

Administrative Guideline 381

ADMINISTRATIVE GUIDELINE TYPE: Accessibility Services

ADMINISTRATIVE GUIDELINE TITLE: Process for students to receive accommodations for temporary conditions

DEPARTMENT RESPONSIBLE: Accessibility Services

GUIDELINE STATEMENT OF PURPOSE: Define temporary conditions and the process students have to follow to obtain academic accommodations for those conditions.

I. DEFINITION OF TEMPORARY CONDITIONS

Temporary conditions, as defined by the Americans with Disabilities Act, are any conditions that are not long term (six months or less), but cause a barrier to the daily activities of an individual. These are not considered to be permanent disabilities and generally do not qualify as a disability under federal or state laws. These types of conditions include, but are not limited to:

- A. Broken bones
- B. Concussions *
- C. Surgical Recoveries
- D. Pregnancy and related conditions (Covered by Title IX)
- E. Other types of injuries that limit the day-to-day activities for less than 6 months (will need to consult with Accessibility Services)

Southeastern Community College recognizes that temporary conditions and injuries can have a significant impact on their participation in curricular and employment activities.

*SCC student-athletes follow very specific procedures regarding concussions and their return to class and practice/competition. We have included their guidelines as an addendum to this AG. The athletic department will work with accessibility services on these cases, and the assistant athletic director will notify faculty. However, not every student with a concussion is a student-athlete, so there may be times where somewhat different information is provided regarding a student and their concussion.

II. APPLYING FOR TEMPORARY CONDITION ACCOMMODATIONS

Any student who believes they qualify for temporary condition accommodations can set up a consultation with the Accessibility Services Office to review the student's condition. If the Accessibility Services Office believes the student qualifies to receive temporary condition accommodations, the student will be required to follow the same process as other students requesting accommodations. This can include, but is not limited to:

- A. Providing the appropriate medical documentation
- B. A timeline for recovery
- C. Reviewing the Accessibility Services Handbook
- D. Working with the Accessibility Services Office to determine appropriate accommodations

- E. Submitting accommodation forms to instructors to inform instructors of temporary accommodations
- F. Submitting the signed academic accommodation forms to the Accessibility Services Office

Employees should contact the Human Resources Office to request temporary condition accommodations.

III. FAILURE TO COMPLY WITH ACCESSIBILITY REQUIREMENTS (STUDENT)

Should the student fail to comply with the requirements of the Accessibility Services Office as it relates to following through with the process, the student's services may be impacted. Failure to comply with this process can include:

- A. Failure to provide the appropriate medical documentation
- B. Failure to attend required follow up meetings with the Accessibility Services Office
- C. Failure to submit accommodation forms to the student's instructors and/or the Accessibility Services Office

IV. FAILURE TO COMPLY WITH ACCESSIBILITY REQUIREMENTS (Employee)

Should the employee fail to meet the accommodations outlined on the student's accommodations forms submitted, potential follow up with the appropriate employee and the Accessibility Services Office or Human Resources Office and/or the employee's direct supervisor.

V. PROCESS AND PROCEDURE FOR FILING A GRIEVANCE FOR ACCOMMODATIONS NOT BEING MET

Providing appropriate accommodations to students is a requirement set forth by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. However, should accommodations fail to be met, the student can file a grievance.

A. Student Grievance Process

The student procedure for filing a grievance is:

Southeastern Community College supports you in your right to file a grievance if you believe you have been denied equal access to SCC's services, programs, and activities. Any student who believes they have been denied any service or benefit or otherwise discriminated against due to a disability may follow these steps to file a complaint. Review the Administrative Guideline #380 prior to submitting the online form. The SCC [online reporting form](#) is found on the SCC webpage.

If this outcome is still unsatisfactory, then the student may submit a grievance with the ADA (<https://www.ada.gov/file-a-complaint/>).

VI. UNEXPECTED LASTING CONDITIONS

If limitations due to a condition or injury persist beyond six months, are especially severe in nature, or will have continued lasting effects, students should contact the Accessibility Services Office

Addendum: Athletics Concussion Zones

Zone	Definition	Instructional Strategies	Definition
1 Red	No School Symptomatic at Rest	<ul style="list-style-type: none"> ● Not attending school 	This student has suffered a concussion and is currently resting both cognitively and physically at home. This student has been instructed to avoid all academic work and to avoid any symptom exacerbation. Upon their return to your class, they may not have all assignments up to date and also will probably need to reduce the pace or quantity of work for several days. We will provide an update following their next clinical evaluation. Upon return to school, the student and teacher will need to discuss any missed work and upcoming assignments to develop a plan that encourages gradual completion of assignments as recovery progresses.
2 Orange	Limited School Day Limited Physical Class Attendance	<ul style="list-style-type: none"> ● Student class attendance limited ● Clear desk, meaning no written desk work (auditory only) ● Limited Classwork ● Peer note taking ● Student may benefit from periodic breaks from active classroom participation (head down on desk) 	<p>This student is under continued monitoring for a concussion by the athletic training staff. They may be attending partial school days and/or need to limit the amount of time in a particular class and will most likely not have completed some assignments. Students in this recovery zone may benefit from the following instructional strategies:</p> <ul style="list-style-type: none"> ▪ Rest breaks during class <ul style="list-style-type: none"> ◦ Head down in class or seated with eyes closed not actively working, but actively listening ▪ Rest in quiet room for up to 20 minutes ▪ Limited classwork/testing <ul style="list-style-type: none"> ◦ Less reading, more listening ◦ Utilize teacher or peer notes ▪ Develop and maintain a schedule for completing assignments <p>Please be observant of any changes in the student's physical or cognitive activity when they return to your class and share any concerns with appropriate staff members (athletic trainer, counselor, administrator, etc). In addition, please communicate with the student about their progress so they can feel comfortable and confident about returning to school, participating in class, completing</p>



			assignments and sharing information with you related to their recovery.
3 Yellow	Student attends full day of school Limited class time with possible partial mental class attendance	<ul style="list-style-type: none"> ● Clear desk ● Classroom participation as tolerated ● Limited Classwork ● Student may need period of mental and/or physical rest within the classroom (head down on desk) 	<p>This student will be attempting to complete a full school day, but may need to limit time attending any class that causes concussion symptoms to resurface and /or intensify. Depending on the class content, time of day, and method of instruction, the following instructional strategies may provide the greatest benefit to the student:</p> <ul style="list-style-type: none"> ▪ Rest breaks during class <ul style="list-style-type: none"> ◦ Head down in class or seated with eyes closed not actively working, but actively listening ▪ Rest in quiet room for up to 20 minutes ▪ Increasing amounts of classwork/testing <ul style="list-style-type: none"> ◦ Emphasis on formative rather than summative assessments ◦ Develop and maintain a schedule for completing assignments <p>Please continue communicating with the student regarding assignments, class participation and their overall recovery. Please contact the counselor and/or athletic training staff if you have any questions.</p>

4 Blue	Full Class Attendance (both mental and physical) with instructional strategies	<ul style="list-style-type: none"> ▪ Student attends full class ▪ Instructional strategies in use (relevance of instructional strategies to be determined by the teacher as appropriate for each individual student's needs) 	<p>This student should be attending a full school day and be in attendance for and participating in the entire class period with minimal instructional strategies in place, including:</p> <ul style="list-style-type: none"> ▪ Increasing amounts of classwork/testing, including summative assessments ▪ Actively working on completing missed assignments <p>These instructional strategies may be utilized to reduce any residual concussion symptoms and foster the most appropriate learning environment during the final stages of the student's recovery. Please alert the counselor and/or athletic</p>
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			training staff if the student is not able to maintain classroom attendance due to concussion symptoms.
5 Green	Full class without instructional strategies	<ul style="list-style-type: none"> No instructional strategies needed 	This student should be participating fully in class at this time and is scheduled to begin a return to athletic participation/increased physical activity. Before we do, we are asking for any input or concern that you as the teacher might have about this student based on your classroom observation as they have progressed through the concussion recovery. Please alert the athletic training staff if the student continues to utilize any instructional strategies to minimize concussion symptom exacerbation. The student should be actively working on, or have completed any make up work as appropriate.
Post	Follow-up 1-3 weeks post return to unrestricted activity	<ul style="list-style-type: none"> Verification that student is performing at pre-concussion level cognitively in classroom 	This student has recently recovered from a concussion and has returned to unrestricted cognitive and physical activity. We would like to verify that this student has returned to their pre-concussion academic ability in <u>your</u> class.