1. **Administrative Policies**

   a. **Mission Statement**

   To assist students with disabilities to receive reasonable accommodations in academic and non-academic programs that provides them with an equal opportunity to fully participate in all aspects of student life at LCSC.

   To create a welcoming and friendly environment for all students by increasing awareness of strengths and abilities of people with disabilities among the LCSC students, faculty, and staff.

   b. **Program Description**

   The Disability Services office coordinates accommodations for students with disabilities in academic and non-academic programs. The office provides educational support services for students as needed and requested. This office also provides disability awareness training to LCSC faculty, staff, and students. The office works cooperatively with college programs to encourage compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The Disability Services office promotes self-advocacy while supporting the student to foster the accommodation process. Additionally, the DS office recognizes that there is a need to continue to act as an advocate so that disabled students can participate in all aspects of campus life. The Disability Office actively, promotes universal design in facilities, communication, and instruction.

   c. **Organizational Structure/Reporting Structure/Office location, etc.**

   The Director of Student Counseling, Health and Disability Services oversees the Disability Services program and staff, advises students with disabilities, and assists them with accommodations as needed.

   The Disability Counselor works with students to identify student needs related to their disability and provide direct services to those students under the direction of the Director of Student Counseling Center, Disability Services, and Student Health Services.

   The Administrative Assistant for the Disability Services hires work study – eligible students to act as a receptionist and assist her with office duties.

   The Disability Program Assistant oversees the DS Test Room, assists the office to
provide administrative support and also provides “mentoring” services to some disabled students as needed, under the supervision of the director.

*Additional Disability Services which includes readers, note takers, proctors, and interpreters.

c. Identification Procedures

1. Disability Services is responsible for the coordination of services to student with disabilities, and is located in Reid Centennial Hall, room 111. The testing center is located in MLH, room B36.
2. Students who have a disability and request services may contact DS services for information regarding our services and will be scheduled to see a DS counselor.

3. Faculty members who observe student learning difficulties that are indicative of a physical or learning disability may refer that student for assistance to the DS office. However, faculty members are under no duty to make such referrals.

4. A student who wishes to receive accommodations for his or her disability must make a request for accommodation at the DS office.

5. At times, additional documentation may be requested from an appropriate expert to explain the student difficulties, to describe the “functional limitations” or how the disabilities of the student relate to the specific program, and what accommodations might assist the student to succeed in their courses. Students needing additional documentation are responsible for any additional cost in securing this information.

6. Information presented to the office regarding a disability is considered an “educational record” under FERPA and will be kept confidential unless the student signs a Release of Information form allowing that information to be released to third parties.

d. Files – Storage – Governed by FERPA and state law

It shall be the policy of the Disability Services to maintain effective custody of patient documents and records in compliance with FERPA and Idaho State law.

1. Patient files will be kept by the Disability Office and kept strictly confidential, governed by FERPA.

2. Records requests, from students other than what is allowed by FERPA, will require a signed release of information form, which will be kept in the student’s file.

3. Release of information forms, once signed, are valid for 90 days only.

4. Student files will be maintained on site for seven years from the student’s last date of service.

5. Access to records will only be permitted to DS providers and office staff as needed for services.

e. Confidentiality/Privacy/FERPA

The employees of Disability Services are responsible for protecting the privacy and confidentiality of every student who uses our services or attends LCSC. We are bound by federal law (FERPA). The Family Educational Rights and Privacy Act (FERPA) requires that all education records be held in confidence except when student explicitly, and in writing, authorize the release of information from
his or her academic record.

Disability Services, is governed by FERPA (Family Educational Rights & Privacy Act).

1. This information CAN be released WITHOUT written consent from the student.
   a. Full Name
   b. Major/Minor
   c. Previous Colleges Attended
   d. Academic Honors
   e. Dates/Terms Enrolled
   f. Degree/Cert Awarded and Date Conferred
   g. Full or Part-time Status
   h. Withdrawal Date
   i. Athlete Height & Weight
   j. Athletic Achievements
   k. Email Address
   l. College Level (Sr, Jr, So, Fr)
   m. Home Town

2. This information CANNOT be released without WRITTEN CONSENT.
   a. Date of Birth
   b. SSN
   c. Student ID Number
   d. Class Schedule
   e. Address & Phone Number
   f. Academic Standing
   g. Grades
   h. GPA
   i. Transcript
   j. Parent’s Address
   k. Gender
   l. Credits

3. In order for counselors to release any information, client must fill out a “Release of Information” form with their counselor. All counseling sessions and related information is confidential and will not be released without written permission from the client.

f. Services Provided
   1. Request for DS Services must self identify
2. Who can receive disability services?
   a. ADA defines “disability” as a physical or mental impairment that substantially limits one or more major life activities (42 U.S.C. & 12102). A physical impairment is a physiological condition, cosmetic disfigurement or anatomical loss that affects one or more body system, such as neurological, musculoskeletal, special sense organs, respiratory, speech organs, cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin and endocrine. A mental impairment is any mental or psychological disorder, such as an intellectual disability (formerly termed “mental retardation”), organic brain syndrome, emotional or mental illness, and specific learning disabilities (29 C.F.R. & 1630.2)

   g. Student Rights and Responsibilities

      Every student with a documented disability has the following rights:
      3. Equal access to courses, programs, services, jobs, activities, and facilities available through the College.
      4. Reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined on a case-by-case basis.
      5. Appropriate confidentiality of all information pertaining to his/her disability with the choice of whom to disclose their disability to except as required by law.
      6. Information reasonably available in accessible formats.

      Every student with a disability has the responsibility to:
      1. Meet the College's qualifications and essential technical, academic, and institutional standards.
      2. Identify himself or herself in a timely manner as an individual with a disability when seeking an accommodation.
      3. Provide documentation from an appropriate professional source that verifies the nature of the disability, functional limitations, and the need for specific accommodations.
      4. Follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids.

   h. Institutional Rights & Responsibilities

      Lewis-Clark State College, through its Disability Services office has the right to:

      1. Maintain the College’s academic standards.
2. Request additional documentation completed by an appropriate professional source or school to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids, when the DS counselor is unclear or uncertain about a student’s reported disability and/or of the functional limitations affecting the student due to the disability.

3. Discuss a student’s need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the student to determine the nature of the disability and the impact of the disability on the individual learning and or campus/course access of his/her documentation with the student’s signed consent authorizing such discussion.

4. Select among equally effective and appropriate accommodations, adjustments, and/or auxiliary aids in consultation with students with disabilities.

5. Assist students with disabilities that self-identify and meet criteria for eligibility to receive reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined on a case-by-case basis.

6. Evaluate students on their abilities, not their disabilities.

7. Refuse to provide an accommodation, adjustment, and/or auxiliary aids that is inappropriate or unreasonable including any that:
   - pose a direct threat to the health and safety of others;
   - constitute a substantial change or alteration to an essential element of a course or program; or
   - pose undue financial or administrative burden on the College.

8. Ensure that College courses, programs, services, activities, and facilities, when viewed in their entirety, are offered in the most integrated and accommodating way possible.

9. Provide information regarding policies and procedures to students with disabilities and assure its availability in accessible formats upon request, while working toward universal access of all campus resources.

10. Maintain and assure appropriate confidentiality of records and communication concerning students with disabilities except where disclosure is required by FERPA, Idaho State law, or authorized by the student.

11. Inform students with disabilities of College policies and procedures for filing a formal grievance through the Disability Services and/or through external agencies (e.g., Office of Civil Rights, Department of Institute (DOJ) at www.hhs.gov/ocr/office/file/index.html)
2. **Service Policies and Procedures**
   
a. **Appointments**
   
i. Process to meet with DS counselor
   1. Self identify
   2. Student must make a request for services.
   3. Appointment is made via a phone call or walk in.
   4. Complete the necessary paperwork.

ii. Once student requests services, an appointment is scheduled for the first available DS Counselor.

b. **Disability Intake Procedure**

i. Intake interview – completed by DS counselor once an appointment is made.

ii. Intake/Assessment of needs/accommodation request

1. Students with disabilities or suspected disabilities meet with a Disability Services counselor as a first step in arranging accommodations. The DS counselor verifies the disability and determines how functional limitations affect academic work. This is accomplished through discussion with the student and review of any documentation presented to the DS worker. When a DS worker is unsure or unclear about how to assist a student and there is insufficient documentation from this student, he/she may be referred to physicians, psychologists, or other qualified diagnosticians for additional documentation before accommodations are granted.

2. After the disability and its functional limitations are verified, the DS worker provides information about the various reasonable accommodations that address the student’s functional limitations. The student then chooses the reasonable accommodation that best apply in a given course or semester, which is then relayed to the instructors using the Faculty Notification form process.

iii. Faculty Notification Form ("Accommodations Letters")
FACULTY NOTIFICATION

Date: ___________________________ From: Doug Steele, Director / Disability Services

To Instructor: ________________________________________________________________

Course Name/Section: ___________________________ Semester/Year: __________

Student Name: ___________________________ ID #_________________________

This information is confidential and should not be shared with anyone.
The student listed above has provided documentation from an appropriate professional that substantiates a disability and qualify under the Americans with Disabilities Act (ADA) and the Rehabilitation ACT, Section 504. Based on the student’s individual needs, disability documentation, recommendations from health care or educational specialist, and other relevant factors, the following academic adjustments/auxiliary aids need to be provided to this student.

The student will discuss his/her needs with you.
Thank you for assisting our students in reaching their full potential.

Course Accommodations Or Adjustments

_____ Instructor’s notes/overheads/outlines
_____ Use of Note taker or classmate’s notes
(DS provides NCR paper)
_____ Enlarged print for class handouts and copies of overheads
_____ Flexibility in completion of in-class reading & writing assignments

_____ Permission to type in-class assignments
_____ Permission to record labs & lectures
_____ Preferential seating /Chairs
_____ Audio textbooks (CD/Digital)
_____ Food or medication during class period
_____ Advocacy for disability related absences
(Student provides documentation to substantiate)

Alternate Testing Methods

_____ Alternative exam room by appointment
   _____ Private _____ Semi Private
_____ Extended time
_____ Time & a Half _____ Double Time
_____ Assistance during test
   _____ Scribe _____ Reader
_____ Use of computer

_____ Other:
   ______________________________________
   ______________________________________

Office of Disability Services
111 Reid Centennial Hall
Office: 208-792-2211
The Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973 protect individuals with disabilities. Students with documented disabilities who attend Lewis-Clark State College are entitled to reasonable accommodations under these laws. Thank you for your cooperation in providing the necessary accommodations for this student. For questions or concerns, please contact Disability Services at 792-2185.

Student’s Disability Services
Signature: ______________________  Disability Services: ______________________

iv. Documentation
   1. Referral Process
      a. Students who have a disability and request services may contact Disability Services for information regarding services and will be scheduled to see a Disability Services counselor.
      b. Faculty members who observe student learning difficulties that are indicative of a physical or learning disability may refer that student for assistance to the Disability Services office.
      c. A student who wishes to receive accommodations for his or her disability must make a request for accommodation at the Disability Services office. They must identify and document the disability at his/her own expense.
      d. Documentation may be requested from an appropriate expert to explain the student difficulties, to describe how the abilities of the student relate to the specific program, and what accommodations might assist the student to succeed in their courses.
      e. Information presented to the office regarding a disability is considered an “educational record” under FERPA and will be kept confidential unless the student signs a Release of Information form allowing that information to be released to third parties.
   2. Referral providers
      a. The DS counselor will refer students in need of additional documentation to their past school (K-12); college/university or medical, psychological, psychiatric, neurologist, or other medical specialist, other relevant source that can verify student disability, functional
limitations and/or possible academic recommendations to help improve student success. Students may use but are not required to have the following forms completed by their medical providers; instead these serve as an overview of the helpful information that a DS counselor may use to better serve the student regarding provisions of course adjustments.

v. Review of documentation provided
vi. Request for additional documentation

c. FORMS –list of links
   i. ADHD Disability Verification Form
   ii. Cognitive Disability Verification Form
   iii. Learning Disability Verification Form
   iv. Mental Illness Disability Verification Form
   v. Pervasive Developmental Disorder Disability Verification Form
   vi. Physical Sensory Disability Verification Form

1. The Disability Service Student file includes:
   a. DS counselor interview
   b. DS Intake Service request completed by student
   c. Service notes
   d. Faculty Notification Forms
      i. Students are encouraged to advise faculty of any needed accommodations at the beginning of the semester, or as soon as practical, and no fewer than five working days prior to the accommodation.
      ii. The Faculty Notification Form is the current way that students can use to communicate their adjustment with the instructor. The faculty personnel are notified by the student via paper copy of the notification form advising them of the accommodations that are approved for the student by Disability Services or via e-mail if an on-line class by the DS office.
      iii. When receiving Faculty Notification forms, the faculty may contact Disability Services to clarify or voice concerns that the accommodation is not reasonable.
SECTION:

SUBJECT: Disability Services

d. Grievance Policy
   i. Students who believe the College and the Office of Disability Services
      have not appropriately provided reasonable accommodations have the
      right to appeal.
   ii. The Student should first discuss his/her concern(s) with the Director of
        Disability Services and attempt to reach an acceptable agreement on
        the particular situation.
   iii. If the decision of the Director of Disability Services is unsatisfactory to
        the student, the student may request a formal hearing by writing to the
        Vice President for Student Affairs (Reid 112) within thirty (30) days of
        the final decision of the Director of Disabled Services.
   iv. Within a reasonable period of time after receiving the request, the Vice-
       President will inform the student of the date, place, and the time of
       hearing. Student may present evidence at the hearing related to the
       complaint and have the advice and assistance of another person.
   v. Decisions of the Vice President for Student Affairs will be final, will be
      based solely on the evidence presented at the hearing, will consist of
      written statements summarizing the evidence and stating the reasons for
      the decision, and will be delivered to all parties concerned, soon after the
      hearing.
   vi. Questions and concerns about this policy may be directed to the
       Affirmative Action Office located in the Human Resources Office, in the
       Administration Building room 102, phone 208-792-2269. This Office is
       responsible for overseeing compliance with state and federal regulations.
       Complaints of discrimination or noncompliance should be filed with the
       Affirmative Action Office.

3. Testing Services
   a. Testing room(s) locations
      i. Reid Centennial Hall, Room #109 and Meriwether Lewis Hall, Room B36
   b. Testing room agreement
      i. Student signs and dates the following form to make them aware of and
         document their agreement to test room procedures.
         1. I, ____________________________ will take a Faculty
            Notification to the class instructor and discuss the accommodation
            with him/her (i.e.; how s/he prefers to work with the
            accommodation and what the class test schedule is.
2. (  ) I realize the Test Room is heavily used and reservations are required and I will schedule my test times as soon as I have the class schedule with a minimum of 3 days prior to the exam.

3. (  ) I will notify the instructor that the test room is scheduled for a specific date & time and request the test be sent to Disability Services prior to test time.

4. (  ) I will be on time, but if for any reason I am late, I understand that extra time will not be added to the appointment. If I am more than 15 minutes late I will need to contact my instructor and discuss a time to reschedule the exam.

5. (  ) If I cannot keep the appointed test date/time, I will call Disability Services as soon as possible, and I will contact the instructor to see if rescheduling or make-up is allowed.

6. (  ) I understand that the proctor is responsible for maintaining the testing procedure integrity and, as a result, will periodically and randomly check in during the exam and that any test material cannot be removed.

7. (  ) I further understand that the disability Service office may be monitoring the test room via a video system, to assure testing integrity.

c. Testing Room sign up staff procedures:
   i. Have student read and sign test room Agreement.
   ii. Make page in notebook according to sample.
   iii. Place signed agreement in students test file.
   iv. Give student the email and phone number for the test room
   v. Fill out a Test Schedule Tracking Sheet for each course with the date and time the test is to be given.
   vi. When the student reserves the test room put it on the Disability calendar under student’s name. On the line that says “location,” put the class name (i.e. Math 130), in the body list instructor’s name and students phone number or e-mail.
   vii. Requesting the test:
        1. Email instructor the day before the exam requesting the exam following the example. Give the instructor the students name and what class you are requesting the exam for.
2. If the exam is on Monday the email needs to be sent the Thursday before.

3. When a test is delivered by the instructor or sent via email (print test), the student’s Test Schedule Tracking Sheet (TSTS) for that particular course is pulled. The date received, by whom, and how it was received is recorded. The date and time the test is scheduled to be given and any other pertinent information is also recorded on the sheet. The TSTS is clipped to the exam and both are filed in the student’s personal test file.

viii. When the student comes in to complete the test, the tracking sheet and manila envelope containing the test are pulled. Date and start time recorded. The student is escorted to the test room leaving backpacks, cell phones, and all other material in the office. The proctor checks on the student at random intervals to see how the student is doing and to confirm all is well.

ix. When student has completed the test, the instructor’s directions for returning the test are followed. The test completion time is recorded and the test is placed in the manila envelope, taped shut, and the date and staff person’s name written on the tape. Unless otherwise requested the envelope is delivered to the instructor’s division office mailbox. Delivery information is also recorded to the TSTS.

x. If student is late extra time will not be added to the appointment and if they are more than 15 minutes late they will need to contact their instructor and discuss rescheduling the exam.

xi. If a student is a no-show they must contact their instructor regarding rescheduling and have the instructor contact us to ok the scheduling.

xii. If the instructor does not provide the exam on time call them to see if they can bring it over or to find out how much time we have to reschedule.

xiii. If a student is found using notes or any outside materials that are not allowed the exam will be stopped and the instructor and Director of Disability Services will be notified. The instructor will make the decision whether the student will be allowed to re-take the exam.

xiv. The exam may be monitored through a video system and random checks will be made by the proctor. A 15 minute warning will be given as time runs out.

d. Cancellation of tests
   i. If the student cannot keep the appointed test date/time, they will call Disability Services as soon as they know so the room is available for others and they will contact the instructor to see if rescheduling or make-up is allowed.
ii. If student is late extra time will not be added to the appointment and if they are more than 15 minutes late they will need to contact their instructor and discuss rescheduling the exam.

iii. If a student is a no-show they must contact their instructor regarding rescheduling and have the instructor contact us to ok the scheduling.

4. **Other services offered as needed:**
   
a. Services for the deaf and hard of hearing – description
   
i. Provide information for the acquisition of computerized communication, text telephone (TT), or telecommunications devices (TDD) for the deaf.
   
ii. Interpreter responsibilities
   
   1. Responsible for providing sign language interpretation during class, group and individual GED/ABE activities as requested or needed.
   2. Responsible to counsel and consult with participant, when appropriate, to inquire about and maintain satisfaction with services.
   3. To act in ways which are culturally sensitive to other persons; to be tactful in negotiating compromises between student and faculty members.
   4. Give 24 hour advance notice to DS office if unable to provide services for a given day or academic event in order to allow adequate time to secure another interpreter.

   iii. Student responsibilities for interpreter services
   
   1. The student agrees to use LCSC interpreters only related to courses. If you wish to use their services for any other class activities, you must get pre-approval, at least 72 hours prior to the event, from Director of DS, or his designated staff person.
   2. If you are unable to attend class for any reason, you must notify the interpreter and then Disability Services at 792-2211 or via email at oslws@lcsc.edu, as soon as possible as we will not pay for interpreting services if you are not in attendance. Also notify instructors or other LC staff that you will not be attending. Please be specific as to the dates and times you are not in attendance. TWO UNEXCUSED/UNANNOUNCED ABSENCES WILL NULLIFY THIS CONTRACT UNTIL FURTHER ARRANGEMENTS ARE RENEWED.
   3. Students are responsible for the cost of and/or provision of interpreters, personal tutoring, or other activities other than the fore
mentioned class times, and will not be covered by LCSC Disability Services.

iv. Other services for the deaf/hard of hearing on a case by case basis.

b. Service for Blind/Low vision students – description
   i. JAWS – screen reader for computer
      2. This Link provides an extensive amount of information about the software along with FAQ section, tutorials, and upcoming features that coincide with current software.
   ii. Access; Zoom Text – in Library; Reid Centennial Hall Room 109; Sac 146
   iii. Some campus computers have Magnifier and Narrator through Ease of Access
   iv. Other services – as needed basis

c. Math: Disability Policy
   Regarding Math Disability Documentation and the Math Course Substitution Process:

   There is **NO** Math course waiver process at LCSC.

   Math Course substitution may be considered by the petition committee in certain circumstances and under the following conditions:

   i. Student must establish contact with LCSC Disability Support Services and:
      1. Present appropriate documentation to the DS office which should include the following:
         a. A documented, specific diagnosis of math disability, (DSM-5 315.1) or other disability which *significantly impairs* the student’s ability to complete a math course, by a licensed clinical psychologist, or other qualified medical provider.
         b. A full psychological report documenting the specific intellectual and academic functioning through IQ testing (i.e. WAIS-III, Stanford-Binet, Woodcock-Johnson Cognitive Battery – long forms only) and academic performance measures (i.e. Woodcock-Johnson Achievement Battery) used. Corresponding testing instrument scores supporting the diagnosis of a math disability should be included in this report.
         c. Documentation of past math course attempts/failures in high school and college math classes;
SECTION: Disability Services

d. Provide authorizations in order to allow the DS services office to receive additional information from past/current math instructors.
   ii. Once the information outlined above is provided to the DS office, and the DS counselor and/or coordinator verify that a math related disability exists, then the DS office will complete and provide a letter of support for the student to present with their petition.
   iii. The student will then complete the petition process as directed by the LCSC Petition process/policy.

d. Audio Books
   i. Learning Ally: This new technology will allow the students to download their own textbook to their own computers or Ipads. The students can also download an app ($20) on their own if they are members ($99). This is not a choice, Learning Ally is changing their format and we will need to comply. The training is in the webinar format.
   ii. eClipseReader is perfect for home use or classroom reading labs that have multiple student users. Ideal for students at the middle school level and up, eClipseReader has a configurable user interface, with dropdown menus, self-voicing keyboard commands and brightly colored expandable toolbars. Environment: Resizable playback window, with a split-screen mode enabling simultaneous view of the book window, and table of contents or bookmarks list or books Library.

e. Preferential seating/chairs
   i. Ergonomically correct chairs are provided to the student when necessary for use while on campus during classes, etc for them to be able to sit for longer periods of time without discomfort.
   ii. The DS office can provide preferential seating in courses as needed.

f. Others Services
   i. The DS office will work with students on an “as needed” basis to provide other appropriate course adjustments and reasonable accommodations for students verified to have a disability.
   ii. Accessibility concerns
   iii. Temporary Disability Services
      1. Sometimes an injury creates a temporary disability. In this case, service can be provided on a temporary basis.
   iv. Others - General – as needed, case by case basis
   v. LD; ADD/ADHD, MI; SA

5. Assistive Technology
   a. The DS office is committed to facilitating the acquisition and availability of a wide variety of assistive technology to help student’s access materials in
alternative formats (e.g., JAWS for Windows screen reader, Kurzweil Voice Pro, Mountbatten Brailler).

b. The DS office is not responsible to provide AT to individual disabled students.

c. The DS office will work to secure needed AT for students to have access to campus computers, resources, course work, materials, and systems that exist for all students.

6. **Education and Outreach**
   
a. Outreach activities
   
   i. Presentations as requested
   
b. Faculty Training opportunities, (add content)
   
c. Campus presentations
   
   i. Education activities – DS Awareness/Advocacy
   
   ii. RA trainings (as requested)

7. **Personnel and Staff Policies**
   
a. Director of DS Services
   
   i. Job description
   
b. Professional Counselor/DS Counselor
   
   i. Job description
   
c. Administrative Assistant
   
   i. Job description

1. To perform a wide variety of secretarial support functions; apply detailed program knowledge in developing and/or maintaining program records systems and/or in collecting information, preparing reports, and providing liaison between management, other organizational units, and external customers; perform related work.

2. The primary responsibilities are to coordinate the daily and on-going operations of the Student Counseling Center and Disability Services.

3. Daily: Customer service to both phone & walk-in customers
   
   a. Maintain confidential records (counseling, disability and student files).
   
   b. Schedules & coordinates meetings.
   
   c. Interacts with students, staff, faculty, and public via personal contact, phone, or email.

4. On-going:
   
   a. Provide budget support control, includes purchasing activity & account monitoring.
   
   b. Interview, hire, train, and supervise a rotating staff of student workers.
c. Work together with director & staff to generate monthly and yearly reports.
d. Maintain web pages for unit.
e. Administrative support for the Co-Curricular and Non-Curricular Competition Grants Funds.
f. Retrieve student information from Datatel system as needed.
g. Must be skilled in word processing, databases, spreadsheets, Publisher, Adobe, & web publishing.

5. Disability Services:
   a. Intake for new clients, create and maintain confidential client files, schedule appointments.
   b. Schedule and proctor tests for students with disabilities.
      Read/Scribe for examinee.
      Maintain Test tracking records.
      Liaison between students, teachers, and staff.
   c. Order audio books, alternative text format (PDF/Word) or hire readers to read/record books.
   d. Provide ergonomic furniture (chairs/tables) in classrooms as needed for accommodations.
   e. Hire interpreters for students with hearing disabilities.
   f. Work study
      i. Job description
         1. The first duty of the student worker is to coordinate services and reduce interruptions for the staff by answering the phone and assisting walk-ins. Other duties consist of: take messages; schedule appointments and meetings; make copies; take, retrieve, & sort mail; type reports; create handouts; update databases, gather information, create files for student counseling & disability services; faxes; and various other duties as assigned. For disability services, staff assistants may be required to read/record a textbook, administer or proctor tests, read for a client taking a test, and/or scribe for a testing student.

Student workers are expected to project a positive, courteous, and helpful attitude toward students, visitors, and college staff and to maintain a pleasant and professional atmosphere. The ability to work under stress is very important as there are times the phones are very busy, walk-in traffic is heavy, and project priority all happen at the same time. Office management experience and publishing skills is beneficial.
As a SCC/DS team member, you will have access to student records regarding academic standing and grades, schedules, mental and physical health, etc. FERPA (Family Educational Rights and Privacy act) is strictly enforced. At all times student information is kept confidential. Failure to do so will result in termination.

e. Intern
   i. Job description
      1. Counselor interns will also provide intake and brief counseling services to students requesting disability support services, under the direction and supervision of the Coordinator of LC Disability Services. Specific training will be provided to interns regarding work with these students.