

BUTTE COLLEGE

DISABLED STUDENT PROGRAMS AND SERVICES (DSPS)

Main campus: SAS-238

Appointments available Monday-Thursday, 8:00 to 3:00 p.m.

895.2455 [voice] 895.2308 [TTY] 895.2235 FAX

Email: dsps@butte.edu

Types of Disabilities Served by DSPS

- **Learning Disabilities** may exist with other disabling conditions. This dysfunction continues despite instruction in standard classroom situations. To be categorized as learning disabled a student must exhibit:
 - Average to above average intellectual ability;
 - Severe processing deficit(s);
 - Severe aptitude-achievement discrepancy (ies) and
 - Measured achievement in an instructional or employment setting.
- **Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder (A.D.D. or A.D.H.D.).**
- **Physical Disabilities:** visual, mobility or orthopedic impairments.
- **Psychological Disabilities:** a persistent psychological or psychiatric disorder, or emotional or mental illness.
- **Intellectually Challenged** (below average intellectual functioning but possessing the potential for measurable achievement at school or work)
- **Autism Spectrum, Asperger's, Pervasive Developmental Disorder.**
- **Acquired Brain Injury:** a verified deficit in brain functioning that results in a total or partial loss of cognitive, communicative, motor, psycho-social, and/or sensory-perceptual abilities.
- **Communication Disability:** an impairment in speech, language, or hearing.
- **Temporary disabilities:** a broken leg or hand, post-operative accommodations, etc.
- **Other disabilities or conditions:** individuals who do not fall into any of the categories listed above but who indicate a need for support services or specialized instruction.

Examples of DSPS Services or Accommodations:

- **Classroom exam accommodations** for eligible students, including more time to complete a classroom exam or an alternate location to complete an exam that has fewer distractions.
- **Note taker services** for eligible students.
- **Assistive technology** (computers and applications? That can read and record textbooks, magnify print, assist with outlining, etc.
- The **Access Center** — a computer resource lab with the latest technology in voice-actuated computers, screen readers and scanner, and individualized instruction for eligible students.
- **Priority registration** that allows eligible students to sign-up for classes a day before the general student body.
- **ASL interpreters** for students who are deaf or electronic **assistive listening devices** for students who are hearing impaired.

Accommodations and Access

Differences: Special Education (K-12) vs.
Services & Accommodations for Students with Disabilities Attending College

K – 12 Special Education	College Services for Students with Disabilities (DSPS)
Right to a free and appropriate public education.	No right to attend college.
District identifies disability and recommends accommodations: <ul style="list-style-type: none"> ▪ Search for those eligible for special services. ▪ Serve those who are eligible for special services. 	Student is responsible for providing appropriate documentation that: <ul style="list-style-type: none"> ▪ Verifies disability. ▪ Identifies major life activities that are impaired. ▪ Justifies requested accommodations or academic adjustments.
District accountable for Individual Educational Plan (IEP) .	An Educational Accommodation Plan (EAP) is collaboratively developed by the student and the college (DSPS).
District ensures that the IEP is implemented.	Student is responsible for utilizing accommodations, adjustments and services identified on the EAP.
Special Education teacher advocates for the student.	Self-advocacy by the student.
Fundamental changes to programs, curriculum, and differential standards are permissible.	Differential standards are not permissible. Accommodations identified on the EAP may not fundamentally alter the nature of the curriculum or impose an undue financial burden on the college.
District accountable for student progress.	Student is accountable for his/her academic achievement and responsible for monitoring own academic progress.
<p style="text-align: center;"><u>Applicable laws include:</u></p> <ul style="list-style-type: none"> ▪ Reauthorization of the Individuals with Disabilities Education Act (I.D.E.A.). ▪ Section 504 Rehabilitation Act of 1973. ▪ The Americans with Disability Act of 1990. 	<p style="text-align: center;"><u>Applicable laws include:</u></p> <ul style="list-style-type: none"> ▪ Section 504 Rehabilitation Act of 1973. ▪ The Americans with Disability Act of 1990. ▪ Title V of the California Education Code for California Community Colleges. ▪ Title V Implementing Guidelines for the Disabled Student Programs and Services, Chancellor’s Office, California Community Colleges. ▪ Policies and Procedures, Butte College Office of Disabled Student Programs and Services.

Important Information
For Parents and Educators of Special Education Students
Planning to Attend College

Transition from high school to college can be difficult for any student. It may be more so for students with disabilities. The laws¹ previously in place to guarantee services to students with special needs abruptly cease with high school graduation. Individuals with documented disabilities, however, may continue to be served at college through the provisions of Section 504 of the 1973 Rehabilitation Act, The Americans with Disabilities Act of 1990, and Title V Regulations and Implementing Guidelines for Students with Disabilities, California Community Colleges Chancellor's Office. Special education classes or Resource Specialist services do not exist on the college campus.

Disability law and policy at college aim to provide equitable and comparable access and opportunity, without fundamentally altering the essential requirements and expectations of a class or program.. There are no provisions, however, under either Section 504 or the ADA for differential grading or fundamentally changing the essential requirements of a class or program. This change in approach to meeting the needs of students with disabilities, requires the student to (1) assume responsibility for providing documentation of their disability, (2) assisting in identifying needed accommodations and (3) making timely requests for accommodations and services. Although it is recommended that a student with a disability register with the Disabled Student Programs and Services (DSPS) office and work collaboratively with a DSPS Specialist to develop a plan to meet their needs, accommodations and services may be provided by the college without the involvement of DSPS. In either situation, the student is responsible for providing DSPS or the college appropriate documentation of their disability.

Information you should know

- There are no provisions under Section 504 or the ADA for differential grading or modifying the fundamental requirements of a class or program.
- The college does not offer personal services such as attendant care for eating, toileting, monitoring personal behavior or safety. Attendant care services are the responsibility of the student, the family, or a sponsoring agency.
- Transportation to and from the college is the student's responsibility. Butte College does provide fixed route bus transportation to the main campus from Chico, Paradise, Oroville, Gridley, and Glenn County..²
- Students are responsible for all college unit fees, service fees, purchase of textbooks, and associated costs of attending college. Financial aid is available for eligible students and fee waivers may be available for qualifying individuals. Contact the Financial Aid Office, 895-2311, for more information.
- Adjustments, accommodations, and provisions outlined on a high school IEP may not automatically transfer to college.
- college education is not an entitlement or a right. All students enrolling in a class, including a student with a disability must be **otherwise qualified for** that specific class or program **and meet all of the academic prerequisites** for enrollment.

¹ Individuals with Disability Education Act (I.D.E.A.)

² Refer to a current **Class Schedule** or call the Transportation Office, 895-2352, for times and routes.

- **Confidentiality:** The College will NOT disclose student information about a student to parents, a spouse, an agency or others without the student's prior written consent. There are no exceptions.
- A student needs to know how to acquire documentation of their disability³. Documentation cannot be older than three years. Physical, psychological, and acquired brain injuries require the verification of an attending or treating medical professional.
Learning disabilities require an evaluation of a current psycho-educational study (no older than 3 years) that includes (1) a statement identifying eligibility for services based on a specific learning disability (2) the identification of a processing deficit, (3) the raw and scaled scores for part I and II of the Woodcock-Johnson III-Revised or Wechsler inventories of intelligence and (4) the signature of the professional identifying the specific learning disability.
- The student has the responsibility for anticipating, requesting, and monitoring their accommodations and academic adjustments. The student is responsible for requesting assistance in a timely manner and meeting all time lines and procures established by DSPS. Specific timelines and procedures are available on request from DSPS by telephoning (530) 895.2455 [voice] or (530) 895.2308 [TTY].
- Continued attendance in college depends upon an acceptable grade point average (GPA) and the successful completion of classes (progress). If a student is not making progress over several semesters or their GPA is less than 2.0 (a 'C' average), they will be placed on progress or academic probation and may, if the lack of progress continues, be disqualified from attending Butte College.
- A college student needs to develop or acquire good study skills and the knowledge of how to budget time for study.
- The student is responsible for talking with their college instructors about their specific accommodations that will be used in a course. DSPS can facilitate this communication, but the student is responsible for making initial contact with each instructor.
- All students, including students with disabilities, are expected to adhere to the Butte College code of conduct for personal behavior.⁴ In that regard, all students must maintain appropriate behavior in classes and in all college facilities, grounds, and at all college-sponsored activities and events.
- Expect social change in college. Butte College has a full-time equivalent enrollment of more than 10,000 students (more than 5,000 on the main campus during the day), and the average Butte College student is 27 years old. College life can be isolating for some students since they may not have daily contact with teachers, familiar friends, or family. Learn how to make new friends.

Students must self-identify (disclose their disability) if an accommodation is to be provided by either the College or DSPS. It is strongly recommended that students disclose by making early contact with the Disabled Student Programs and Services (DSPS) office and registering for services. An appointment to meet with a DSPS Specialist can be made by telephoning (530) 895-2455 [VOICE], 895-2308 [TTY], or by e-mail at DSPS@butte.edu

³ The name, address, and telephone number of the office where the documentation can be found. The student (age 18 and older) must sign a consent to share information DSPS form.

⁴ See a current Butte College catalog, Student Conduct section.

Transition packet-DSPS Disabilities Served page 1

Revised: April 2011

Comparison of the Individuals with Disabilities Education Act (IDEA '04), Section 504 of the Rehabilitation Act of 1973 (Section 504), The Americans with Disabilities Act of 1990 (ADA), and The Elementary and Secondary Education Act (also known as No Child Left Behind Act of 2001 — NCLB '01)

	Individuals with Disabilities Education Act (IDEA 2004)	Section 504	Americans with Disabilities Act (ADA)	No Child Left Behind 2001 (NCLB 2001)
Requirements in the law	<ul style="list-style-type: none"> Ensures that all children with disabilities have available free/appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living. 	<ul style="list-style-type: none"> Requires any agency, school or institution receiving federal financial assistance to provide persons with disabilities to the greatest extent possible, an opportunity to be fully integrated into the mainstream. 	<ul style="list-style-type: none"> Extends coverage of section 504 to employment, public and private educational institutions, transportation providers and telecommunications, regardless of presence of any federal funding. 	<ul style="list-style-type: none"> Targets improving the academic achievement of the disadvantaged, including students with disabilities.
Definitions in the law	<ul style="list-style-type: none"> Specific disability categories are defined in law; covers children with educational disabilities that require special services from specially trained teachers. Not all children with disabilities are eligible. 	<p>Defines persons with disabilities who:</p> <ul style="list-style-type: none"> Have a physical or mental impairment that limits one or more major life activities; Have a record of such an impairment; or Are regarded as having an impairment. 	<ul style="list-style-type: none"> Definition of disability essentially the same as section 504 and extends coverage to person without disabilities who may be related to or associated with a person with a disability; includes HIV status, contagious and non-contagious diseases. 	<ul style="list-style-type: none"> Same as IDEA 2004: specific disability categories are defined in the law; covers children with educational disabilities that require special services from specially trained teachers. Not all children with disabilities are eligible.
Who is covered	<ul style="list-style-type: none"> Covers children with educational disabilities that require special education services ages 3 to 21 or until graduation/exit. States have the flexibility to also serve infants and toddlers. 	<ul style="list-style-type: none"> Protects all persons with a disability from discrimination in educational settings based solely on disability. 	<ul style="list-style-type: none"> Protects all persons with a disability from discrimination in educational settings based solely on disability 	<ul style="list-style-type: none"> Covers students with educational disabilities that require special education services ages 3-21 or until graduation/exit. States have the flexibility to also serve infants and toddlers.
Services provided	<ul style="list-style-type: none"> Offers educational services that are remedial to children and available to all mainstream children (e.g., PE, Art, field trips, etc.) 	<ul style="list-style-type: none"> Eliminates barriers that would prevent students from full participation in programs or services offered to the general school population. 	<ul style="list-style-type: none"> Eliminates barriers that would prevent students from full participation in programs or services offered to the general school population 	<ul style="list-style-type: none"> Requires that schools provide students with a free and appropriate education with measurable outcomes. Students with disabilities must perform at the same standards as those set for non-disabled students.
Funding	<ul style="list-style-type: none"> Schools receive federal funding to provide remedial services for children in elementary and secondary schools. 	<ul style="list-style-type: none"> Requires that schools not discriminate based on a student's disability and must provide appropriate accommodations, but schools receive no additional financial support to provide support services or auxiliary aids. 	<ul style="list-style-type: none"> Requires that schools not discriminate based on a student's disability and must provide appropriate accommodations, but schools receive no additional financial support to provide support services or auxiliary aids. 	<ul style="list-style-type: none"> Funding is available to schools under Title I of the law. Schools that receive these funds must comply with NCLB and IDEA 2004. Appropriate accommodations must be given to students during assessments, as well as in class.

Comparison of the Individuals with Disabilities Education Act (IDEA '04), Section 504 of the Rehabilitation Act of 1973 (Section 504), The Americans with Disabilities Act of 1990 (ADA), and The Elementary and Secondary Education Act (also known as No Child Left Behind Act of 2001 — NCLB '01)

	Individuals with Disabilities Education Act (IDEA 2004)	Section 504	Americans with Disabilities Act (ADA)	No Child Left Behind 2001 (NCLB 2001)
Evaluation and/or Documentation	School district is responsible for identifying, evaluating and serving children with disabilities	Same for elementary and secondary schools. Same for students in college.	Students must self-identify as having a disability and must provide adequate documentation of disability.	School district is responsible for identifying and evaluating students with disabilities.
	Evaluations are the responsibility of the school and are performed at no expense to the parent/child.	Same for elementary and secondary schools. Same for students in college	Evaluations/documentation of disability are a student's responsibility and expense.	Evaluations are the responsibility of the school and are performed at no expense to the parent/child.
	Parents must consent to evaluations and placement decisions.	Same for elementary and secondary schools. Same for students in college	Student has responsibility for advocacy, negotiating accommodations plan.	Districts must carry out performance evaluations, regardless of parental consent.
IFSP & IEP Accommodations	Individualized Family Service Plan (IFSP) and Individualized Education Plan (IEP) are developed with parents, teachers and other specialist.	Section 504 Plan developed with parents, teachers, school personnel involved (for elementary and secondary students). Same for college and postsecondary.	Accommodation plan developed with student and Disabilities Services Coordinator on campus.	Individualized Family Service Plan (IFSP) and Individualized Education Plan (IEP) are developed with parents, teachers and other specialist
Classroom placement	Placement must be in the least restrictive environment (LRE). This may be special classrooms, resource or regular classroom (elementary and secondary children).	Placement in regular classroom with support services to eliminate barriers to the educational experience (for elementary, secondary, and college students).	All courses are mainstream with accommodations provided to students who qualify under the ADA.	Placement must be in the least restrictive environment (LRE). This may be special classrooms, resource or regular classroom (elementary and secondary children).