



INSTITUTIONAL EFFECTIVENESS PLAN

Department or Unit: Disability Resource & Access

Academic Year: 2011-12

Lead Evaluator: Sandy Manor

Submission Due Date: December 25, 2011

Unit Mission: The mission of the Disability Resource and Access Office is to provide equal access to educational opportunities offered by NPC through academic accommodations that ensure educational integrity while allowing the students to demonstrate their knowledge, skills, and abilities. Academic accommodations can be physical modifications, modifications to classroom requirements that do not affect essential functions of the class, implementation of technology or assistive software, provision of class materials in a modified format, or advocacy with instructors and area agencies.

Unit Goals & Objectives:

Goal:

Evaluate administrative responsibilities of DRA Office

Objectives:

1. Develops program policies and procedures (e.g., required documentation, course substitutions).
2. Develops program services.
3. Maintains up-to-date knowledge of emerging issues in disability services (e.g., ADD/ADHD).
4. Identifies/establishes program goals.
5. Evaluates program services.
6. Communicates program activities, services, and outcomes to institutional administrators.
7. Supervise/trains program staff.
8. Develops/administers program budget.
9. Compiles reports on program activities/services.
10. Develops program brochure and handbook.
11. Responds to requests for interpretation of legal mandates on campus-specific issues.

12. Evaluates program staff.
13. Interprets court/government agency rulings and interpretations affecting services for students.




Evaluation Team Members: Sandy Manor, Bobbi Frawley, Mark Vest, Debbie Myers, Leslie Wasson

Evaluation Plan Summary (not more than 3 pages, please):

Monitor DRA web page views.	Google analytics included in appendix.
Survey VR Counselors.	Sent out 5/30/12 Results report included. Survey link: https://npc.qualtrics.com/SE/?SID=SV_7VUR79Q99Pa5IXy
Post web page for location of policy and procedures for DRA office.	
Summary of AHEAD Conference.	Included in appendix.
E-mail invested professionals local and national news articles.	
New Employee Orientation Speaker	Completed 1/31/12
Attach budget request	Completed 3/23/12
Semester stat reports	Completed 3/21/12
DRA Handbook – focus group review for edits (5, 10)	Completed 5/14/12
DSHHE-L listserv examples of posts	Included in appendix.
Copies of newsletters	Included in appendix.
DOE & DOJ e-mails	Included in appendix.
Bobbi's performance review	Completed 4/30/12

Anticipated Budget or Resource Needs (itemized): N/A

INSTITUTIONAL EFFECTIVENESS PLAN

Lead Evaluator Signature: 	Date: <u>6/20/12</u>
Unit Supervisor Signature: 	Date: <u>6/20/12</u>
IE Director Signature: 	Date: <u>6/20/12</u>

Institutional Effectiveness Plan Summary

Monitor DRA web page views: A Google Analytics report was run for 2011. A copy of this report is included in appendix A. This provided a baseline to identify areas to improve. The convenience of applying for services and the steps for new students were the primary targets for improvement. In the future, I hope to increase the number of web page hits but also to extend the time spent on each DRA web page. The operating premise is that if the content is easy to find and informative that users will spend more time while on the web page and return often.

Survey VR Counselors: The survey was sent out on 5/30/12 and the results report is located in the appendix B. VR Counselors were identified as the first group surveyed because most DRA students are sponsored financially by vocational rehabilitation. An additional agency was included as they work with VR clients for job coaching and work with a large number of DRA students as well. Next year, I'd like to survey high school special education and career services staff as we will be implementing new steps for placement testing students with disabilities at the same time as students without disabilities.

Post web page for location of policy and procedures for DRA Office: Screenshots are included in the appendix C. Updates were made to some procedures to bring them current with Department of Justice rulings. DRA procedures will continue to be evaluated for compatibility with the college and DOJ rulings.

Summary of AHEAD Conference: This summary is included in the appendix D. The Association for Higher Education And Disabilities is a national conference of college and university disabled student services staff where they can learn current trends in service provision and changes in disability education laws. NPC is being highlighted in one of the conference sessions this year for using video remote interpreting in welding classes. In the future, I would like to attend the state AHEAD conference to build stronger relationships with Arizona schools.

E-mail invested professionals local and national news articles: A sample of recent e-mails are included in the appendix E.

New Employee Orientation Speaker: A copy of the agenda is included in the appendix F. I was a guest lecturer in ENL 199, and spoke on labeling people with disabilities. I hope to expand speaking opportunities in the future.

Budget Request: Copies of 2012-13 budget requests and justifications for budget increases are included in the appendix G. In the past, we have not had to include budget monies to cover the cost of video remote interpreting due to a lack of student need. Recently, Deaf students have been enrolling in classes and even though we have been able to offset costs of video remote interpreting by using Carl Perkins money, a substantial budget increase in this area was necessary. I anticipate a similar budget request in the next cycle.

Semester Statistics Reports: Each semester, once FTSE is calculated, I generate a report that shows DRA student enrollment by location, NAVIT, and TLC enrollment. Copies of these reports are included in the appendix H. A new database has been purchased that once installed, will allow more detailed reporting.

DRA Handbook: A group of faculty and staff were brought together in a focus group to review and edit the DRA Handbook. The group met four times and the end result was a new DRA brochure. The handbook was too text heavy and the brochure format is commensurate with other NPC programs. The brochure directs people to the NPC/DRA web page for additional information, procedures, and application materials. This will reduce the amount of outdated information given in the form of print materials and allow more dynamic responsive information being disseminated through the web page. This effort fits nicely with pillars 5 and 10 of the NPC Strategic Plan. A copy of the brochure is included in appendix I.

DSHHE-L Listserv Posts: This listserv is primarily for people working in disability support services to ask questions and get input from colleagues in other states and schools about how best to serve their students and schools. Recently, I had a question regarding formula card usage and have included my post and the responses received in the appendix J. This is a valuable tool that allows me to learn from both questions and responses posted.

Newsletters: Due to the fluid nature of changes brought about by legal rulings and their impact on service delivery for students with disabilities, I have found newsletter subscriptions to be a reliable resource for staying current on disability legal information. Samples of recent coversheets of newsletters are included in the appendix K.

DOE & DOJ e-mails: I receive e-mail alerts from the Dept. of Education, Dept. of Justice, and Disability.gov. This allows me to remain current and responsive to changes that affect services for students with disabilities. Samples of e-mail alerts are included in the appendix L.

Bobbi's Performance Review: This was completed on April 30, 2012 and is in Bobbi's personnel file.

Manor, Sandy L.

From: Hess, Ann E.
Sent: Thursday, December 15, 2011 4:46 PM
To: Manor, Sandy L.
Subject: Re: Google analytics of DRA portion of web page
Attachments: DRA.jpg

Hi Sandy,

I went into google analytics and ran a report for January 1 to today. Below is what I got. You had 377 total views of your DRA pages – all of them.

291 were unique pageviews meaning they were different IP address. Average time spent on a page was two seconds. That is just an average, that is not everyone. The bounce rate is 54% which is people who left you page and went to another page on the NPC site. 32% of the people left your pages and left the NPC completely. The bumpy line graph below shows month by month how many people viewed your pages per day. The highest recorded was 20 people. Below that is specific numbers for all the pages that surround DRA. Note that I renamed your page url the other day when I worked on it so /student-services/disability-resources-access is the same page as /disability-resources-access. I shortened the url. Ignor the the link with the 404 in it, that is a problem with the website and I am not sure what the url under that is either.

Over all I would not expect your number of page views to be really high. Your area is very specific to certain people. Not all of your students will come to the website to get

their information either, in fact they may never look at the website. It appears to be about what I would expect.

Call me if you have questions.

Thanks,

Ann

Pages

100.00% of total pageviews

Explorer Navigation Summary

Site Usage

Pageviews

377

% of Total: 0.03% (1,122,575)

Unique Pageviews

291

% of Total: 0.03% (945,752)

Avg. Time on Page

00:02:00

Site Avg: 00:02:35 (-22.40%)



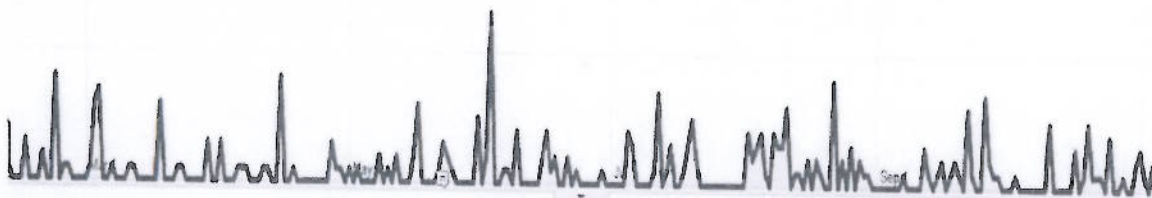
Viewing: Page Page Title Other

Secondary dimension: Select...		Sort Type: Default		
	Page		Pageviews	
1.	/student-services/disability-resource-access		17	
2.	/student-services/disability-resource-access/application-materials		13	
3.	/student-services/disability-resource-access/dra-policies-and-procedures		4	
4.	/student-services/disability-resource-access?fb_xd_fragment=		1	
5.	/student-services/disability-resource-access/application-materials?fb_xd_fragment=			
6.	/disability-resource-access			
7.	/student-services/disability-resource-access/dra-policies-and-procedures?fb_xd_fragment=			
8.	/404.html?page=/student-services/disability-resource-access&from=			
9.	/disability-resource-access?fb_xd_fragment=			

Jan 1, 201

nary

Unique Pageviews 291 % of Total: 0.03% (845,752)	Avg. Time on Page 00:02:00 Site Avg: 00:02:35 (-22.40%)	Bounce Rate 54.55% Site Avg: 36.38% (79.54%)	% Exit 32.36% Site Avg: 36.42% (6
---------------------------------------------------------------	----------------------------------------------------------------------	-----------------------------------------------------------	------------------------------------------------



Sort Type: Default		disability-resource-access Q advanced View				
		Pageviews	↓	Unique Pageviews	Avg. Time on Page	Bounce Rate
disability-resource-access		177		155	00:01:42	65.22%
disability-resource-access/application-materials		134		82	00:02:49	0.00%
disability-resource-access/dra-policies-and-procedures		47		37	00:01:30	33.33%
disability-resource-access?fb_xd_fragment=		10		9	00:00:56	0.00%
disability-resource-access/application-materials?fb_xd_fragment=		3		3	00:01:58	0.00%
ccess		2		2	00:01:46	0.00%
disability-resource-access/dra-policies-and-procedures?fb_xd_fragment=		2		1	00:01:12	0.00%
rent-services/disability-resource-access&from=		1		1	00:00:00	100.00%
ccess?fb_xd_fragment=		1		1	00:02:36	0.00%

DRA Survey of 3rd Party Agencies Initial Report

Last Modified: 06/12/2012

1. Please rate your overall satisfaction with the Disability Resource & Access Office at Northland Pioneer College.

#	Answer		Response	%
7	Very Satisfied		4	100%
6	Satisfied		0	0%
5	Somewhat Satisfied		0	0%
4	Neutral		0	0%
3	Somewhat Dissatisfied		0	0%
2	Dissatisfied		0	0%
1	Very Dissatisfied		0	0%
	Total		4	100%

2. Would you agree that services have been provided to your clients in a timely fashion?

#	Answer		Response	%
4	Agree		4	100%
2	Neither Agree nor Disagree		0	0%
1	Disagree		0	0%
	Total		4	100%

3. Have you had reason to question a client's approved academic accommodations?

#	Answer	Response	%
1	Yes	0	0%
2	No	4	100%
	Total	4	100%



4. Please rate your satisfaction with the Disability Resource & Access Coordinator's assistance with clients in the following services.

#	Question	Very Satisfied	Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied	Responses	Mean
1	Academic planning, and program completion.	3	1	0	0	0	0	0	4	14.75
2	Placement exams (COMPASS, ASSET).	3	1	0	0	0	0	0	4	14.75
3	Financial aid questions	2	1	1	0	0	0	0	4	14.25
4	Registration of classes.	2	2	0	0	0	0	0	4	14.50

Statistic	Academic planning, and program completion.	Placement exams (COMPASS, ASSET).	Financial aid questions	Registration of classes.
Min Value	14	14	13	14
Max Value	15	15	15	15
Mean	14.75	14.75	14.25	14.50
Variance	0.25	0.25	0.92	0.33
Standard Deviation	0.50	0.50	0.96	0.58
Total Responses	4	4	4	4



The Financial Aid Office has begun using a call center to field questions, thus reducing the need for DRA Office involvement.

5. Would you agree that your clients were adequately prepared and aware of college practices and policies?

#	Answer		Response	%
3	Agree		3	75%
2	Neither Agree nor Disagree		1	25%
1	Disagree		0	0%
	Total		4	100%



Implementation of new student orientation (SOAR) will hopefully improve this area. Current responses are attributed to numerous meetings and e-mails notifying 3rd party agencies of NPC changes.

6. In your experience, has the Disability Resource & Access Office kept current of laws, amendments, and policies affecting educational services for people with disabilities?

#	Answer		Response	%
3	Agree		4	80%
2	Neither Agree nor Disagree		0	0%
1	Disagree		1	20%
	Total		5	100%

The DRA Office has sponsored webinars and held trainings regarding changes in laws and policies affecting services for people with disabilities.



7. Have the services your clients received from the Disability Resource & Access Office affected your view of Northland Pioneer College?

#	Answer		Response	%
4	Far exceeds expectations		2	50%
3	Exceeds expectations		2	50%
2	Short of expectations		0	0%
1	Far short of expectations		0	0%
	Total		4	100%

The goal of the DRA Office is to continually improve through providing consistent quality services to students with disabilities.






Question #8 had no responses regarding suggestions for additional services.

9. Please rate your satisfaction with the Disability Resource & Access Intake application process.

#	Answer		Response	%
7	Very Satisfied		3	75%
6	Satisfied		1	25%
5	Somewhat Satisfied		0	0%
4	Neutral		0	0%
3	Somewhat Dissatisfied		0	0%
2	Dissatisfied		0	0%
1	Very Dissatisfied		0	0%
	Total		4	100%








This question was generated to determine if the application process needed to be more convenient.

10. Have you helped clients download and print application forms from the NPC web page?



#	Answer		Response	%
5	All of the Time		1	25%
4	Often		0	0%
3	Sometimes		2	50%
2	Rarely		0	0%
1	Never		1	25%
	Total		4	100%

This question was generated to determine interactivity and use of NPC/DRA webpage.



11. Please rate the responsiveness of the Disability Resource & Access Coordinator to client questions and concerns.

#	Answer		Response	%
7	Very Pleased		4	100%
6	Pleased		0	0%
5	Somewhat Pleased		0	0%
4	Neutral		0	0%
3	Somewhat Displeased		0	0%
2	Displeased		0	0%
1	Very Displeased		0	0%
	Total		4	100%

12. How would you rate the effect of involvement with the Disability Resource & Access Office and successful completion of client's academic programs?

#	Answer		Response	%
7	Very Effective		3	75%
6	Effective		1	25%
5	Somewhat Effective		0	0%
4	Neither Effective nor Ineffective		0	0%
3	Somewhat Ineffective		0	0%
2	Ineffective		0	0%
1	Very Ineffective		0	0%
	Total		4	100%

13. Rate your client's comfort level with asking for academic accommodations from the Disability Resource & Access Office.

#	Answer		Response	%
7	Very Strongly Prefer		3	75%
6	Strongly Prefer		1	25%
5	Prefer		0	0%
4	Indifferent		0	0%
3	Avoid		0	0%
2	Strongly Avoid		0	0%
1	Very Strongly Avoid		0	0%
	Total		4	100%

The purpose of this question was to determine if there were students needing services but prevented from asking for any reason.

DRA Policies and Procedures

Disability Resource & Access Policies and Procedures

Each link provides information and guidelines regarding DRA services.

- [Closure & Follow-up](#)
- [Documentation Guidelines](#)
- [Eligibility](#)
- [Interpreting Services](#)
- [Notetaking Services](#)
- [Service Animals](#)
- [Service Providers](#)
- [Services Not Provided by DRA Office](#)

For more information contact:

Sandy Manor

Disabilities Resource & Access Coordinator

White Mountain Campus - LC 128

1-800-266-7845, ext. 6178

Fax: (928) 532-6199

Send her an [e-mail](#).

Telephone Device for the Deaf (TDD)

(928) 537-2030

DISABILITY RESOURCE AND ACCESS

Procedure 0013

Guidelines for Service Animals

Updated September 15, 2010

Purpose: The ADA defines a service animal as “any guide dog, signal dog, or miniature horse individually trained to provide assistance to an individual with a disability”. While legal rights are afforded to users of service animals, with it comes the responsibility of insuring that the animal behaves and that the team (partner and animal) *adhere to the same socially acceptable standards as an individual*.

Definitions: Service Animals are defined as “any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for this definition.” Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

Companion Animals or emotional support animals are permitted by the Fair Housing Act and the Air Carrier Access Act, but they were not and are still not protected by the ADA. The ADA does, however, allow for psychiatric service animals. The difference between psychiatric service animals and emotional support animals as viewed by the Department of Justice is in the work or tasks the animal performs. “Psychiatric service animals can be trained to perform a variety of tasks that assist individuals with disabilities to detect the onset of psychiatric episodes and ameliorate their effects. Tasks performed by psychiatric service animals may include reminding the handler to take medicine, providing safety checks or room searches for persons with PTSD, interrupting self mutilation, and removing disoriented individuals from dangerous situations.” The Department of Justice stated that it decided to specifically prohibit emotional support animals to deter fraudulent or mistaken use of other animals not qualified as service animals under the ADA.

Procedures:

Documentation: The service animal must have current health and vaccination records, and must have undergone training which may have been provided by the student owner. Public entities “shall not ask about the nature or extent of a person’s disability, but may make two inquiries to determine whether an animal qualifies as a service animal.

A public entity may ask:

- (a) is the animal required because of a disability and

(b) what work or task has the animal been trained to perform.” Public entities are also prohibited from requiring documentation that the animal has been certified, trained or licensed as a service animal.

Control Requirements: The student owner must keep the service animal on a leash and under control at all times. The service animal must be as unobtrusive as possible and may not display disruptive behavior or block aisles.

Exclusions: The one exception to the dogs-only rule is miniature horses. The DOJ stated that when it originally ruled on Title II and III regulations, it did not anticipate the variety of animals that would become used as service animals, which ranged from pigs and miniature horses to snakes, iguanas and parrots. The DOJ believes that limiting the types of species recognized as service animals will provide greater predictability and add assurance of access for people with disabilities who use dogs as service animals.

Public Etiquette by Faculty, Staff, or other Students: Service animals are at work and are not pets. Do not pet the animal without the student owner’s permission. Do not feed the animal; try not to startle the animal; do not encourage the animal to play, or attempt to separate the animal from the student owner. Ask the student with the service animal if you can assist them in any way.

2011 AHEAD Conference

1. Session 1.11 Use of Smart Pens – Live Scribe Pulse
Need to join the users group. NPC correlates nicely with Jill Roter from Lehman College.
Contact Live Scribe regarding re-setting user name and password options on pens. CUNY has used pens to have readers for tests by downloading and printing on Live Scribe paper. Possible use for COS tests.
2. Session 2.11 Teresa Haven from ASU
VPAT – Voluntary Product Accessibility Template. June 2011 “Dear Colleague” letter does not contain anything new regarding laws. We should have been doing these things all along.
Language in the letter says that it is the responsibility of all faculty and staff to comply and not just the responsibility of the DRA Office. Check on NPC Student e-mail to see if Google product? Can we make it accessible using RWG?
3. Session 3.4 DOJ on Service Animals
A service animal is only a dog. The dog has to do an active task. Passive tasks are indicative of emotional support animals. Recognize + Respond = Service Animal. Allergies of others and fear of dogs are not okay reasons to exclude service animals. Miniature horses are an acceptable modification to the dog as service animal option. Reasons for use include stability, strength, live longer, religious reasons. Should have two service animal policies; one for the public that is pretty basic on what is a service animal and where a service animal is allowed, the second should be for faculty and staff and go into greater detail on the directives of how and what to do. *Service animals are a right and cannot be pushed for legitimacy. It is similar to building a ramp on a new building. OPDMD’s = Other Power Driven Mobility Devices a.k.a. Segways, golf carts, quad’s. Typically a distance & endurance issue and may not totally be a mobility issue. Important cases: Ault v. Disney World – Don’t have to accommodate preferred modes of transportation. 2007 Lockett v. Channel Transportation – service animal process.
4. Informal Session on Fire Safety
www.mingerfoundation.org Student died in dormitory fire. Look for and sign up for newsletter called Campus Firewatch. Look up United Educators for programs to implement at each campus location.
5. Session 4.4 DOJ Session on Effective Communication & ADA
VRI is now defined and given standards. High quality audio & video with dedicated high speed connection. Should include quick set-up and tear-down steps. www.webaim.org daily e-mails on accessible web design. <http://www.ada.gov/pctoolkit/chap5chklist.htm> checklist on web page for accessibility. www.access-board.gov sign up for their e-mail list.

6. Session 5.4 DOJ Session on Architectural Barriers

"Safe Harbor" For existing facilities, you can choose to comply with 2004 or 2010 standards, but once you make any changes, safe harbor ceases to exist. All new buildings must comply with 2010 standards.

7. Session 7.5 Tough Choices in a Single Person Office

Helpful to send out monthly alerts, some only to faculty, some only to students, some to everyone that highlight information regarding disabilities, typical accommodations, and pedagogical options that exist within universal design. Disability documentation becomes part of educational record and is then covered by FERPA and not HIPAA. Should DRA student files hard copies be stored with other student records then? Re-write disability documentation release to be more like ETS intake. E-mail UCONN presenter about decision making process for often requested accommodations.

8. Session 8.4 Office of Civil Rights, Year in Review

www.ed.gov/ocr enter reading room for FAQ's on Kindle for clarification. Implemented Early Conflict Resolution (ECR) similar to mediation in that both parties must agree to process and abide by the outcome.

Admission Requirements: Le Cordon Bleu Culinary Institute, adjusted high school diploma is not the same as high school diploma or GED and can be used to exclude candidate from program stating they cannot prove ability to handle the academic rigors of the program.

Documentation/Accommodation: denial of accommodation must include interactive process. Stating that open book for math tests constitutes a fundamental alteration of the program must be accompanied by data showing the fundamental alteration.

Accommodations: Strayer University, student claimed they were denied access to graphs in economics class and requested a tutor and instructor descriptions of graphs in class. Instructor said that descriptions of graphs and alternative assignments were not an option. Student also claimed denied access to school website and student portal for submitting assignments and receiving graded work. The website did not have functional alt tags and navigation was impossible without sighted assistance. Measure for equal access of web presence is ease of use, ready access, and timeliness of response.

Accommodations: Title 508 covers federal technology accessibility and can be used as a guideline for state programs.

Accommodations: Utah Valley University: charging students to re-coup cost of accommodation (interpreting) must include warnings for the student as well as a process for the student to appeal and have charges reduced. Cost cannot be a dollar for dollar match to cover interpreting cost but must act as a deterrent for irresponsibility.

Suspension/Re-Admission: Student was cutting himself and showing wounds to other students. When the student was talked to about his behavior, he voluntarily withdrew from school. At the time of his withdrawal, he was in good academic standing but when he applied for re-admission, he was told that he could not return until he had a letter stating he was no longer a threat to

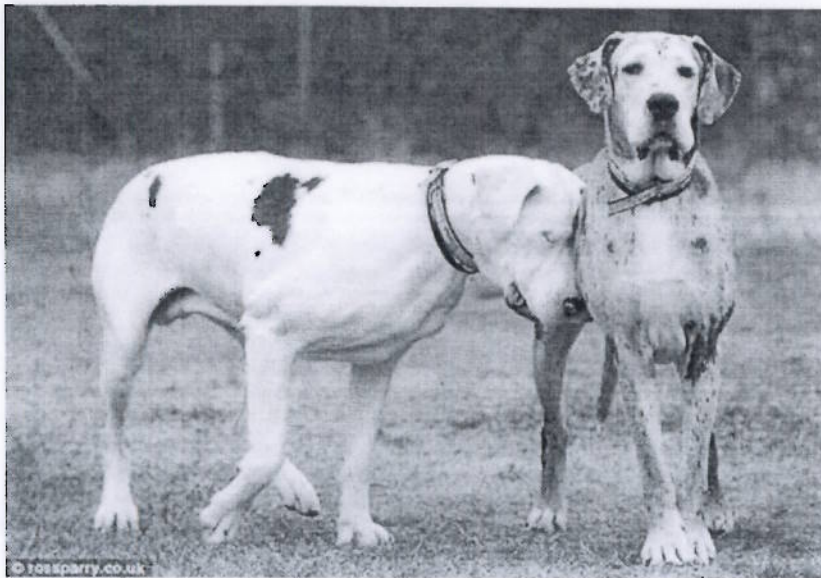
himself or others. Because he was in good academic standing at the time of withdrawing from school, requiring the letter constituted disparate treatment and the school had to re-admit without penalty or letter.

Manor, Sandy L.

From: Manor, Sandy L.
Sent: Friday, December 16, 2011 7:40 AM
To: Frawley, Barbara; Vest, Mark H.; Schroeder, Marylou; Collins, Leslie; Kate Beilmann; 'normrmanor@msn.com'; 'blmanor@gmail.com'
Subject: Great Dane story

Just gotta love this!

Sandy



Lily is a Great Dane that has been blind since a bizarre medical condition required that she have both eyes removed. For the last 5 years, Maddison, another Great Dane, has been her sight. The two are, of course, inseparable.

Blind teen keeps on running, thanks to guide dog

Sami Stoner, who is legally blind, logs mile after cross-country mile with dog Chloe at her side



Sami Stoner runs with her guide dog, Chloe. Stoner, who is legally blind, is believed to be the first high school athlete in Ohio to compete with an animal.

By Lisa A. Flam

Sami Stoner is running proof that adversity doesn't have to keep you from the finish line.

A legally blind 16-year-old runner, Sami is traversing cross-country courses this season with her new guide dog, Chloe, and is believed to be the first high school athlete in her home state of Ohio to compete with an animal.

"I don't run for time or place or anything. I just run because I love it, and I'm glad I can share my love of running with Chloe now," says Sami, a junior at Lexington High School who's on the junior varsity cross country team. "I love having Chloe. She's helped me so much."

Now in her fourth year running cross country, Sami won a waiver from the state high school athletic association that allows her to compete with a dog. The golden retriever puppy, who guides Sami through the crowded hallways at school, also takes her safely through the running trails of

Ohio.

"She watches out for roots and she tries to pick the clearest path for me," Sami says cheerfully. "The ways she moves, I can feel it in her harness, so she has little ways to signal which way to go and what to do."

At the starting line, Sami and Chloe stay back 20 to 30 seconds so Chloe doesn't get spiked by another runner, but they're usually passing other competitors by the first mile on the 5-kilometer (3.1-mile) course. Sami is ineligible to score, and she must avoid finish-line chutes if they're deemed too narrow, said Dale Gabor, the director of cross country and track and field for the Ohio High School Athletic Association.

"She gives a lot of hope to other kids," said Gabor, who approved Sami's waiver and believes she's the first scholastic athlete in Ohio to compete with an animal.

Running with just some peripheral vision is scary, Sami says. But Chloe is highly focused, which has helped Sami feel secure enough to improve her personal record to 29:53.

"There is still a little element of being terrified you're going to fall flat on your face," Sami says. "She's given me a lot more confidence in my running."

Her dad, too, is wary when Sami, the youngest of his three girls, starts a race.

"It's an amazing, scary thing to see her take off and all you can do is pray that everybody comes back safely. This is my baby," says Keith Stoner. "She's not necessarily up there collecting a medal at end of the race, but in our heart she does win them all."

Sami began running cross-country in eighth grade, and by the end of that school year, her vision deteriorated and she became legally blind. She was found to have the untreatable Stargardt disease, which is similar to sight-robbing macular degeneration that affects older adults.

In high school, she worried she wouldn't be able to compete, but teamed up with a friend, Hannah Ticoras, who ran alongside her as a guide.

"All I wanted to do was run, and running with Hannah gave me that opportunity," says Sami.

But Hannah graduated at the end of Sami's sophomore year, again putting Sami's competitive future in limbo. Her mobility teacher thought she'd be a good candidate for a guide dog, and after a month of training over the summer, the Stoner family welcomed Chloe home in August.

Sami is grateful she's still a part of the team she loves so dearly.

"I just hope people learn that just because you have a disability or some kind of disadvantage that it's not the end of the world," says Sami, who has a 4.0 grade point average this year. "You can still do stuff, you just have to find a way of doing it."

**TENTATIVE AGENDA - NEW EMPLOYEE ORIENTATION PHASE I
TUESDAY, JANUARY 31, 2012
PDC – HOLBROOK, ROOM 142 NIZHONI LEARNING CENTER**

8:45	Registration	
9:00	Welcome and Introductions	Dan Watttron
9:15	Presidential Welcome and Strategic Plan	Dr. Jeanne Swarthout
9:30	Organizational Structure & Admin. Services	VP Blaine Hatch
9:45	“Who Are Our Students?”	VP Mark Vest
10am	Information Services Introduction	Eric Bishop
10:20	Break	
10:30	Campus Manager Office	Susan Olsen, Emma Hillend
10:45	Business Office	John Bremmer, Donna Soseman
10:55	Disability Resource & Access	Sandy Manor
11:05	FERPA, Reg/Records/Advising	Jake Hinton
11:15	Library Services	Trudy Bender
11:25	Developmental Serv. / TLC	Rickey Jackson
11:35	HR and Payroll	Bobbie Sample, Joyce Hunt
11:45	Questions, Open Forum	
12pm	LUNCH	
NEW EMPLOYEE TRAINING PHASE 2		
1pm	MyNPC Introduction	Steve Peck
1:30	Introduction to Customer Service Video	Dan Watttron
2pm	Break	
2:15	Harassment Prevention Policy & Video	HR Staff
3:15	EEO Policy & Diversity Video	HR Staff
3:30	Other	
3:45	Questions & Wrap Up	
4pm	Adjourn	

Northland Pioneer College
Departmental Budget Justification
FY 1213

Department Name: Disability Resource & Access
 Department Account: 4155
 Budget Manager: Sandy Manor

Object Code	Object Code Name	Justification
4384	Special Insc. Fees	Webinar attendance fees.
5208	Equipment Under \$500	Purchase 10 smart pens for classroom use. Each pen costs approximately \$200.
5006	Temporary Salaries	CD Testing and 1/2 estimated interpreting costs for next year. Other 1/2 of interpreting costs being requested through Perkins.

51,840

DRA Student Statistics for Fall 2011

Location:

WMC – 41%	0% change from Spring 2011
SCC – 15%	-4% change from Spring 2011
Internet – 12%	+4% change from Spring 2011
PDC – 9%	-2% change from Spring 2011
LCC – 8%	+1% change from Spring 2011
SPE – 5%	-1% change from Spring 2011
STJ - 4%	+4% change from Spring 2011
WRV – 3%	-1% change from Spring 2011
HOPI - 2%	-2% change from Spring 2011
CDA – 1%	0% change from Spring 2011
NAVA – 1%	+1% change from Spring 2011

**The percentages are not pure percentages because some students attended at more than one location.

NPC compared to NAVIT enrollment:

NAVIT – 19%	-1% change from Spring 2011
NPC – 81%	+1% change from Spring 2011

College courses compared to TLC courses:

TLC – 27%	+6% change from Spring 2011
College – 73%	-6% change from Spring 2011

DRA Student Statistics for Spring 2012

Location:

WMC – 45%	+4% change from Fall 2011
SCC – 13%	-2% change from Fall 2011
Internet – 9%	-3% change from Fall 2011
LCC – 9%	+1% change from Fall 2011
HOPI - 8%	+6% change from Fall 2011
PDC – 6%	-3% change from Fall 2011
STJ - 4%	0% change from Fall 2011
SPE – 2%	-3% change from Fall 2011
KAY – 2%	+2% change from Fall 2011
WRV – 1%	-2% change from Fall 2011
CDA – 1%	0% change from Fall 2011

**The percentages are not pure percentages because some students attended at more than one location.

NPC compared to NAVIT enrollment:

NAVIT – 19%	0% change from Spring 2011
NPC – 81%	0% change from Spring 2011

College courses compared to TLC courses:

TLC – 29%	+2% change from Spring 2011
College – 71%	-2% change from Spring 2011

Checklist for Students with Disabilities

- ☐ Visit the NPC Disability and Resource Access website at www.npc.edu/dra for complete details on requirements and services for students with disabilities.
- ☐ Become eligible for DRA services by printing and completing the application on the DRA website and submit it with current disability documentation to the DRA coordinator.
- ☐ Meet with an NPC academic adviser at a convenient campus or center. Advisers help with registration, class enrollment and arrange for any required academic placement testing.
- ☐ Pay tuition. Arrangements can be made through the NPC Financial Aid Office, a vocational rehabilitation counselor or the college's *Cashier Payment Plan*.
- ☐ Attend class(es) and determine what types of accommodation are necessary.
- ☐ Contact the DRA coordinator to request accommodations.

Sandy Manor
DRA Coordinator

White Mountain Campus, Show Low
email: sandy.manor@npc.edu
(800) 266-7845, ext. 6178
928-537-2030 (TDD)
Fax: 928-532-6199
www.npc.edu/dra

Campuses

Little Colorado Campus
1800 E. Third Street
Winslow, AZ
928-266-6111

Painted Desert Campus
2291 E. Navajo Blvd.
Holbrook, AZ
928-524-7351

Shoer Creek Campus
1811 S. Main Street
Navajo, AZ
928-536-2111

White Mountain Campus
627 W. Division of Clubs
Show Low, AZ
928-532-6111

Centers

Reps Center
First Mesa, Phoenix, AZ
928-786-2200

Rayenta Center
Rayenta United School
District Branch Center
Mesa View Rd.
Rayenta, AZ
928-677-8333

Springville/Eager Center
478 N. Main
Page, AZ
928-532-4466

B. Johns Center
16 South 1st West
St. Johns, AZ
928-537-4766

Whitewater Center
722 N. Chief
Whitewater, AZ
928-538-6255

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www.npc.edu

PUBLIC NOTICE OF NONDISCRIMINATION: Northland Pioneer College does not discriminate on the basis of race, color, national origin, religion, marital status, gender, age or disability in admission or access to, or treatment or employment in its educational programs or activities. District procedures will be followed for compliance with Title IX and Section 504 requirements. The Affirmative Action Compliance Officer is the Director of Human Resources, 2251 E. Navajo Blvd., Holbrook, Arizona 86029. (800) 266-7845. The District 504 Compliance Officer is the Coordinator of Disability Resource and Access, 1001 W. Division of Clubs, Show Low, Arizona 86081. (800) 266-7845. The lack of English language skills will not be a barrier to admission and participation in educational programs. Revised 2-16-12

Welcome to:

DISABILITY RESOURCE & ACCESS (DRA)



Success starts here!

Northland Pioneer College
Quality education you can afford.



Don't let the college experience be defined by a disability!

Pursuing a college degree or certificate is hard work for most every student, but persons with disabilities face an even tougher challenge when their limitations prevent them from demonstrating the knowledge they have gained.

The NPC Disability Resource and Access (DRA) Office provides the support and assistance that can enable students with disabilities to achieve academic success.

"Audio books, testing modifications and a text-to-speech adapter were accommodations that made learning easier in my NPC classes. The right tools made things so much better. I feel like I have been helped to reach my full potential."

— Charlie Hoskins, NPC student

DRA services and accommodations

are provided at no charge for eligible students on an individual basis and can include:

- Adaptive equipment and materials
- Note takers, scribes, tape recorders
- Arrangements for extended examination times and other testing accommodations
- Academic advising and assistance with navigating registration and other paperwork requirements
- Access to video remote interpreting
- Alternative text
- Assistance and advocacy with faculty and staff

"The DRA office is staffed by compassionate people who provide a safe space for students to access the tools they need for success in my classroom. Even more importantly, DRA staff members encourage and support persons with disabilities to become life-long learners."

— Ryan Rademacher, NPC English Professor

There are different accommodations available for high school students when they enter college. Learn about these differences on the DRA website at www.npc.edu/dra.

Who is eligible for DRA services?

An applicant for disability accommodation at Northland Pioneer College must be an enrolled NPC student (or meet NPC admission requirements) and is responsible for requesting such services.

Eligibility is available based on the following disabilities:

- Specific learning disabilities
- Vision, hearing or speech impairments
- Physical disabilities
- Psychiatric disabilities

Disability documentation must be within the last three years.

The checklist on the back of this brochure outlines the steps to apply for DRA assistance. For **complete details** on DRA requirements, eligibility and services, visit the Disability Resource and Access website at www.npc.edu/dra.



Northland Pioneer College is committed to providing students with disabilities an equal opportunity to achieve a quality post-secondary education. NPC complies with all federal regulations with regard to non-discrimination and equal opportunities for individuals with disabilities in accordance with the Rehabilitation Act of 1973, 29 USC § 701-796 and the Americans with Disabilities Act of 1990 (ADA), 42 USC § 12101 et seq.

Mark -

I posed the question to the DSSHE list serv and got the below listed response. It is difficult to gauge from the student's e-mail if formula cards interfered with the essential function of the BIO 160 class. I know that memorization is a large part of this class, but I'd have to talk further with the instructor to determine essential functions. Input from the college attorney may help clarify this issue. Let me know if there are any questions.

Sandy

-----Original Message-----

From: Martin, Bonnie (<mailto:Bonnie.Martin@gpc.edu>)

Sent: Friday, November 18, 2011 9:34 AM

To: Manor, Sandy L.

Subject: RE: memory aids/formula cards

Documentation is a tool to know what is going on with a student. It does not dictate what is appropriate in a postsecondary setting; that is your decision. This type of accommodation is probably needed for this student to remember; however, this is more a K-12 type of accommodation that ensures success -- we ensure access. VERY different.

We do not consider access to answers a reasonable accommodation if others taking the test do not have the same access to information. I agree with the faculty member.

Bonnie

Bonnie S. Martin, Director
Disability Services
Georgia Perimeter College
Bonnie.Martin@gpc.edu
678-891-3394

-----Original Message-----

From: Disabled Student Services in Higher Education (<mailto:DSSHE-L@LISTSERV.BUFFALO.EDU>) On Behalf Of Sandy Manor

Sent: Friday, November 18, 2011 11:25 AM

To: DSSHE-L@LISTSERV.BUFFALO.EDU

Subject: memory aids/formula cards

I am looking for guidance regarding an issue where the student is wanting to use their notes while taking an exam and the instructor is resistant to allow this. The student has documentation that

supports the use of memory aids. The instructor is concerned that the notes offer too much assistance and the resulting test is then not an accurate reflection of the student's knowledge but instead is a reflection of the student's ability to locate information in their notes. I'm certain that the middle ground exists but would appreciate any suggestions in finding/creating it. Many thanks!

Sandy Manor
DRA Coordinator
Northland Pioneer College

This list is intended to serve as a forum for higher education professionals involved in the delivery of services to students with disabilities in higher education. Any commercial posts or posts that are deemed by the listowner to be inappropriate for the list will result in the poster being removed from the list.

To sign off the list, send a message to

- * listserv@listserv.acsu.buffalo.edu

- * with the message

- * Unsubscribe deshe-L

To search the archives, go to

<http://listserv.acsu.buffalo.edu/archives/deshe-L.html>

Questions? Contact Listowner Dan Ryan at: dryan@buffalo.edu

Thompson's ADA Compliance Guide

Human Resources Series

THOMPSON

May 2012 / Vol. 23, No. 5

At Stakeholders' Request, Justice Postpones Regulations Affecting Pools

Entities covered by ADA Titles II and III that operate swimming pools have gained a temporary reprieve on the effective date of new Americans With Disabilities Act regulations affecting swimming pools, but the matter is far from settled. The effective date has been pushed back to at least May 21 because of "misunderstandings," according to the U.S. Department of Justice (DOJ).

The final DOJ regulations were issued in 2010; the rules became enforceable in stages, with the final pieces scheduled to take effect March 15. Outcry from stakeholders and legislators, however, led the department to announce on the 15th that the rules would not take effect that day. At least one expert says this sets "a disturbing precedent."

It's important to note that the pool regulations were just a small part of the new Title II and III regulations issued by DOJ. All other provisions took effect as scheduled and all entities subject to these two titles must be in compliance

See *Pools*, p. 2

Federal Contractors

Employers Urge Dept. of Labor To Scrap Hiring Goal for Workers With Disabilities

Employers across the country are urging the U.S. Department of Labor (DOL) to reconsider a proposal that would require federal contractors to aim to have individuals with disabilities make up 7 percent of their workforces.

The Notice of Proposed Rulemaking amends the department's regulations implementing Section 503 of the Rehabilitation Act. In addition to instituting a hiring goal, the new regulations would require contractors to invite applicants to self-identify as individuals with disabilities at the pre-offer stage and to survey current employees annually. (For a full discussion of the proposal, see *Proposed Hiring Targets for Contractors Require More Workers With Disabilities*, February newsletter, p. 1.)

In remarks submitted during a public comment period, several associations expressed concern that the regulations may cause contractors to run afoul of the Americans With Disabilities Act.

The Society for Human Resource Management (SHRM) said it is concerned that the disclosure requirement will cause a Catch-22. A mandate

See *Hiring*, p. 8

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Harold Datz, Esq.

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Conference Alert

Don't miss our May 21 audio conference, *HR Metrics: Why This Measure of Success Matters to Your Company*. Cathy Musildine-Martin, SPHR, will explain the what, why, when and how of HR metrics. You'll learn how to determine which HR metrics matter for your organization and how to use metrics to support organizational strategy. Visit www.thompsoninteractive.com to register.

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Successful Strategies for Accommodating
Students and Staff with Disabilities

for Higher
Education

VOLUME 17, ISSUE 11

JUNE 2012

TOP LEGAL CASES COVER STORY

POLICIES & PROCEDURES

A student complains that her institution failed to respond to her complaint of discrimination. **Page 10**

DISCRIMINATION

A student with PTSD says that a professor harassed her in class because of her disability. **Page 11**

PRIVACY

The parent of a student with a disability claims that a school violated FERPA when an employee contacted her child's doctor. **Page 12**

ACCOMMODATION

A doctoral student fights the denial of withdrawals for her classes after being involuntarily hospitalized. **Page 13**

DISMISSAL

A law school student says that she was wrongly dismissed, despite having poor grades. **Page 14**

PERSONNEL

An employee with irritable bowel syndrome alleges that she was terminated because she requested FMLA leave. **Page 15**

Assistive technology policies, procedures help ensure consistent service

Students with disabilities requiring assistive technology should be receiving consistent service from your disability services department or the campus unit in charge of providing that technology.

To ensure that occurs, you should have AT policies and procedures in place that staffers can turn to for guidance.

Otherwise, you may be risking Office for Civil Rights scrutiny and legal action when students receiving assistive technology as an accommodation for their disabilities believe that they were not adequately served. **Full story, see pages 4–5.**

Use this checklist

Creating a set of policies and procedures for the provision of assistive technology isn't that difficult. A step-by-step checklist can help you get it done. **See page 5.**

HIGHLIGHTS

Use special orientation to help new students succeed

Mary A. Barrows, the director of the learning disabilities program at Northeastern University, explains how a special orientation for students with disabilities helps them hit the ground running. **Page 2**

Understand case management in disability services

An increasing number of institutions are using case managers to help coordinate the provision of services across campus units for students with disabilities. They don't replace DS providers, but rather complement the work they do. **Page 3**

Assess your physical environment to ensure access

Students with mobility impairments and other disabilities may find that their access to myriad campus spaces is limited by physical barriers. That could even include your office. Identify potential accessibility barriers, then work to remove them. **Page 6**

Make Vocational Rehabilitation a service partner

Some of the students you serve likely receive vocational rehabilitation services. Make that agency your partner to take advantage of the resources it can provide for your students to help them succeed in college. **Page 7**

HIGHER EDUCATION

LegalAlert

Route To:

Your monthly supplement to the book *Higher Education Law in America* – the leading authority in education case law.

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Highlight Case

College Can Exclude Woman From On-Campus Lecture

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Court Backs School's Decision to Restrict Faculty Email Use

Finding that a faculty association is unlikely to prove its members have a right to use a school listserv to send emails taking a position against the school's, a court denied the association's bid for an injunction.

Idaho State University uses a mass email service called Mailman. The service allows the school to create various email lists.

The school created several email lists using the service, including one it called facultymemos. The facultymemos list enabled users to send an email to the faculty at large by typing a single email address.

In November 2011, members of

the school's provisional faculty senate wanted to use facultymemos to circulate a draft constitution and put it to a vote.

School Applies the Brakes

The school's vice president of academic affairs refused to allow the senate to use facultymemos to circulate the draft. She wanted the faculty to take more time to review it, and she disagreed with some of what it said.

The vice president for academic affairs also said she did not want to create the mistaken impression that

See EMAIL on page 12

'Hold Harmless' Agreement Blocks Negligence Claim Against University

A man who was injured during a team-building activity at a university could not sue the school for negligence because he signed a hold harmless agreement.

As a team-building exercise, Paul Morrison's employer asked him and his co-workers to participate in a program held at Northwest Nazarene University. The program included a wall-climbing activity.

According to Morrison, his employer told him he needed to sign a hold harmless agreement before participating. He said he was not given the option of declining to sign the agreement.

Morrison signed the agreement, which released the university, "its members, directors, administrators, representatives, officers, agents, employees, and assigns" from "any and all" present or future claims he might have as a result of injuries sustained during the program.

Fall Causes Serious Injuries

While on the climbing wall during the program, Morrison fell and was badly hurt. The fall occurred while one of Morrison's co-workers was controlling a safety rope. Morrison said he fell because the university negligently failed to train

See AGREEMENT on page 11

Join Us for a Women's Health Town Hall

SHARE

The White House and the U.S. Department of Health and Human Services (HHS) would like to invite you to participate online in a Women's Health Town Hall today, June 7, 2012.

Watch the Women's Health Town Hall event from **10 to 11:30 a.m. ET**, [streamed live from the White House](#).

[Learn more about the event](#) and join the conversation on Twitter using [#WomensHealth](#).



The [Affordable Care Act](#) is improving the health of women and their families by:

- Expanding young adult coverage.
- Ending lifetime limits.
- Expanding access to preventive services.

Learn more at www.healthcare.gov/mycare.

Use this button to share this message with others:

SHARE

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Directories of HHS Accounts



THE UNITED STATES
DEPARTMENT *of* JUSTICE

You are subscribed to [The Justice Blog](#) at the U.S. Department of Justice. The blog has recently been updated with the following new posting:

Civil Rights Protections for Service Members

06/07/2012 12:10 PM EDT

The following post appears courtesy of Assistant Attorney General Tom Perez for the Civil Rights Division. Last month I had the opportunity to meet with approximately 200 members of the 101st Airborne Division at Ft. Campbell to discuss the many way the Department of Justice protects the civil rights of service members. It was particularly [...]

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