified to diagnose and treat the condition.
- Identifying the specific psychological/emotional/behavioral disability is preferred. Information about side effects of medications prescribed for treatment.
- Information regarding functional limitations or barriers connected to the student’s psychological/emotional/behavioral disability in the academic environment is crucial, i.e. “How does the disability impair the student’s ability to learn?”
- Recommended reasonable accommodations that will provide effective access to the student’s academic program.

Specific Learning Disability

- Psycho-educational evaluation or neuro-psychological evaluation.
- Evaluations based on adult norms are preferred.
- If evaluations are more than 5 years old or based on children’s norms, an addendum may be requested. This is to confirm whether academic barriers are still present and/or if additional academic barriers are presented.
- IQ evaluation narrative, scores, and sub-test scores help determine reasonable accommodations.
 - Recommended IQ evaluation:
 - Weschler Adult Intelligence Scale (WAIS-IV)
 - Reynolds (RAIS)
- Academic Achievement evaluation narrative, scores, and sub-test scores are required in determining reasonable accommodations.
 - Recommended Test for Achievement:
 - Woodcock-Johnson WJ-III (Achievement Test)
- Cognitive Processing narrative, scores, and sub-test scores help determine reasonable accommodations.
 - Recommended Test for cognitive processing:
 - Woodcock-Johnson WJ-III – Cognitive Battery
- Information regarding functional limitations or barriers connected to the student’s learning disability in the academic environment is crucial, i.e. “How does the specific learning disability impair the student’s ability to learn?”
- Recommended reasonable accommodations that will provide effective access to the student’s academic program.

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Speech/Language

- Letter from a physician or practitioner qualified to diagnose and treat the disorder.
- Identifying the specific speech/language disorder is preferred.
- Information regarding functional limitations or barriers connected to the student's speech/language disability in the academic environment is crucial, i.e. "How does the disability impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program.

Traumatic Brain Injury

- Psycho-educational evaluation or neuropsychological evaluation helps determine reasonable accommodations.
- IQ evaluation narrative, scores, and sub-test scores help determine reasonable accommodations.
- Academic Achievement evaluation narrative, scores, and sub-test scores help determine reasonable accommodations.
- Cognitive Processing narrative, scores, and sub-test scores help determine reasonable accommodations.
- Evaluations based on adult norms are preferred.
- If the above evaluations are not available, a letter from a physician or practitioner qualified to diagnose and treat a TBI.
- Information regarding functional limitations or barriers connected to the student's TBI in the academic environment is crucial, i.e. "How does the TBI impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program.

Additional Documentation Information

- Documentation of a disability must support the requested accommodations. No exceptions.
- ODS may request updated documentation, at any time, to determine if services are appropriate and effective for current coursework.
- Students who leave KCC or fail to request accommodations for two consecutive semesters and later would like to reinstate accommodation services will be required to meet with ODS staff to determine if updated disability documentation is required.
- The ODS reserves the right to amend documentation requirements without notice, as appropriate by law and on a case-by-case basis.

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- Documentation will be destroyed within one (1) year of submission if NO contact is made by the student. It is the student's responsibility to initiate this contact.
- Documentation will be destroyed after five (5) years after a student leaves KCC or student discontinues using services.

Accommodations

Reasonable accommodations are determined by examining:

1. The barriers resulting from the interaction between the documented disability and the campus environment.
2. The possible accommodations that might remove barriers.
3. Whether or not the student has access to the course, program, service, activity, or facility without accommodations.
4. Whether or not essential elements of the course, program, service, activity, or facility are compromised by the accommodation.

Accommodations are individualized and flexible, based on the nature of the documented disability, its impact on learning and the environment. Accommodations will continue only if they are shown to be effective in providing equal access and/or if the student receiving accommodations uses them responsibly. The student should make an appointment before the start of each semester to discuss ongoing or new accommodations.

Under the provision of the ADA regulations, students are guaranteed equal opportunity with no guarantee of specific outcomes. In addition, Kankakee Community College reserves the right to define the essential skills for its various degree programs and certificates; to refuse services to students who do not meet the standards establishing them as a person with a disability; and to refuse services to students who do not produce acceptable documentation or who do not follow procedures for accessing services.

Intake Meeting

Again, the Office of Disabilities Services (ODS) will follow a timeline that allows for ten (10) business days (from the date both the Request for Services form and the disability documentation are received) to review all the submitted information after which, you will be contacted to schedule an Accommodation Intake Appointment to meet with the ODS coordinator to discuss the requested accommodations.

- These meetings take between 45 – 60 minutes. During this time, the student and ODS will discuss approved and or denied accommodations providing the rationale for any denied accommodation requests. The ODS considers the following when determining accommodations:
 - a. The diagnosis and its impact on major life activities, including learning.
 - b. The accommodations being requested by the student.
 - c. The requirements for the course or program for which the student is enrolled.

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Since accommodations are provided on an individualized base, the student must attend this meeting if services are to be considered. This meeting may be conducted in person, via phone, or virtually based on circumstances. Students are encouraged to register early and bring their schedules with them to the Intake Meeting.

During the Intake meeting, ODS staff will review approved/denied accommodations with the students and ask the student to sign the Accommodation Determination Letter. The student will receive a copy of this signed letter before leaving the meeting. Should the meeting be held over the phone or virtually, the letter will be sent to the student's KCC email within 3-5 business days. The student will be asked to provide a written statement, from their KCC email accepting the contents of the Determination letter which will go into the student's file.

Should a student wish to make changes to their approved accommodations, they should submit a written request for the desired changes using their KCC email. The Office of Disability Services will review the disability documentation on file, its impact on learning, and the course(s)/program for which you are registered to determine if the request is reasonable. Students may be required to provide updated documentation if it is determined the disability does not support the accommodation request.

Common Academic Accommodations

Academic accommodations are determined on a case-by-case basis. It is the student's responsibility to consider their individual needs and to request the academic adjustments that will support them. It is up to ODS staff to determine if these requests are reasonable and to work with students to determine if the accommodations are effective and adjust as necessary. Below are the most requested academic adjustments; this list is not exhaustive.

- Accessible classroom/location/furniture
- Priority Registration
- Testing accommodations
- Notetakers
- Recording lecture
- Alternate format materials
- Sign language interpreting services
- Assistive technology

Priority Registration

Priority registration is available to all students registered with the Office of Disabilities Services.

Generally, priority registration occurs the week before registration opens. Students are to be aware of registration dates using their student portal or the KCC webpage.

Accommodation services are determined on a case-by-case basis and consideration is based on the student's accommodation request; does the documentation submitted support the accommodation request, and is the accommodation request reasonable based on the course objectives? While this list is not extensive it does provide basic information for the most used accommodations.

Testing Accommodations: Extended Testing Time and Test Reading

The most common testing accommodations include extended time, testing in a distraction-reduced area, test reading, interpreted tests, and the use of adaptive equipment. The need for testing accommodations is indicated in the instructor's Accommodation Letter. Students are responsible for arranging testing accommodations with their professor and/or the Testing Center. Students are **required** to contact their professors and the Testing Center at least one week before their testing date to arrange for accommodations if applicable.

- Inform the instructor one (1) week **before each exam** to request your testing accommodations.
- Unless otherwise agreed upon with your professor, all testing accommodations will take place in the Testing Center located on the second floor in Student Services, Room D218.
- **Test reading accommodations are by appointment only.** Students are to contact the Testing Center immediately to set up test reading accommodations. Contact the Testing Center by calling 815-802-8530 or by emailing testingcenter@kcc.edu. For students attending the South Extension Center, the Testing Room is SE15. Call 815-802-8780 to set up testing times.
- Exams must be completed by the agreed-upon time as discussed with the instructor. Failure to do so may impact test grades.
- It is the responsibility of the student to plan accordingly and be aware of the testing center's hours of operation to ensure ample time to complete exams with extended testing time.
- Instructors are responsible to deliver tests directly to the Testing Center in Student Services.
- Students needing exams to be interpreted are required to contact the Office of Disability Services **at least** one week in advance to schedule interpreting services. Requests may not be honored with less than 72 hours' notice.

Note Takers

Only qualified students with disabilities may request note-takers through the Office of Disability Services (ODS). The ODS will do its very best to find a note taker but cannot guarantee a note taker can be secured. Should a note taker be found the student needing the accommodation agrees to the following:

1. Attend class as scheduled (students should not expect to receive notes for classes not attended)
2. Work with ODS to arrange the appropriate means of information sharing.
3. The note-taker is responsible for notetaking in class only. The note-taker agreement does not include assistance with out-of-class assignments, homework, or alternative testing arrangements.
4. Contact the ODS staff about any issues.

Recording Lecture

Students who are approved to record lectures agree to the following:

1. Recording is limited to official class meetings and student-teacher conferences.

2. The class has a right to be notified that class sessions may be recorded without the instructor identifying me as the person recording. **The instructor will maintain my confidentiality during this notification.**
3. The instructor may direct me not to record sensitive material that may be discussed in a given class session. **The instructor will maintain my confidentiality when asking me not to record.**
4. I will not make copies of recorded material.
5. I will not use the recorded material is not to be used for any purpose other than to support my academic performance and learning in the course.
6. At the end of the semester, I will erase or destroy all recordings made of the class proceedings.
7. I will not allow anyone who is not connected with this accommodation to listen to the recordings.
8. I agree to not post or share any recorded information online or on any social media site. If caught doing so, I understand I may be institutionally withdrawn from the course with a grade of F and be reported to the Dean of Student Affairs for a violation of Student Conduct as it relates to *Academic Misconduct* (XXIII.B.IV.2) and any disciplinary action as appropriate.

Alternative Format Materials

Students needing books in an alternative format should do the following:

1. Seek out the purchase or rental of an eBook, audiobook, E-Pub, or another format that will work for you. Ask the bookstore if any required materials have eBooks included. If it is available in another format, consider purchasing the alternate format instead of a printed version.
2. Check with instructors. Sometimes instructors use a publisher's website that might have the text in a pdf, format that can be used with a screen reader or enlarged.
3. Check Bookshare (bookshare.org) to see if an alternate format for your book is available. Create an individual account with Bookshare to enable greater access to texts while at KCC and beyond.
4. Also check out RFB&D Resources for the Blind and Dyslexic. Join [Learning Ally](#) for a free membership with proof of disability.

If you are unable to do any of the above, contact the Office of Disability Services. You will be asked to complete the Request Books in Alternative Format form (found at the end of this document). Proof of Purchase or textbooks is required, so save your receipt and submit that with your Request form. You should make your request early enough to ensure texts are available when the semester begins. NOTE: While rare, the ODS may not always be able to secure electronic copies of textbooks. In this case, alternative measures will need to be taken that delay this process.


Course Materials in Alternative Format

Students needing additional course materials in an alternative format such as exams, quizzes, handouts, etc. should notify their professors immediately and the Office of Disability Services to ensure material is converted to the needed format as soon as possible.

Please keep in mind that the production of alternate format materials can take up to **30 business days from the date the material is available for production**. Materials received less than 30 days before the start of a term will be converted and delivered as quickly as possible but are not guaranteed to be delivered by the start of classes.

The ODS makes every effort to provide the format the student prefers but we cannot guarantee that the preferred format will be available. In that case, an effective alternative will be provided.

ALLY Alternate Formats

Students should be aware that course content in Canvas is available to them in audio using the ALLY, a built-in alternative files creator. When in Canvas look for this icon  [Alternative formats](#) which allows students to convert content into PDF, HTML, ePub, Electronic braille, or MP3 files.

Sign Language Interpreting Services

Students needing ASL interpreting services should register early for classes to ensure services are in place when the semester begins. Requests for ASL interpreting services should be made 4-6 weeks before the semester begins. Students needing interpreting services for additional campus events and meetings should contact the Office of Disability a minimum of one week in advance of the event. Requests made with less than 72 hours' notice of an event may not be fulfilled. In some cases, the Office of Disability Services may not be able to find in-person interpreters but can set up remote interpreting. Again, all requests should be made as soon as the need is known.

Three consecutive absences, without notification, will result in interpreting services being suspended. Services may be reinstated after a meeting with the ODS coordinator. The student understands that this may cause a lapse in interpreting services.

Deaf and Hard of Hearing Services

Kankakee Community College welcomes Deaf and Hard of Hearing students. To serve you in the best possible way, we strive to work collaboratively.

Assistive Technology

The Office of Disability Services will provide assistive technology as necessary and appropriate to students to support academic success. Students should make technology requests as soon as their needs are known. Supports may include but are not limited to:

- Desks that are wheelchair accessible
- Talking calculators
- CCTVs for viewing materials at close range.
- Adaptive keyboards

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Accommodation Letters

Your accommodations are listed on the Accommodation Letter. It is the student's responsibility to request your Accommodation Letter at the beginning of each semester. Accommodation Letters are good for the current semester only. Once requested, the Office of Disability Services will email your Accommodation letter to you through your KCC email where you are then to email or print and provide a copy to your instructors. Instructors are not required to accommodate you without a copy of this letter.

Personal Attendants

Kankakee Community College is not responsible for locating or paying for personal attendants. The College recognizes that in some instances, personal attendants may be necessary (per appropriate documentation). While on campus, students needing assistance in getting to various buildings, toileting, dispensing medications, etc., should plan to have their own personal attendant. Requesting such services from non-trained individuals on campus could pose a threat to those aiding the individual with the disability and, therefore, those types of requests cannot be accommodated.

To ensure that students with disabilities are recognized as independent class members, the following guidelines have been established for personal care attendants. Personal attendants will:

- Attend to the needs for which he/she was hired (e.g., personal care duties such as turning pages, retrieving books, taking off coats, etc.). The Office of Disabilities Services, not the personal attendant, will ensure that all classroom accommodations (such as note-taking or in-class writing) are provided.
- Serve as the student's voice, when appropriate, without offering his/her perspective. Attendants should not actively participate in the class or in conversations between the student and faculty, staff, or other students.
- Demonstrate appropriate classroom behavior.
- Maintain any confidential information about the student.
- Abide by KCC's Student Code of Conduct (found online in the Student Handbook at <https://www.kcc.edu/about/code-of-conduct/>).
- Abide by all College parking regulations.
- Not give unauthorized assistance to any student (personal care attendant is not responsible for the student's progress or behavior).
- Not provide reading/scribing assistance in a testing situation—the student is responsible for scheduling this accommodation through the Office of Disability Services. (An attendant can be present during a test if documentation supports this request, but the Testing Center proctor must be present to administer the test). Violations of any of these guidelines may result in the dismissal of the personal attendant and/or the student.

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Timely notification presented to the ODS is required if an attendant will need to accompany a student to class. This will enable the ODS to include this accommodation on the student's Accommodation Letter.

Campus Resources

Harold & Jean Miner Memorial Library

Students will find various books, scholarly journals, periodicals, and streaming video materials for writing research papers. The library also offers tutoring services in the Student Success Center located on the upper level.

There are also community learning spaces with smartboards for students to collaborate and provides various workshops throughout the semester. Click [Here](#) for more details and contact information.

Hammes Bookstore

The bookstore is located near the front lobby across from the library, L180. Students can purchase or rent textbooks, and purchase school supplies including calculators, digital recorders, USB drives, paper, pens/pencils, art supplies, and KCC swag. For details regarding hours of operation and ordering textbooks online, click [Here](#).

ITS – Information Technology Services

For assistance accessing your student portal, setting up passwords, or other technical support, click contact the ITS Support Desk on the 3rd floor in room L364. Click [Here](#) for more information on support and services or email the ITS Front desk at helpdesk@kcc.edu or call 815-802-8900.

Mental Health Counseling & Resources

Transformative Growth Counseling provides personal counseling services for KCC students and staff. To make an appointment, visit transformativegrowth.org/, phone 630-423-6010, or email contact@transformativegrowth.org. The first four sessions are free for enrolled KCC students. For long-term-treatment, Transformative Growth accepts insurance or self-pay of \$10-\$30 per session, depending on your financial status.

KCC Food Pantry

For students in need, KCC offers a food pantry of non-perishable and grab-and-go items. The food pantry is located in room L114 and is open when the campus is open Monday – Friday 10:00 a.m. – 3:00 p.m.

Center for Equity, Diversity, & Inclusion

The KCC Center for Equity, Diversity, and Inclusion is committed to fostering an environment of cultural awareness, social justice, and a sense of belonging for all students, faculty, and staff. This commitment is demonstrated by the amplification of historically marginalized voices, openness to brave and courageous conversations, and promotion of retention, matriculation, and academic success. Located in the College Center past food service. For more information visit the EDI webpage <https://www.kcc.edu/student-resources/edi/>.

TRiO Student Support Services

The TRIO Student Support Services program assists low-income students who are first-generation college students and students with disabilities who are seeking to transfer to four-year institutions to complete bachelor's degrees. The goal of TRIO Student Support Services is to ensure qualified students get the support they need to complete their educational goals at KCC — which could include earning an associate degree — and smoothly transfer to a college or university to complete baccalaureate degrees. Check out the TRiO webpage for more information. <https://www.kcc.edu/student-resources/trio/>

Clubs and Organizations

Clubs and organizations provide students a connection with academic programs, topical interest sharing, sharing of leisure-time activities, social interaction, and a connection with the communities of students at the college. Practicing leadership, business, and organizational skills outside the classroom enhances students' life and career goals. To see a full list of clubs and organizations and contact information click [here](#).

Appendix 1

Service Delivery Issues/Dispute Resolution

Even with the best efforts of everyone involved with services for students with disabilities, problems may still arise. If you have a problem with a disability-related issue, please follow these steps:

1. Report your problem in writing to the Office of Disability Services coordinator by emailing disabilityservices@kcc.edu.
2. If the senior coordinator is not able to help resolve the complaint, contact the Director of Student Support Services by emailing kjeffreys@kcc.edu.
3. If the problem is still not able to be resolved, contact the Title IX Coordinator by emailing your complaint to mpurcell@kcc.edu. An online complaint form can be found on the KCC webpage. <https://www.kcc.edu/student-resources/student-complaint-policy/#instructional-complaintgrade-grievance> .

The College will make every effort to resolve conflict by informal means. Throughout any of these procedures, you should expect to be treated with respect and dignity, receive a timely response, and have the issues handled confidentially as guided by federal law. The College expects students to bring up any problems early, give clear and detailed information, follow applicable procedures, and be respectful of the people who are involved.

Students may also file a complaint with the Department of Education's Office for Civil Rights at:

U.S. Department of Education – Chicago Office
555 West Monroe Street
7th Floor
Intake unit
Chicago, IL 60661
(312) 814-6200
(866) 740-3953 (TTY)

Note: The Disability Services Student Handbook only highlights College policies, procedures, and practices. It is provided generally for personal education and information. Therefore, it cannot be construed as a legal document or contract, nor does it supersede applicable Federal, State, or local laws or College policies. Nothing in the Handbook for Students with Disabilities should be construed as legal advice or a legal opinion.

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Appendix 2

Verification of Disability Form

The student listed on this form has requested accommodation for a disability at Kankakee Community College. The Office of Disability Services (ODS) is attempting to determine whether this student has a condition or combination of conditions that constitute a disability and whether the disability causes limitations for which the student needs reasonable accommodation(s).

Options for providing supporting documentation for academic accommodations for ODS may include:

- A letter from a health or mental health professional on letterhead with the date, signature, and credentials and must address the questions listed on the attached form (a doctor's prescription pad note is not sufficient). See Supporting Documentation Guidelines at the end of this document.
- For learning disabilities (LD) or ADD/ADHD diagnosis (assessments normed for adults are preferred). Please see pages 4 - 5 of this document for Specific Learning Disabilities (LDs) and ADD/ ADHD Guidelines.
- A complete and detailed evaluation or diagnostic report of the condition and impact or limitations caused as a result of the condition(s).
- This completed Disability Verification Form. All sections/questions must be completed!

Section I: Student Information (to be completed by student) Please Print

Last Name:

First Name:

Middle Initial:

Date of Birth:

I hereby authorized the listed provider to release information to Kankakee Community College – Office of Disability Services to determine my eligibility for academic accommodations.

Student Signature: _____

Date: _____

- 5) Does the condition persist with medication?

- 6) Please describe the expected progression or stability of the impact of the student's disability.

- 7) Might the student be considered harmful to self or others?

- 8) Include possible recommendations and or considerations to assist KCC in the determination of eligibility for accommodations.

- 9) Please attach/include any other information (evaluations) relevant to the student's current condition.

I understand and certify I am the Qualified Licensed Professional* responsible for determining the diagnosis and/or treatment of the student listed on this form and/or treating the student for the impairment/condition identified above; an accurate description of their diagnosis and functional limitations have been provided.

Print Name Date

Signature License Number or Certification

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Appendix 3

Service Animals

Kankakee Community College is committed to providing reasonable accommodations to persons with disabilities and to fulfilling its responsibilities under Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), the Americans with Disabilities Amendment Act (ADAAA), and Illinois Statute 720 ILCS 5/48-8.

Persons with disabilities may be accompanied by working service animals on the campuses of Kankakee Community College and at all College-sanctioned activities.

In addition, service animals *in training* are allowable and consistent with the provisions of the Illinois Statute and this Policy.

Two questions are permitted to determine if an animal is a service animal (as opposed to a comfort, therapy animal, or pet).

- 1) Is this animal required because of a disability?
- 2) What work or task has this animal been trained to perform to mitigate the impact of the disability?

The college will not ask for proof of the animal's training; it will not require the animal to wear a vest or other identifiable markings, nor will the college ask about the nature of the handler's disability.

I. Definitions

a. Service Animals

According to the ADAA, service animals are defined as “dogs that are individually trained to do work or perform tasks for individuals with disabilities.” Illinois Statute (720 ILCS 5/48-8) defines a service animal as “a dog or miniature horse trained or being trained as a hearing animal, a guide animal, an assistance animal, a seizure alert animal, a mobility animal, a psychiatric service animal, an autism service animal, or an animal trained for any other physical, mental, or intellectual disability.” While the ADAA specifically defines service animals as “dogs,” it may be allowable under special circumstances to consider a miniature horse as a reasonable accommodation.

b. Service Animals in Training

Specific laws in the State of Illinois state that a trainer of guide dogs or support dogs shall have the right to be accompanied by a dog that is being trained for the purpose. These laws are The Guide Dog Act, Public Act 93-0532, The White Cane Law, and the Guide Dog Access Act, 720 ILCS 630.

c. Other Support Animals

In general, other support animals that are not considered service animals under the law will not be considered. However, a student may request for the utilization of these animals on campus needs to be referred to the Office of Disability Services (ODS) with supporting documentation. The request will be reviewed, and a determination will be made if this is an allowable accommodation.

d. Handler

The handler is the individual with disabilities who requires the service animal. It may also be the individual who is training the pre-service animal on campus.

II. Service Animal Use on Campus

- a. The College reserves the right to enforce all relevant rules for the use of service animals through policy and procedure regulations, student code of conduct, and applicable laws.
- b. The handler has full responsibility and liability for the behavior of their animal and is responsible for any damage or injury that the animal may cause.
- c. The care and supervision of the service animal is the responsibility of the handler. The animal must be always under the control of this individual. In addition, the handler is responsible for the cleanup of all animal waste and must ensure compliance with any specially designated animal toileting areas.
- d. The handler has full responsibility to ensure that the animal is not disruptive to any program, service, learning environment, or college activity.

III. Reasonable Modifications

Under special circumstances, a miniature horse or other animals may be considered a reasonable accommodation. Kankakee Community College will determine whether the animal is allowable. Some of the assessment factors may include:

- The documented significant limitation presented by the person's disability.
- The type of animal, size, weight, and whether the facility can accommodate these features.
- Whether the handler has sufficient control over the animal and includes issues such as hygiene and whether the animal is housebroken.
- Whether the animal's presence constitutes a legitimate safety concern.
- Other issues consistent with the policy on service animals.
- Students seeking this modification must register with the ODS, provide documentation as to the necessity of this modification, and comply with all applicable rules. Any animal that is permitted on campus must be housebroken and may be required to wear applicable protective equipment such as booties to protect the facilities if necessary. Neither Service animals, nor their trainers, are required to register with the Office of Disability Services, only those who are requesting the utilization of animals other than service animals.

IV. Removal of Service Animals

A service animal may be removed by campus, state, or local government authorities if it is disruptive, aggressive, unhygienic, or behaving in ways outside of the duties of a service animal (wandering, barking, etc.) Removal of a disruptive animal may also be the responsibility of the handler.

V. Restricted Access

There may be rare occasions when a service animal will be restricted from College facilities or activities due to valid health and safety concerns. Restricted locations may include, but are not limited to, medical

areas or areas where the presence of the service animal would compromise the integrity of the learning. Determination of restricted areas will be made by an interactive team of departmental and college authorities, Office Disabilities Services, and the handler. When a restriction must be implemented, an ODS staff will work with the student to determine other reasonable accommodations if necessary.

VI. Complaints, Concerns, and Disputes

Concerns about the behavior, toileting, health, or handling of the animal should be addressed to the handler, Campus Security, and/or the Office of Disability Services.

Appendix 4

Mobility: Power-Driven Mobility Devices (OPDMD)

Individuals with mobility disabilities are permitted to use electric personal assistive mobility devices under Illinois Vehicle Code 625 ILCS 5. This includes “self-balancing, 2 non-tandem wheeled devices designed to transport only one person with an electric propulsion system that limits the maximum speed of the device to 15 miles per hour or less” (Sec. 1-117.7).

- a. The OPDMD owner is responsible for actively monitoring the operation and navigation of the device.
- b. The device is to be equipped with a braking system that enables the device to perform a controlled stop.
- c. The owner of the device may not transport another person.

Kankakee Community College Office of Disability Services, Security, and Facilities Departments will determine whether a particular device can be allowed in a specific facility, and will consider, among other things, the following factors: the type, size, weight, dimensions, and speed of the device; the facility’s volume of pedestrian traffic; and the facility’s design and operational characteristics.

Kankakee Community College personnel shall not ask an individual using a wheelchair or other power-driven mobility device questions about the nature and extent of the individual’s disability but may ask a person using a power-driven mobility device (OPDMD) to provide a credible assurance that the mobility device is required because of the person’s disability.

Orientation and Mobility Training

KCC wants to ensure students can navigate the campus safely and effectively. The ODS staff will work with students who are blind, have low vision, or have other mobility barriers to ensure students can move independently and safely throughout the campus including knowing where emergency evacuation stairwells are located. Students are encouraged to register early and begin this orientation before the semester begins.

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Appendix 5

Office Of Disability Services: Absence Accommodation

Student Name: _____ ID: _____

Course: _____ Section: _____

The identified student is eligible for an Absence Accommodation through the Office of Disability Services. This accommodation is given when the nature of a student's disability includes symptoms that could exacerbate unexpectedly causing (him/her; they/them) to miss class. This accommodation is intended to create a reasonable modification to the classroom attendance policy which is stated in the course syllabus. It is not intended to serve as an attendance waiver. If the learning outcomes cannot be obtained with or without reasonable accommodations, the student may not be otherwise qualified for this course.

PERTINENT QUESTIONS

The details of this accommodation are determined through an interactive process with the faculty member/department, student, and the Office of Disability Services. This team will consider the potential flexibility of the course attendance policy, assignments, exams, online work, and labs to accommodate the student but not fundamentally alter the nature of the course.

The following are the questions to be discussed based on essential learning outcomes, reasonable accommodations, and documented functional limitations of a disability.

- How many absences are allowed for students without disabilities? How many would be permissible for this student?
- What is the student's process to notify the faculty member of a disability-related absence?
- What is the time frame within which the make-up work must be completed and turned in?
- Other considerations?

CONCLUSION

This student will be allowed _____ absences beyond that stated on the syllabus only if necessary due to a disability-related limitation.

The student will notify, via email, the faculty member and the ODS of a disability-related absence within _____ days/ hours of the absence.

The student will be responsible to make up the missed work within _____ days of the disability-related absence.

Other: _____

Signature Student

Professor

Date

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Handbook Verification Form

The Kankakee Community College, Office of Disability Students Handbook was reviewed with me by a member of the ODS staff. I also understand that I am responsible for the information in the Disability Student Handbook found on the KCC Disability Services webpage at <https://www.kcc.edu/student-resources/disability-services/>. I understand that changes in policies and procedures relating to the provision of services for students with disabilities may occur without notice and am responsible for referring to the Disability Services Student Handbook and the ODS office for up-to-date information.

I understand that I am entitled to equal access to programs, courses, and services while I am a student at Kankakee Community College. **I also understand that it is my responsibility to notify the ODS when accommodations are not satisfactory or are not effective.**

Print Name

Signature

Date

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