

**A Guide to Services**

**For**

**Students with Disabilities**

**Flagler College Disability Resource Center**

Proctor Library Room 211/202

Saint Augustine, FL 32084

Phone: 904-819-6460

Email: [diabilityservices@flagler.edu](mailto:diabilityservices@flagler.edu)

Website: <https://www.flagler.edu/student-support-services/disability-resource-center/>

**Disability Resource Center Student Handbook**

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Mission Statement

The Disability Resource Center (DRC) provides reasonable curricular/co-curricular accommodations to ensure that students with disabilities have access to the College and its programs through intentional interventions, programs and services in order to meet federal guidelines, encourage personal growth, and increase effective communication.

Vision Statement

The vision of this unit is to aid in the development of self-advocating and competent students and to help students with disabilities through the provisions of academic accommodations, personalized learning strategies, and the prudent management of support services and assistive technology.

Federal Compliance Statement

This office is the official college department to review and house disability documentation as designated by Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disability Act as Amended (ADAA).

1. The Intake Process
   1. To request accommodations through Disability Resource Center (DRC), you will need to complete a **STUDENT INTAKE FORM**. **To apply for curricular/co-curricular at Flagler College, follow this link:** [**https://forms.office.com/Pages/ResponsePage.aspx?id=b0\_0wrR1rkCrJcsiMZ-Y7790bUd7ldVMpCbbJc-0ILJUNVNXMDk0NTA2VlBOQzhHVE1FRlE5T0VUUy4u**](https://forms.office.com/Pages/ResponsePage.aspx?id=b0_0wrR1rkCrJcsiMZ-Y7790bUd7ldVMpCbbJc-0ILJUNVNXMDk0NTA2VlBOQzhHVE1FRlE5T0VUUy4u) **, complete all sections and submit.** The Student Intake Form will provide information that our office needs to help determine the appropriate accommodations for you. Please complete this form and return it to our office. It is important that you fill it out as completely as possible and provide copies of your documentation.

If you have questions, please contact our office at 904.819.6460 or email Phil Pownall (Director) at [PPownall@flagler.edu](mailto:PPownall@flagler.edu) or the Disability Resource Center at [disabilityservices@flagler.edu](mailto:disabilityservices@flagler.edu)

* 1. Eligibility Requirements
     1. In order to receive accommodations through our office, you must establish that you have a disability. Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, a major disability is a “permanent impairment that significantly limits a major life activity.” These activities can include listening, walking, reading, writing, and learning.
     2. Flagler College DRC is providing you with the following documentation guidelines that you can forward to your doctor or professional in the field of your disability, in order to document your disability.

**Documentation Guidelines for Accommodations**

**Learning, Attention and Autism Spectrum Disorders**

Your student has self-identified to the Disability Resource Center as having a Learning Attention or Autism Spectrum Disorder covered by the Americans with Disabilities Act as Amended (ADAA).

Please respond to each section of this document.

**Credentials**

1. This letter must be typed on letterhead, which includes your credentials as a service professional.

NOTE: Documentation written by a student’s family member will not be accepted because of professional and ethical considerations.

1. Identify your area of specialty.

**Diagnostic Statement**

1. Provide a specific diagnosis (or diagnoses) of the student’s learning Autism or Attention Disorder. Note that a diagnosis in and of itself does not automatically warrant approval of requested accommodations.
2. Include any relevant I.Q. and Achievement testing used to determine this diagnosis (i.e. WAIS, TOVA, SLOSSEN etc.)
3. What date was the test administered.

**Functional Limitations**

1. Based upon this student’s condition, please describe any functional limitations and the severity he/she has in performing a learning activity. A current functional limitation is a substantial impairment in an individual’s ability to function with respect to the condition, manner, or duration of a learning activity. Examples of a learning activity are as follows: Ex. reading comprehension, tracking, written expression, level of distraction, multi-focus.
2. If the student is taking medication for this condition, how might this medication impact the student? Please include information about what medications are being taken by the student.

**Recommendations and Rationale**

1. We would like to have rationale for each recommended accommodation to be provided based upon learning evaluation, attention measures or Autism Spectrum Outcomes.
2. If there is any other information that you believe would be helpful in assisting this student, please do provide this information.

**Confidentiality Statement**

The DRC at Flagler will not release any information regarding an individual’s diagnosis or learning information without the student’s informed written consent or under compulsion of legal process. Information will be released only on a “need to know” basis, except where otherwise required by law. Your time and professional expertise greatly assist in fulfilling responsibilities as an accommodation’s provider. If you have any questions or concerns, please feel free to contact the DRC.

**Please send this information to the DRC using the contact information below:**

Disability Resource Center (DRC)

Email: disabilityservices@flagler.edu

Physical Address: 74 King Street, Saint Augustine, FL 32084; Attn.: DRC

Staff Contact Information:

Phillip A. Pownall

Director of the Disability Resource Center

Proctor Library, Room 211

Email: [ppownall@flagler.edu](mailto:ppownall@flagler.edu)

Phone: 904.819.6460

Anita Clare Volk

Assistant to the Director

Proctor Library, Room 202

Email: [avolk@flagler.edu](mailto:avolk@flagler.edu)

Phone: 904.826.8588

**Documentation Guidelines for Accommodations**

**Medical, Psychological and Autism Spectrum Disorders**

Your patient has self-identified to the Disability Resource Center as having a Medical, Psychological or Autism Spectrum Disorder by the Americans with Disabilities Act as Amended (ADAA).

Please respond to each section of this document.

**Diagnostic Statement**

1. Provide a specific diagnosis (or diagnoses) of the student’s condition. Note that a diagnosis in and of itself does not automatically warrant approval of requested accommodations.
2. Include any relevant information about steps that were taken to determine this diagnosis (i.e. medical examinations, tests administered, etc.)
3. When was the student diagnosed with this condition?
4. How long have you been treating this student?

**Functional Limitations**

1. Based upon this student’s condition, please describe any functional limitations and serenity, he/she has in performing life activities. A current functional limitation is a substantial impairment in an individual’s ability to function with respect to the condition, manner, or duration of a required life activity. Examples of a life activity are as follows: walking, sitting, standing, seeing, hearing, speaking, breathing, learning, working, caring for oneself and performing manual tasks.
2. If the student is taking medication for this condition, how might this medication impact the student? Please include information about what medications are being taken by the student.

**Recommendations and Rationale**

1. We would like to have rationale for each recommended accommodation to be provided based upon a medical or psychological rational.
2. If there is any other information that you believe would be helpful in assisting this student, please do provide this information.

**Confidentiality**

The DRC at Flagler College will not release any information regarding an individual’s diagnosis or medical information without the student’s informed written consent or under compulsion of the legal process. Information will be released only on a “need to know” basis, except where otherwise required by law. Your time and professional expertise greatly assist in fulfilling responsibilities as an accommodation’s provider. If you have any questions or concerns, please feel free to contact the Disability Resource Center.

**Please send this information to the DRC using the contact information below:**

Disability Resource Center (DRC)

Email: disabilityservices@flagler.edu

Physical Address: 74 King Street, Saint Augustine, FL 32084; Attn.: DRC

Staff Contact Information:

Phil Pownall

Director of the Disability Resource Center

Proctor Library, Room 211

Email: [pppownall@flagler.edu](mailto:pppownall@flagler.edu)

Phone: 904.819.6460

Anita Clare Volk

Assistant to the Director

Proctor Library, Room 202

Email: [avolk@flagler.edu](mailto:avolk@flagler.edu)

Phone: 904.826.8588

* + 1. After we have received all of your application materials documentation, we will review them to determine if you are eligible for accommodations. We prefer to meet with students in person whenever its possible.
  1. Recommended Documentation for Specific Disabilities
     1. Deaf and Hard of Hearing
        1. Audiogram and/or Audiologist’s report documenting a hearing loss that necessitates support services in order to participate in classes or activities.
     2. Visual Impairment
        1. Provide a report from an ophthalmologist documenting the need for an accommodation. Corrective lenses are considered an “aid or device” which are the responsibility of the student.
  2. DRC ID Card
     1. After the determination of eligibility for accommodations, you will receive a laminated **DRC ID CARD**,which outlines to the faculty, and others, the specific accommodations that you are eligible to receive through the DRC. **Here is an example of a DRC ID Card:**



* + 1. When requesting accommodations from your faculty, Exam Accommodations for example, you are encouraged to meet with your faculty during their office hours or by appointment. You will present your DRC ID Card to validate that you do have a disability.
    2. Requesting accommodation in online/remote courses:
       1. When requesting the use of an accommodation for online/remote courses, you will send an image of your DRC ID Card to your faculty via email with your request to use indicated accommodation. When requesting the use of Extended Exam Time as accommodation, please direct the instructor to set the exam time to 1.5 time. Should the instructor have any questions regarding your email, direct their question to the Disability Resource Center.
    3. If the accommodation you are requesting is not indicated on the DRC ID Card, you and the faculty may want to discuss your request with the DRC.
    4. Anytime you need the DRC to work with you and your faculty, you can include the DRC in your appointment.

1. Your Confidential File
   1. The Disability Resource Center (DRC) establishes a file for each student after the student applies for services. The file is designated in one of three ways:
      1. Potential Student: Before you begin services and receive your DRC ID Card, the DRC starts a file with all the information needed to establish you in the system.
      2. Active Student: Students currently using services are active. A file remains active until you are no longer receiving services or up to 3 years.
      3. Inactive Student: If you did not request services, your file will be made inactive. Remember, you cannot use Priority Registration or any accommodations if your file is inactive.
   2. The DRC keeps information based on each contact you make to discuss services with our staff. Any information sent out on your behalf, or information received by our department, is kept in your file.
   3. Your file and status help us to ensure your needs are being met during your time at Flagler College. If you have questions about the information in your file, please request an appointment with the Director of the DRC.
2. Confidentiality
   1. All disability documentation presented to the DRC will be kept in a confidential file. Access to this information is restricted to office personnel only. The DRC will not release any information without a completed Release of Information form, identifying the person(s) with whom to share information. To request confidentiality form, please email Disability Services ([disabilityservices@flagler.edu](mailto:disabilityservices@flagler.edu)). The Release of Information form must be completed for each incident.
3. Accommodations
   1. If you have been approved for the following accommodations: interpreters, note takers, or alternative exam accommodations and you wish to receive these services, you need to sign the DRC Accommodations Agreement.
   2. Most commonly requested accommodations:
      1. Note Takers
      2. Books in Alternative Formats
      3. ASL/Sign Language Interpreters
      4. Alternative Exams
   3. If you add or drop a class, or wish to change the services that you have requested, you must update the Disability Resource Center (DRC) office as soon as possible. Please keep in mind that adding or dropping a course with the DRC is not the same as changing your schedule with the Registrar’s Office. It is your responsibility to report any changes to your schedule to **BOTH** offices. It is important that you report any changes to the DRC as soon as possible. This enables our office to ensure that you are receiving services in classes that you are actually attending.
   4. Requesting Textbooks in Alternative Formats
      1. To request books in Alternative Formats, you must email the DRC with the course name, number, textbook, and edition. The information you provide will help us order your textbook in an alternate format from the publisher.
      2. Make your request for an Alternate Format Textbook Request Form well before the class in which you need the book begins. The Bookstore has a search feature on the website where you can enter your course number, Professor, and find the associated text requirements. If the materials are not listed, we recommend reaching out to your Professor directly.
      3. If you choose to request your texts in alternate format after the class starts, it may take a while for us to receive them from the publisher. This may cause you to miss valuable information for the class. Please request your alternate format books early.
      4. There may be cases in which we need to convert an actual textbook. Converting textbooks to digital format is a four-step process:
         1. First, we cut the binding off the book. This is necessary for the text to run properly through the scanner.
         2. Once the book is scanned, we convert it from image files to text and edit it to make sure it’s readable; that is, the computer didn’t misunderstand the book.
         3. After editing is finished, then we run the text to audio. This means the computer reads the text to an audio format.
         4. Now that all the work is finished, all we have to do is save to an electronic file.
      5. Remember the conversion process was made to enable you, the user, to understand your text more completely. Why not take advantage of the program? Instead of simply picking up your alternate format books, make an appointment to speak to the Director about the different study tools you can use, including:
         1. different voices per subject
         2. voice speeds
         3. highlighting important text, as well as how to make a study guide and notes from the text
   5. Requesting Note Takers
      1. Please attend your courses the first week of class, review your syllabus, and determine if you will need a note taker for each course(s). After you determine that the notes for the class are not provided via Canvas or by the faculty, send an email to the DRC requesting a note taker in the course(s).
      2. To receive notes, we send the faculty an email, asking them to make an announcement that the DRC needs a Note Taker in your class. We try to match you with a student that is already in the same class. It has been our experience that notes are more complete with the Note Taker having read the background material and having an idea of which concepts are important to the instructor.
      3. It is important to note that receiving notes is not a substitute for attending class. Unless your absence is related to your disability, you will not receive notes if you miss class. If you do miss class, it is your responsibility to obtain notes from another student.
      4. Please let us know if you are having problems with your Note Taker. If we know your specific problems, we can work with Note Taker to correct the problems. Your Note Taker may be taking notes in several classes and may not be able to provide your copies of the notes immediately after class. The notetaker will image the notes to the DRC in which the DRC will email the notes to you directly. If you would like to discuss alternatives to the Note Taker announcement process, including receipt of note taker services without disclosing your identity to a peer, please schedule an appointment with the DRC Director to discuss your needs.
   6. Requesting Alternative Exam/Quiz Accommodations
      1. In order to receive alternative exams, you will need to complete the **STUDENT EXAM FORM** by clicking this link: <https://forms.office.com/Pages/ResponsePage.aspx?id=b0_0wrR1rkCrJcsiMZ-Y7790bUd7ldVMpCbbJc-0ILJUMzhTUVpJMkJZN1k4NTFaNTVJVkRUUlpWTy4u>

for each course you are taking during the semester. It is imperative that you follow the link and complete one form per course.

* + - 1. Complete the section regarding your request for accommodations during examinations. Mark **only** those accommodations for which you have already been approved.
      2. Complete the date for each exam. Identify the time you will be coming to the DRC to take your exam. Typically, the time of your exam is the same as the course exam time; however, if you have a course conflict or the exam is scheduled to begin after 2:00 P.M., you should indicate an alternative time for the same exam day. Use your syllabus to assist you or ask your instructor as to dates and times. You must list a specific time, “Anytime” is NOT acceptable.
    1. Please schedule your exam so that it can be completed between the hours of 8 a.m. to 4:30 p.m. Monday through Friday. Please make sure you schedule your exams early enough to allow yourself extra time. For example, if your course is allowed 1 hour and 15 minutes to complete a given exam, then you must schedule your exam no later than 2 P.M. to allow yourself exam time. This form must be completed and submitted to our office **no later than five (5) days prior** **to the first exam, it is recommended that this should be completed at the beginning of the semester. It is your responsibility to ensure that our office has your forms at least five (5) in advance.** We recommend that you complete your forms as soon as you receive your syllabus.
    2. Please be on time for your exam. If you are late for your scheduled exam, you will not be given additional time to compensate for your tardiness. You will only be allowed to take items into the exam room that are approved by the instructor. Depending upon the type of alternative testing you are approved for, you may use a computer or have a proctor to read or scribe your exam. **Cell phones and smart watches are strictly prohibited in the testing room.** **If you are caught with a cell phone or smart watch, your exam will be ended immediately and dispositioned of academic dishonestly left to the instructor.** **If for some reason you are unable to attend your exam, please notify the Disability Resource Center (DRC) office. It is your responsibility to make alternate arrangements with your instructor to take the exam.** If you have a medical reason related to your disability that prevents you from taking your exam, please notify our office immediately.
  1. Requesting an Interpreter

Any Deaf/Hard-of-hearing student requiring an ASL interpreter in order to fully participate in the classroom or as part of a co-curricular activity should complete following steps:

1. Submit the **ASL Interpreter Request Form:** <https://forms.office.com/Pages/ResponsePage.aspx?id=b0_0wrR1rkCrJcsiMZ-Y73pI7AbEmidKt7rA_TBKyLJURFlaMlhGREFJNUhaNzVGRlBSN0dOSVNZRS4u>
   1. Submit one request form per course
   2. Thoroughly complete the form before submitting
2. Once you have received a confirmation that your request has been submitted and an interpreter has been assigned, email the Interpreter Coordinator to complete the confirmation of your request.

If you need an interpreter for a co-curricular activity, use the ASL Interpreter Request Form and indicate the activity with all information.

Note: You must be preapproved for an ASL interpreter before submitting the ASL Interpreter Request Form. If you are Deaf/Hard-of-hearing and have not been approved for an ASL interpreter, contact the Director of the Disability Resource Center before completing the request form.

Please submit the ASL Interpreter Request Form at least one (1) month prior to the beginning of classes. This will allow us adequate time to secure an interpreter on your behalf. In the event there is a change in your schedule, we need at least 48 hours’ notice to be able to provide an interpreter.

If you need an interpreter for an event sponsored by an organization on campus or to meet with your instructor or another office on campus, we need a minimum of one (1) week notice.

* 1. Attendance Accommodations
     1. Students are required to complete the agreement with their instructor before it can be enforced.
     2. An email will be sent to students and faculty for courses that are identified as being affected by Absenteeism. Student and faculty should complete the agreement at the beginning of the term.

Please fill out the **Absenteeism and Course Participation Agreement** here:

Absenteeism and Course Participation Agreement

This is a memo of understanding between (student) and their faculty outlining the impacts of absenteeism and leaving class to attend to disability needs will have on the course and the ability of the faculty to evaluate the student in the classroom. Due to the unpredictable impacts of disability, (student) may at times need to miss class or leave class early in order to take steps to mitigate the impacts of their disability on their ability to fully participate in their courses at Flagler College.

In (class name), (student) understands:

1. If the student needs to leave class early, they will be as unobtrusive as possible. (Sitting as close to the door as possible, leaving their things near the door when possible, attempting to be as quiet as they can).

2. If the student needs to miss class due to disability, (student) will notify their faculty via email with a short and concise email outlining that they are missing class due to disability.

3. (Student) understands that in some courses, participation is vital and may have an impact on the other students in the class and agrees to only miss class when disability affects their ability to attend.

4. (Student) understands that they are responsible for the course materials they miss and will request some feedback on materials, however they understand that faculty cannot remediate by re-teaching the course.

5. (Student) will reschedule any missed quizzes or exams to be taken with the Disability Resource Center within 48 hours of missing the quiz or exam.

The faculty member agrees:

1. Should (student) need to leave class, they will not draw attention to the student or query the student in front of her classmates.

2. They will answer reasonable questions on missed materials and identify with (student) if they feel they are re-teaching the course.

3. They will accept disability as an excused absence, unless the absences become so excessive that they become unreasonable and will contact (student) and the Disability Resource Center at that point.

4. Faculty will work with (student) to identify make-up exams or quizzes within 48 hours of the missed exam or quiz.

This agreement is an understanding of the responsibilities of both (student) and the faculty to allow full participation in the courses of Flagler College. Any change to this agreement should be discussed with the Disability Resource Center before signing.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Student Signature Date Faculty Signature Date

* 1. Priority Registration
     1. Students who maintain an active file in the DRC are eligible for Priority Registration. Priority Registration is available on the first day of enrollment. The DRC allows you to register early in order to plan ahead for the accommodations you will need for the coming term and schedule classes according to needs related to your disability. If you are unable to register during Priority Registration, contact your academic adviser, the registrar’s office, or the DRC immediately for assistance.
  2. Advocacy
     1. All students have the opportunity to receive assistance in understanding the policies and procedures of the College in order to communicate with faculty and staff. The DRC promotes self-advocacy and assists students with these skills. If you are interested in such assistance, please make an appointment with the DRC as soon as possible.
     2. All students may present documentation to demonstrate the need for further accommodations at Flagler College. If an accommodation is not indicated on the DRC ID Card and the student would like a determination as to the reasonableness of their request, the student may petition the DRC to review the information provided to make a determination for future accommodations and/or adjustments. It is the responsibility of the student with a disability to provide supporting documentation, present this evidence with their request, and discuss the application, if warranted. Documentation should meet the eligibility requirements as outlined in this handbook.
        1. Examples of accommodations not pre-approved: extended project time, medically related absences, testing time beyond double time, incompletes, and minor classroom adjustments.
     3. All student inquiries referencing Course Substitutions to be made directly to Phil Pownall, Director of the DRC by emailing [ppownall@flagler.edu](mailto:ppownall@flagler.edu) or scheduling an appointment.
  3. Service and Emotional Support Animal Policy
     1. A Service Animal is defined as a dog or miniature horse which provides a person with a disability an accessible service. Below is the **FLAGLER COLLEGE ANIMAL POLICY**:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

306 (SS 6.4.5.18) Pets, Service Animals, and Emotional Support Animals For reasons of health, sanitation, and pest control, pets (including dogs, cats, rodents, reptiles, birds, or other animals) are NOT permitted in or on the college premises under any circumstances. A minimum charge of $30 per day will automatically be assessed to the account of any student in violation of these regulations, and the student will be billed additionally for any damage caused by such animals. Non-aggressive fish are allowed in the residence halls, provided they are kept in a bowl/aquarium no larger than 10 gallons.

Flagler College fully supports the Americans with Disability Act and the Fair Housing Act as they relate to Service Animals and Emotional Support Animals\*. This policy covers the documentation required for an emotional support animal to be allowed in the residence halls. Documentation should include a signed letter, on professional letterhead, from the person's physical or mental healthcare provider or licensed therapist. The provider or therapist should be familiar with the professional literature concerning the assistive and/or therapeutic benefits of Emotional Support Animals for people with disabilities.

At a minimum, the letter should include the following items:

1. The provider's diagnosis of the person's condition that certifies the person has a disability.

2. The provider's confirmation that the Emotional Support Animal has been prescribed for treatment purposes and is necessary to help alleviate symptoms associated with the person's condition and/or to help the person access college housing services.

3. The provider's description of the service(s) that the animal will provide.

4. Any additional rationale or statement the College may reasonably need to understand the basis for the professional opinion.

Documentation should be provided to the Disability Resource Center and the Office of Residence Life.

The Office of Residence Life will need time to review, and verify the necessary documentation, which includes, but is not limited to:

• Size of the animal in relation to the space assigned

• Animal’s presence would force another individual from housing (allergies)

• Animal’s presence otherwise violates individuals’ rights to peace and quiet

• Animal is not housebroken or unable to live with others in a reasonable manner

• Animal’s vaccinations are up to date.

• Animal poses or has posed in the past a direct threat to the individual or others, such as aggressive behavior toward or injuring the individual or others.

* + 1. An Emotional Support Animal provides therapeutic value to a person with a psychological or psychiatric disorder. These animals fall under the Federal Fair Housing Act and are not permitted outside of the residence halls at Flagler College. Below is the **FLAGLER COLLEGE EMOTIONAL SUPPORT ANIMAL POLICY:**

**Flagler College Emotional Support Animal Policy**

Flagler College fully supports the Americans with Disability Act and the Fair Housing

Act as they relate to Service Animals and Emotional Support Animals.

This policy covers the documentation and procedures for an emotional support animal

to be allowed within the residence halls.

* Eligibility Requirements
  + Residents may not bring an emotional support animal into Flagler College residence halls unless they comply with the procedures described within the Flagler College Emotional Support Animal Policy and receive approval from Flagler College’s Residence Life Office. Failure to comply with the policy requirements will result in a delay of the determination of a resident’s eligibility to bring the emotional support animal into the residence halls. Resident will be required to remove the animal during the application process.
  + The resident can start the application process for an emotional support animal with the Director of Residence Life at [residencelife@flagler.edu](mailto:residencelife@flagler.edu). Non electronic documents can be sent to the following address: Residence Life, 74 King Street, St. Augustine, FL 32084. All required documentation can be submitted to those two places.
* Documentation
  + Should include a signed letter, on professional letterhead, from the person’s physical or mental healthcare provider or licensed therapist. The provider or therapist should be familiar with the professional literature concerning the assistive and/or therapeutic benefits of an Emotional Support Animal for people with disabilities. As per the requirements of the Fair Housing Act the letter must include at minimum the following:
    - The provider’s diagnosis of the person’s condition that certifies the person is disabled.
    - A clear description of the current impact and functional limitations resulting from the disability.
    - The provider’s confirmation that the Emotional Support Animal has been prescribed for treatment purposes and is necessary to help alleviate symptoms associated with the person’s condition and/or to help the person use and enjoy college housing services and length of time the animal is prescribed.
    - The provider’s description of the service(s) that the animal will provide.
    - Any additional rationale or statement the college may reasonably need to understand for the basis for the professional opinion.
  + Emotional Support Animal Registration Form
  + Assumption of Liability Statement
  + Veterinarian Verification Form

One the resident submits all the required documents and forms required by the Policy; the Residence Life Office will make a determination.

1. Campus Safety and Security
   1. Students with ambulation disorders, mobility and hearing impairments, and visual disorders will be included on a list for emergency response by Campus Safety and Security.
   2. All students are encouraged to download the LiveSafe App to their smartphones.
   3. **SAFE SAINTS – FLYER (As seen in the photo below):**
2. Parking
   1. Accessible Parking on Flagler College Campus:
      1. In order to use the Accessible Parking Spaces on campus, you must purchase a Flagler College Parking Permit and have an approved Florida Accessible Parking Placard. Accessible Parking Spaces are first come, first serve, and some Flagler Parking Lots are closed for special events. Always plan when using these spaces. If you park in the FEC Parking Garage and need to use a campus security escort to Ponce Hall, contact the DRC to be added to the list.

**PARKING PERMIT INSTRUCTIONS – STUDENT:**

**PARKING PERMITS**

**STUDENTS FOLLOW THE INSTRUCTIONS BELOW TO**

**GET YOUR PERMIT TODAY**

**Please have the following vehicle information:**

**Plate Number, State, Year, Make, Model, Color, Style**

\*Attention: A parking permit does not guarantee a parking spot on campus.

Parking spaces are available on a first-come, first-serve basis.

• Go to **flagler.edu/parkingpermit** to access the parking portal

• In the parking portal, under the heading of ***PERMITS***, use the drop-down arrow to select ***GET***

***PERMITS***

• Log In:

* Your information is already in the system, you **DO NOT** need to create a new login
* Log in with your Flagler College User ID (This is your MyFlagler username)
  + Example: JDoe196 - **DO NOT** include @flagler.edu, only your login ID
* Your password will be the same as your MyFlagler login password

• Select ***PURCHASE A PERMIT***, and click ***NEXT***

• Select your permit type and complete the permit agreement

* 2019/2020 Student permits will populate by default
* Check all three ‘I agree’ boxes, and click ***NEXT***

• If the proper vehicle populates, check the box and click ***NEXT***

• If a "*currently no vehicles in our records for you*" message displays, select ***ADD VEHICLE***

* Enter your vehicle information, review for accuracy, and click ***NEXT***
* You ***DO NOT*** have to submit a copy of your registration or insurance card

• Complete the steps to check out

* Select the vehicle for permit, click ***NEXT***
* Select **PICK UP MY PERMIT FROM THE SECURITY OFFICE, 170 MALAGA STREET**
* View cart, and verify your email address has populated; Select ***PAY NOW*** then ***CHECK OUT***

After completing the online permit process and receiving a permit number, students will need to go to the Office of Safety & Security, located at 170 Malaga Street, to receive their new permit sticker.

Please Note: The new permits are **STICKERS**. Your new permit must be placed on

the driver’s side rear window. Therefore, no backing into parking spaces.

**QUESTIONS? CONTACT PARKING@FLAGLER.EDU**

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1. Specific Policies and Procedures
   1. Policy Regarding Academic Dishonesty
      1. The Disability Resource Center (DRC) has a zero-tolerance policy regarding cheating during tests and/or exams. If a student is caught cheating during an exam.
         1. The exam will be stopped and collected. The student will not be allowed to finish.
         2. The instructor will be notified.
         3. The Assistant Vice President for Academic Affairs shall be notified for a Student Academic Code Violation.
      2. To ensure there is no perception of cheating, follow these basic precautions:
         1. Bring only what you need to the testing area.
         2. Turn off and leave all cell phones, pagers, or PDA with proctor.
         3. Leave heavy coats or jackets with the proctor.
         4. Keep all test materials on top of the desk or table.
         5. If you are allowed to use materials, make sure they are verified on the test request prior to beginning the exam.
         6. Don’t wear clothing that is extremely bagging or with many pockets.
         7. Never take any test materials outside of the exam area.
         8. Use common sense.
   2. Interpreter/Captioning – Cancellation/” No Show” Policy
      1. It is your responsibility to notify DRC if you will not be attending a class meeting or event for which you have requested an interpreter or a Note Taker. The DRC needs a 24 hours advance notice that you will not be at your class.
      2. Interpreters will wait outside the classroom for 15 minutes or 30 minutes for three-hour classes. If you do not show up, the interpreter will immediately return to the DRC office and complete Cancellation/No-Show documentation. The interpreter may take another assignment.
      3. If you miss the same class three times without sufficient notification, the support service (interpreter) will be canceled until arrangements are made with the Director of the DRC.
2. Grievance Policy
   1. Clear and effective communication with your instructors will be helpful in working through minor differences. In addition, the Director of Disability Resource Center (DRC) is available to talk through a problem that you may be experiencing. However, the following procedure is intended to help settle disputes that may arise, using mediation and reasoned discussion.

Note: More formal alternative procedures exist for situations in which a student is erroneously denied registration; erroneously required to pay fine or penalty; erroneously has money withheld by the college; has been denied the right to amend his/her education records, is charged with an offense under the Student Conduct Code, is alleging discrimination on the basis of race, national origin, religion, sex, age, disabling condition or marital status, is alleging sexual harassment or who wishes a contested hearing. Assistance in these situations may be obtained through the Coordinator of Title IX.

* 1. General Instructions:
     1. Step 1: Discuss with the Director of the DRC your complaint. The Director will assist you in how to move forward with your complaint or may advocate on your behalf, if necessary.
     2. Step 2: Using the Flagler College **GRIEVANCE PROCEDURE**, write out your complaint and remember to include as much detail as necessary to help readers, outside your presence, understand the circumstances.
     3. Step 3: Make an appointment with the Title IX Coordinator to present your complaint. You may be asked to complete forms and follow guidelines in this process. If you need assistance, the DRC will be able to assist you, but it is your responsibility to present your complaint in the manner directed to you. Most complaints that cannot be resolved by the DRC will go to the Title IX Coordinator.

Flagler College Grievance Procedure

Flagler College (“Flagler” or the “College”) is committed to ensuring that no otherwise qualified individual with a disability is excluded from participation in, subjected to discrimination in connection with, or denied the benefits of any College programs or activities due to his or her disability.

The College has adopted this internal Grievance Procedure to provide for the prompt and equitable resolution of student complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (“Section 504”) or Tile III of the Americans with Disabilities Act (“Title III”) or otherwise alleging disability-related discrimination or harassment. Section 504 prohibits discrimination on the basis of disability in any program or activity receiving Federal financial assistance, and Title III prohibits discrimination on the basis of disability by private entities (including Colleges) that provide places of public accommodation. These laws and accompanying regulations may be examined in the office of the Director of the Disability Resource Center, located in Room 211 of the Proctor Library, who the College has designated to coordinate its efforts to comply with Section 504 and the Title III (“the Director”).

Who May Grieve?

Any student currently enrolled at the College who believes he or she has been discriminated against or harassed on the basis of disability by a College employee (e.g., administrator, faculty, staff, adjunct faculty, or other agent of the College); College student; or, in certain circumstances, by a visitor to the College, may use this process to file a grievance (the “Grievant”).

What May Be Grieved?

An action or decision may be grieved if it involves alleged discrimination or harassment by a College employee; College student; or, in certain circumstances by a visitor to the College against a student on the basis of that student’s disability. Such actions may include, but are not limited to, denial of accommodations or lack of physical access to College facilities or programs.

Confidentiality and Prohibition Against Retaliation

The College will treat all information submitted in connection with a grievance as confidential. Subject to FERPA and other applicable privacy laws, however, the College official investigating the grievance will inform individuals with a legitimate need to know of the grievance and may provide them related information as necessary to allow the College official to conduct a meaningful and thorough investigation. The College official investigating the grievance will information all involved parties of the need to maintain the confidentiality of such information. Flagler prohibits retaliation for submitting a grievance or participating in a grievance investigation. Retaliation includes threats, intimidation, reprisals, and adverse actions. The College official investigating the grievance will advise all involved parties of the strict prohibition against retaliation.

Informal Grievance Procedure

The Informal Grievance Procedure is designed to facilitate a satisfactory resolution of the grievance in an informal manner. The Grievant has the option to forego the Informal Grievance Procedure and move immediately to the Formal Grievance Procedure.

A Grievant can initiate the Informal Grievance Procedure by contacting the Director. If the Director is the subject of the grievance, the Grievant initiates the Informal Grievance Procedure by contacting the Dean of Academic Life, whose office is located on the first floor of Ponce Hall and who will assign an administrator in lieu of the Director. The Grievant may contact the appropriate official by e-mail, phone, or in person. To initiate the Informal Grievance Procedure, a Grievant is not required to submit the grievance in writing, but the Director may ask the Grievant to do so or to submit another evidence, if necessary to facilitate a satisfactory resolution.

The Director will attempt to expeditiously facilitate a satisfactory resolution. The Director may meet in person with the Grievant, confer with the individual(s) against whom the grievance is filed, attempt to arrange a meeting between the Grievant and the individual(s), or take any other steps the Director believes will be useful in promoting resolution.

Within 21 calendar days after the Grievant initially contacts the Director regarding the grievance, the Director will inform the Grievant and, as appropriate, the individual(s) against whom the grievance is filed in writing of the outcome of the Informal Grievance Procedure.

Formal Grievance Procedure

If the Grievant is not satisfied with the resolution reached during the Informal Grievance Procedure, or if the Grievant chooses not to sue the Informal Grievance Procedure, the Grievant may initiate the Formal Grievance Procedure by submitting a written complaint to the Director. If the Director is the subject of the grievance, the Grievant initiates the Formal Grievance Procedure by contacting the Dean of Academic Life, who office is located on the first floor of Ponce Hall and who will assign an administrator in lieu of the Director. A Grievant who chooses to initiate the Formal Grievance Procedure after participating in the Informal Grievance Procedure must do so within 14 calendar days of receipt of the Director’s written notification of the outcome of the Informal Grievance Procedure. The written complaint must:

• Be dated;

• state the problem or action alleged to be discriminatory and the date of the alleged action;

• state how the action is discriminatory (or how the decision is unreasonable if it is a denial of a requested accommodation);

• name the individual(s) against whom the grievance is filed;

• state the requested remedy;

• be signed by the Grievant.

Within seven calendar days of receiving the written complaint, the Director will provide written notification of receipt of the complaint to the Grievant and to the individual(s) against whom the grievance is filed. The Director will also conduct a thorough and impartial investigation of the complaint, affording all relevant persons an opportunity to present witnesses and submit evidence regarding the allegations. Within 30 days of receipt of the written complaint, the Director will provide the Grievant the individual(s) against whom the complaint is filed a written decision regarding the grievance. The decision will include findings of fact, a conclusion, and, if applicable, an explanation of remedies, which may include the imposition of disciplinary sanctions.

Appeal

The Grievant or the individual(s) against whom the grievance is filed may appeal within fourteen calendar days of receiving the Director’s written decision and/or any associated disciplinary sanctions by writing to the Dean of Academic Life. The written appeal must clearly set forth the grounds for the appeal and must include all supporting evidence. Generally, the Dean of Academic Life will limit his or her review of the Director’s decision to determining whether the Director considered the proper facts and whether there were any procedural irregularities. Within 21 days of receipt of the appeal, the Dean of Academic Life will provide the Grievant and the individual(s) against whom the complaint is filed a written decision regarding the appeal. The decision of the Dean of Academic Life is final, and the College will disregard any subsequent appeals (in any form) to any College representative, including the College President.

Adjustment of Deadlines

The Director or the Dean of Academic Life may change the above deadlines for good cause, such as semester or summer breaks. Likewise, if the application of time deadlines creates a hardship due to the urgency of the matter or the proximity of an event, the Dean of Academic Life, at the request of the Grievant, will determine if an expedited procedure can be created.

Interim Measures

If necessary, while any grievance investigation is ongoing, the College may take interim measures to stop discrimination or prevent it recurrence. Such interim measures may include, but are not limited to, limiting interaction between the parties, arranging for the provision of temporary accommodations, or staying a course grade.

Confidentiality of Records

Once the Director or Dean of Academic Life has made the final decision regarding the grievance, the records related to the grievance will be confidentially maintain in the Office of the Disability Resource Center for three years.

Disability Accommodations

Flagler will make arrangements to ensure that students with disabilities are provided appropriate accommodations as needed to participate in this Grievance Procedure. Requests for accommodations must be made to the Director, whose office is located in Room 211 of the Proctor Library. The Director will review the supporting disability-related documentation, make a decision about the request, notify the student about approved accommodations, and make arrangements for the accommodations. Accommodations may include, but are not limited to, providing interpreters for the dead, providing recordings of materials for the blind, and assuring a barrier-free location for the proceedings.

External Complaints

The availability and use of this Grievance Procedure does not prevent a student from filing a complaint of discrimination with external agencies such as the U.S. Department of Education, Office for Civil Rights.

1. Resources
   1. Frequently Asked Questions
      * 1. **What is a disability?**

A disability is an impairment that substantially limits major life activity. Examples of major life activities include walking, listening, reading, and learning.

* + - 1. **Do I need to tell anyone about my disability?**

It is your choice whether you disclose your disability, even to your instructors. If you want to receive accommodations, you must provide documentation of your disability to the Disability Resource Center (DRC).

* + - 1. **How do I document my disability?**

You need to provide a statement from a competent professional (Doctor or Psychiatrist or other professional) that verifies the functional limitations caused by your disability. For example, a student that has a diagnosis of cerebral palsy may have difficulty writing. The functional limitations may include lack of fine motor control. Recommended accommodations may include a scribe or the use of voice activation software during exams and a Note Taker for classes.

* + - 1. **When should I provide documentation?**

You are strongly encouraged to complete the DRC intake form and provide documentation before the term in which you will need the services. We need to have these materials before you can receive accommodations and services through the Disability Resource Center (DRC).

* + - 1. **Where is my documentation kept?**

In accordance with state and federal law, documentation regarding your disability is kept in a separate confidential file at the DRC and will not be a part of your academic record.

* + - 1. **How does Flagler College use information about my disability?**

The Disability Resource Center (DRC) needs sufficient information in order to determine eligibility and effective accommodations for each student. We may use non-identifying information about your disability to gather statistical information for planning and allocation of resources.

* 1. On Campus Resources
     1. Title IX

Jess Kobryn, Title IX Coordinator

Ringhaver Student Center 218

904.826.8553 ∙ [jkobryn@flagler.edu](mailto:jkobryn@flagler.edu)

* + 1. Counseling Services

Tinlin House –65 Valencia Street

904.819.6305 ∙ [counseling@flagler.edu](mailto:counseling@flagler.edu)

* + 1. CARE

904.819.6308 ∙ [care@flagler.edu](mailto:care@flagler.edu)

Care Referral (online)

* + 1. Health Services

Southwest side of the Ponce Breezeway

904.819.6211 ∙ [healthservices@flagler.edu](mailto:healthservices@flagler.edu)

* + 1. Residence Life

Michelle Holland

Ringhaver Student Center 224

904.819.6307 ∙ [mholland@flagler.edu](mailto:mholland@flagler.edu)

* + 1. Career Development Center

2nd floor, Alumni House

904.819.6286 ∙ [careerdevelopment@flagler.edu](mailto:careerdevelopment@flagler.edu)

* + 1. Center for Advising and Core Experience (CACE)

Jill Dawson

Proctor Library 365

904.826.8615 ∙ [cace@flagler.edu](mailto:cace@flagler.edu)

* + 1. Dean of Students

Ringhaver Student Center 225

904.819.6336

* + 1. Financial Aid

904.819.6225 ∙ [financialaid@flagler.edu](mailto:financialaid@flagler.edu)

* + 1. Student Government

Ringhaver Student Center 251

904.819.6377

Request Form (online)

* + 1. Learning Resource Center

Appointment Form (online)

* + 1. Safety and Security

Ponce Satellite Office

Malaga Street Office ∙ 170 Malaga Street

904.819.6200

* 1. Off Campus/Other Resources
     1. Crisis Intervention Hotlines -24/7
     2. Florida Relay Service

<https://www.ftri.org/relay>

* + 1. Florida State Legal Advocacy Service

<https://fladvocate.org>

* + 1. Florida Division of Blind Services (Braille and Talking Books Library)

<https://dbs.myflorida.com/library/>

* + 1. Recording for the Blind and Dyslexic (RFB&D)

National Headquarters:

20 Roszel Road

Princeton, NJ 08540

800.803.7201

[www.rfbd.org](http://www.rfbd.org)

* + 1. Social Security Administration

800.772.1213 (TTY 800.325.0778)

Email Form (online)

* + 1. Department of Human Services

<https://www.floridahealthfinder.gov/reports-guides/consumer-guide-programs.aspx>

* + 1. Notable Apps (Computer and Phone)
       1. Text to speech
          1. Seeing AI
          2. Jaws
       2. Learning Apps
          1. Kurzweil 3000
          2. Wynn
       3. Time Management
          1. LisTask
          2. Coach.me
          3. Rescue Time