



2020-2021

Student Accessibility Services Handbook

Quinsigamond Community College



Student Accessibility Services Contact Information:

Phone:

Worcester: 508.854.4471
Southbridge: 508.453.3809
Video Phone: 508.502.7647
Fax: 508.854.4549

Location:

Main Campus Location:
670 West Boylston St
Worcester, MA 01606
Administration Building Room 246

Hours of Operation:

Monday – Friday 8:00am – 5:00pm
Fridays in Summer: 8:00am- 12:00pm

Links:

Email: disabilityservices@qcc.mass.edu

The Q Resources:

https://theq.qcc.edu/ICS/Student_Services/Student_Accessibility_Services.jnz

Welcome from the Director:

August 2020

Dear Student,

Welcome to QCC's office of **Student Accessibility Services (SAS)**. Student Accessibility Services assists students with documented disabilities by coordinating services and supports to give students equal access to the community college. The primary job of SAS is to provide **ACCESS!** In other words, we collaborate with students, faculty, and staff to create a campus environment that is usable, equitable, sustainable, and inclusive for all members of the college community.

This handbook provides key information about Student Accessibility Services, the role of accommodations, and specific responsibilities for students to implement accommodations. Please take the time to review this handbook so you are aware of your rights, responsibilities, and the resources provided in the appendix. If you have questions about the materials in this handbook, please contact Student Accessibility Services.

Student Accessibility Services is excited to be an integral part of your college career. We want to support your efforts and help you to become a self-determined student. Remember, we are here to help!

Sincerely,

Kristie

Kristie Proctor, Director
Student Accessibility Services

The Purpose of Accommodations:

Accommodations provide students with disabilities equal access to the learning environment. At any time in the semester, if you feel your accommodations are not being met or you may need to expand your accommodations, please contact your SAS Coordinator.

Informing Instructors of Your Accommodations:

Students are expected to notify instructor(s) regarding approved accommodations at the start of the semester or one week prior to a deadline or test date. Student Accessibility Services encourages notifying the instructor as soon as possible.

Please review the steps below to properly distribute your accommodations for the semester.

1. Before classes start for the semester, your Coordinator will email your Accommodation Letter to your Qmail address.
2. Please follow the instructions in the email accompanying your *Accommodation Letter* in order to send your *Accommodation Letter* to your professors. *See appendix iii*
3. If you have any questions regarding accommodations for the class or how to discuss your accommodations with professors, immediately contact your SAS Coordinator.

Testing Accommodations:

If you are eligible for testing accommodations, you should promptly discuss with your professor how course testing will be arranged. If you have questions about testing with accommodations, please contact your Coordinator.

Remote Testing:

- You will need to find a location that will provide you with a less-distracting setting and reliable Wi-Fi access.
- If your tests are online via Blackboard, the instructor will set the clock to double time.
- If you are using assistive technology (i.e. Kurzweil, Read, Write Gold), please ask your coordinator about training at least two days before the exam so that you may practice with your set-up.
- For any testing concerns, please contact your Coordinator to review your questions.
- Zoom proctoring will be made available upon request. Contact your Coordinator for more information.

Special Considerations for Testing:

1. Students are responsible for contacting SAS to arrange a testing appointment. If a student requires/expects an on-demand testing appointment without prior contact to SAS, Student Accessibility Services may not be able to accommodate the student. Communication beforehand is essential to have the test arrangements made for the test date and time.
2. If a student is unable to make the scheduled test appointment, they will need to have permission from the instructor to reschedule the test. In this event, the student is responsible for contacting the office or their coordinator as soon as possible.
3. If a student is more than 15 minutes late (minutes late will be deducted from duration of test) or does not show up for the scheduled exam and has not called SAS in advance, Student Accessibility Services will notify the instructor and document this in the student's file. If this happens a second time, the student's right to take exams in Student Accessibility Services may be suspended for the remainder of the semester.

MAT 090/095 “Calculator” Accommodation:

A calculator may not be used on tests in MAT 090-Basic Math, and until after the first chapter test in MAT 095-Beginning Algebra. In those courses, students who are eligible for a calculator accommodation will only be allowed to use math charts. To use the chart, you must take your test in Student Accessibility Services. You will receive a copy of the chart when you arrive to take your test.

College Administered Testing:

- **T.E.A.S. Accommodations (for admission to Health Career Programs)**

The T.E.A.S. test is administered by Workforce Development in both the remote and in-person settings. Student Accessibility Services will determine your accommodations for the test. These accommodations will reflect what you are eligible for in your regular course tests.

For accommodations on the T.E.A.S. test, please meet with your coordinator **before** you register for the test.

Note: Student Accessibility Services does not determine accommodations for external certification tests. (Example: Certiport Certification Exams)

Copies of Class Notes and Audio Capture: (SmartPen and digital recorder)

If you are eligible for copies of class notes, you must discuss the request when you discuss accommodations for the semester with your coordinator. After you attend class for the first week, inform your Coordinator for which classes you will need copies of notes.

Notes will not be provided for classes if the professor provides notes or lecture slides (i.e. PowerPoints) to all class members. Student Accessibility will offer training on how to annotate the slides for success lecture capture. Please make the request for training to your coordinator.

Note-Taking:

- When assigned, the note taker will contact you by phone or Qmail. You and your note taker are responsible for coordinating the exchange of notes. The note taker will provide a copy of notes from the class within twenty-four hours. Delivery methods include, but are not limited to:
 - Electronic version (shared Google drive, scanned, pen cast, e-mail, etc.)
 - Take pictures of note taker's notes with your smartphone after class
- If you cannot attend class, call Student Accessibility Services (508-854-4471) as soon as possible.
- A note taker is not a substitute for your attendance in class.
- Three or more unplanned absences may result in the termination of note-taking services.
- Notes received may not be shared without the consent of Student Accessibility Services.

Audio Capture Technology (e.g., digital recorder, SmartPen):

Students who record lectures as an academic accommodation must agree to the following conditions:

- Audio Captured lectures may not be shared with other people without the consent of the lecturer.
- Audio Captured lectures may not be used against a faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.
- Information contained in Audio Captured lectures is protected under federal copyright laws and may not be published or quoted without the express consent of the speaker and without giving proper identity and credit to the speaker.
- Recorded information must be deleted when the course material is no longer needed.

Alternate Format Textbooks:

Students who are eligible for alternate format textbooks will work with their SAS Coordinator to obtain their alternate format textbooks from the best source. If there is difficulty getting the alternate format, Student Accessibility Services will make every effort to substitute an appropriate alternate accommodation. This may require the breaking down of the student-purchased book for scanning and conversion to a PDF or other format file.

Requesting Alternate Format:

1. The first time you request alternate format, you will need to fill out and sign the Alternate Format Book Request form (see appendix page ii or your SAS Coordinator).
2. (optional) As soon as you register for classes you can “pre-order” your textbooks by reminding your SAS coordinator that you would like to access alternate format textbooks. This will give the SAS office advanced notice to research/investigate the best way to obtain these books.
3. As soon as you purchase or rent your books, give your receipt to SAS **with your name and student ID# on it**. Your alternative format book **CANNOT** be ordered from the publisher until we have received a receipt.
4. Student Accessibility Services will contact you when your alternate format book(s) are available and will show you how to access your books.

E Book Digital Rental Option:

- ❖ Please check the book store before you purchase your book(s) to see if they are available in digital format and/or from Vital Source.

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ASL Interpreting Services:

Students requesting interpreter services are encouraged to register at least three weeks in advance for classes to ensure interpreter availability. All requests for interpreting services must go through your SAS Coordinator.

Interpreter Services Agreement:

- If you cannot attend class, contact your Interpreter and/or Student Accessibility Services at 508-502 7647 (Sorenson videophone) or disabilityservices@qcc.mass.edu.
- Identify yourself to the interpreter on the first day of class and exchange contact information.
- Be on time for all classes, meetings and labs.
- Notify your interpreter when you plan to be late for class.
- An interpreter is not a substitute for your attendance in class. Your interpreter will not begin until you arrive. If you are late and have not notified your interpreter, the interpreter will wait 20 minutes before leaving the class.
- Personal conversations with the interpreter should not occur during class time.
- Requests for interpreter services for academic meetings or QCC events must be made 2 weeks in advance. The college may not be able to satisfy a request for an interpreter when such a request is made with less than 2 weeks' notice.
- It is your responsibility to inform your Coordinator of any course changes or changes in circumstances that may affect your services.
- Three cancellations for any reason on the part of the student may result in the termination of services.

Specialized Support Services:

Student Accessibility Services has two levels of specialized support: Learning Specialist and Success Coaching. The Coordinator recommends students for these services.

Learning Specialist: Learning Specialists are professionals who have extensive training in working with students with disabilities. Unlike tutors, Learning Specialists will have familiarity with your disability, how it impacts you in the learning environment. If you agree to meet with a Learning Specialist, you are making a commitment to an appointment one hour a week.

Success Coach: Academic Coaches provide individualized guidance, ongoing feedback, and goal setting strategies as they meet one-on-one with students during thirty minute weekly sessions. Academic Coaches support students in honing time management skills, developing effective learning strategies, and become self-regulated learners.

Specialized Support Service Agreement:

- You are expected to attend all sessions prepared with lecture notes, assignments, textbooks(s), and/or other appropriate materials.
- You are expected to be on time for your sessions.
- It is your responsibility to inform your SAS Coordinator of any course changes or changes in circumstances that may affect your services.
- Three cancellations for any reason on the part of the student may result in the termination of services.

If you cannot attend a session with your Learning Specialist/Success Coach, please contact them directly using the contact information that you received at your first session or Student Accessibility Services at 508-854-4471.

Related Resources:

Student Grievance Process:

If you feel that your needs have not been met in the classroom, in a grading policy, or you have a complaint, please contact your Coordinator to learn about and/or initiate the Student Grievance Process. This is outlined in the QCC Student handbook:

<https://www.qcc.edu/student-handbook>

Discrimination or Harassment Information:

Any student who has experienced discrimination or harassment by students, employees, or third parties, may file a grievance under the Americans with Disabilities Act. If you have any concerns with your accommodations, including services provided by this office, please contact Liz Woods, Dean of Compliance. All matters are confidential.

Title IX Coordinator & ADA Coordinator:

Liz Woods

Dean of Compliance

Phone: 508.854.2791

Email: lizw@qcc.mass.edu

Office: Room 374A

Service Animal Policy:

QCC follows the ADA Guidelines for service animals. See your coordinator for more information regarding service animals on campus.

Parent Resource Page:

As a parent, sending a child off to college is filled with many hopes and expectations for your student. You have been your student's greatest advocate and have laid the foundation for your student to be a self-determined young adult. The role of SAS is to continue to support your student as they navigate the college setting while reinforcing independence and self-advocacy. Thus, it is the expectation that the student will initiate contact with SAS to discuss access, barriers, faculty issues, and general questions. The college is held to this standard by the Family Education Rights and Privacy act of 1974 (FERPA), as defined below.

Understanding Family Educational Rights and Privacy Act of 1974 (FERPA)

FERPA Defined: FERPA is a legal amendment that pertains to the privacy rights of college students. FERPA protects students' privacy on campus from intrusion by anyone, including family members, and mandates confidentiality of student records.

What does this mean for parents? The only information the college is able to give to anyone, including parents, is: name, address, telephone number, dates of enrollment, degrees and awards received, full or part time status, and participation in college activities or sports.

Impact: This is often a significant change for parents with regard to their involvement with their student's education, particularly for parents of students with disabilities. Student Accessibility Services is certainly here to assist parents with general questions, but specific information about students (other than what is listed above) needs to be communicated directly to the student. It is important for parents to be aware of the FERPA amendment because it applies to all college offices and is a change for parents in the transition from high school to college.

Questions about FERPA: Please contact Student Accessibility Services with any questions regarding FERPA. The Director and/or Associate Director will gladly discuss your concerns.

Information for New Students:

New students should follow the steps below to determine eligibility for accommodations. Please contact Student Accessibility Services if you have any questions about these steps or documentation requirements.

1. The office uses a secure, confidential document drop-box for students to upload their documents. Please visit the Student Accessibility Services page on the “Q” under the Student Services menu or click on this link:
https://theq.qcc.edu/ICS/Student_Services/Accessibility_Services_Sub_Pages/Accessibility_Services_Document_Center.jnz
2. Students may also mail or fax/scan disability documentation to Student Accessibility Services. For documentation requirements please refer to *Documentation Guidelines* on the following page.
3. Contact Student Accessibility Services to schedule an intake appointment with a Coordinator. The appointment will take about an hour.
4. Meet with your Coordinator for your intake appointment and discuss your accommodations request, SAS processes and procedures for your accommodations and services.
5. Students who are new to QCC for will be placed into college courses through a review of multiple measures including items such as your HS transcript/GED scores, SAT scores, and self-assessment.
6. After your record has been reviewed, you can meet with your Coordinator or an Advisor in the Advising Center to register for classes.
7. As soon as possible after registration, check-in with your Coordinator to request your accommodations and services for the upcoming semester.
8. Your accommodation letter will be emailed to your Qmail account. Follow the directions in the email to distribute the letter to your professors.
9. If any of your professors have questions concerning your approved accommodation plan, please refer them to your SAS Coordinator.

Disability Documentation Guidelines:

Under Federal Law (Section 504 of the Rehabilitation Act of 1973, ADA 1990, and the ADA Amendments Act of 2008), individuals with disabilities are defined as having “a physical or mental impairment that substantially limits one or more major life activities of such individual; a record of such impairment, or being regarded as having such an impairment.” Students requesting accommodations due to a disability need to provide documentation of a disability. Disability documentation is considered confidential and is maintained in Student Accessibility Services.

The documentation should be submitted as soon as possible since early planning is essential for many of the disability-related accommodations provided by Student Accessibility Services. Students are encouraged to submit their documentation before the initial meeting with a SAS Coordinator.

A. Information required in all documentation

- A licensed professional who is an expert in the field of the student’s particular disability needs to complete the documentation and confirm that the condition is a disability subject to ADA-AA laws.
- The professional’s report should be dated, signed, and current.
- The documentation should list the current status of the disability, including expected progression or stability of the disability.
- The documentation should describe how the student’s disability ***substantially*** limits one or more major life activities, identifying the major life activity(s) and how it affects him/her in a postsecondary setting.

B. Documentation Information for Specific Disabilities

- The specific diagnosis/diagnoses should be clearly stated by a licensed professional.
- Assessment results need to be comprehensive and include both cognitive and achievement inventories.
 - Results of a cognitive inventory (Wechsler Adult Intelligence Scale, Woodcock-Johnson Cognitive Battery, etc.)
 - Results of an achievement inventory (Woodcock-Johnson Achievement Battery, Wechsler Individual Achievement Test, etc.).
- Subtest scores and data should to be provided; percentiles and grade equivalents are not acceptable unless the standard scores are included.
- The report should be current and relevant– typically less than three years old or post age 18 if an adult.
- Include recommended supports or accommodations for the post-secondary setting.
- Provide any additional information that would be helpful in providing support to the student.

C. Emotional/Psychiatric Disabilities

- The specific diagnosis/diagnoses should be clearly stated by a licensed professional.
- Conditions should be described and diagnoses be specified in terms of the latest DSM codes. Note: test anxiety by itself is generally not considered a disability since the majority of students have such concerns.
- Include the date of original diagnosis and the date of the last office visit.
- List the major life activities that are substantially limited.
- Current treatment and medications, as well as any potential side effects that could impact attendance or academic performance, should be included. If no treatment is being provided, please explain why condition is severe enough to be considered a disability.
- Include recommended supports or accommodations for the post-secondary setting.
- Provide any additional information that would be helpful in providing support to the student.

E. Physical, Neurological, Medical Disabilities, ASD, and ADD/ADHD

- A specific diagnosis/diagnoses should be clearly stated by a licensed professional.
- Physical/medical conditions should be stated in appropriate medical terminology, not in common, vernacular terms.
- Primary diagnosis, and secondary diagnosis, if warranted, should be included; as should symptoms associated with the diagnosis exhibited by the student.
- Include the date of original diagnosis and the date of the last office visit.
- List the major life activities that are limited.
- Current treatment and medications, as well as any potential side effects that could impact attendance or academic performance, should be included. If no treatment is being provided, please explain why condition is severe enough to be considered a disability.
- Include recommended supports or accommodations for the post-secondary setting.
- Provide any additional information that would be helpful in providing support to the student.

Once appropriate medical documentation is received and a student is determined to be an otherwise qualified individual with a disability the College will engage in an interactive process with the student in order to develop a reasonable and effective accommodation plan.

2/10/2010 (Adapted from Disability for Compliance Higher Education 2002-Year Book by LRP Publications and Association on Higher Education and Disability)

Sample Accommodation Email:

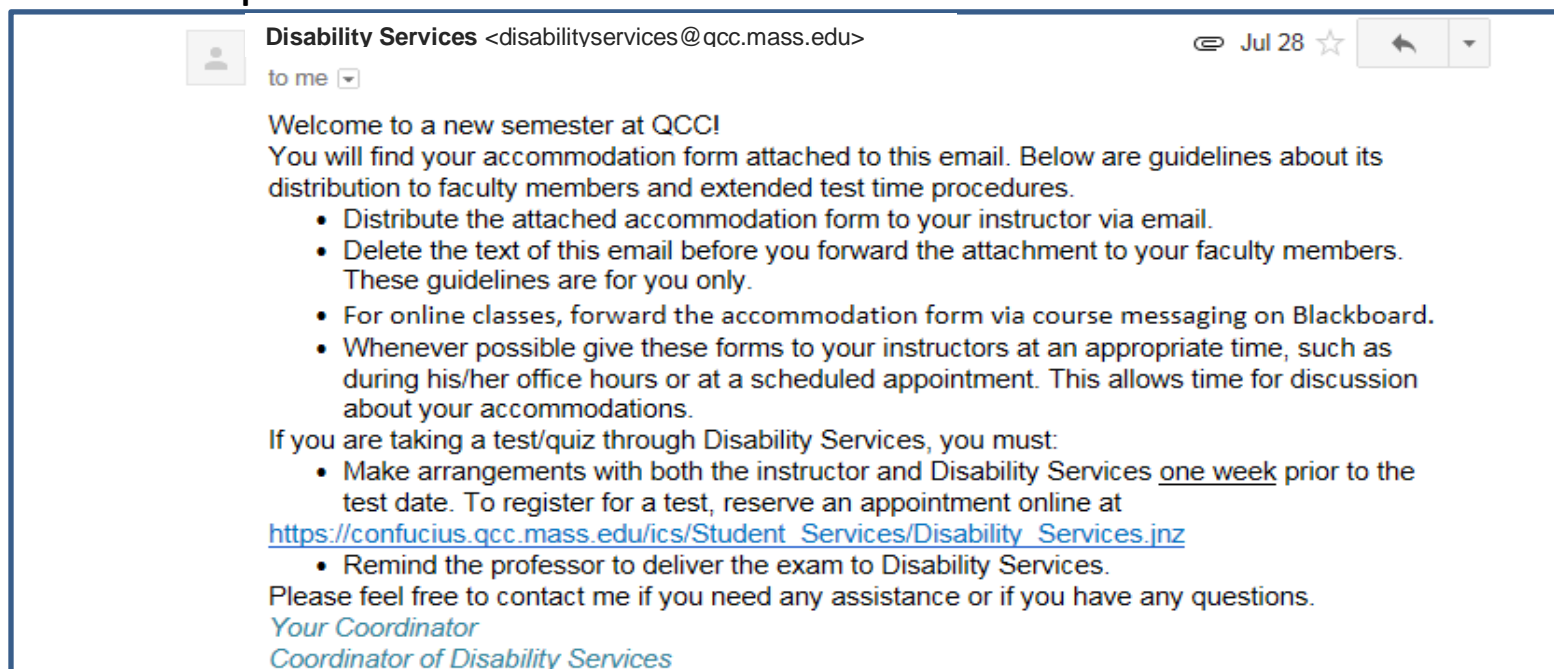


Figure 1 - sample accommodation email and directions to forward to instructors; also how to sign up for exams on the Q.

Sample Accommodation Form:

Disability Services	
Room 246A	
<i>Accommodations for Students with Disabilities</i>	

To: Faculty **Semester:** Fall

From: Coordinator's name
 Disability Services, Ext. 4322

Student: Your name

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 require educational institutions to provide reasonable academic adjustments to students with documented disabilities. Verification of the student's disability and need for academic adjustments are on file in Disability Services.

Please note: Modifications to these accommodations may be necessary during the semester. Faculty may not deny an approved accommodation(s) without engaging in an interactive process with Disability Services.

Examination and In-Class Graded Assignment Accommodations	
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X Extended time (*double time unless otherwise indicated*)
 X Less distracting setting

Please call me at 508-854-4322 if you require additional information.

Figure 2 - Sample Accommodation Form with date, semester, student and coordinator's names, and the two sections: classroom accommodations and examination/in-class graded assignment accommodations

Differences between High School & Quinsigamond Community College

College and high school are very different settings. Understanding some of the key variations between high school and college is important for success in college.

	High School	College
Success vs. Access	IDEA is about educational <u>success</u>	The ADA AA is about <u>access</u> Passing courses is not guaranteed
Modifications to courses and programs	Fundamental modifications of programs and curricula are required	No fundamental modifications are required – only reasonable accommodations
Student Rights in Education	Education is a right and must be provided in an appropriate environment to all individuals	Higher Education is not a right – students must meet certain admissions and/or program criteria and/or standards
Educational Plans	The school district develops Individualized Education Plans (IEP's) to define educational services	Student must provide disability documentation, and request services – the college will then determine what are reasonable and effective accommodations
Disability Evaluations	The school district provides free evaluations	The student must obtain evaluation at his/her own expense
Arranging Accommodations	Primary responsibility for arranging accommodations belongs to the school	Primary responsibility for self-advocacy and arranging accommodations belongs to the student (who may seek assistance from Disability Services)
Personal Services	Personal services for medical and physical disabilities are required (i.e. Personal Care Attendant)	No personal services are required – however, the Disability Services Office may assist the student in advertising for such services
Advocacy	Parents advocate for the student	Student must advocate for his/herself
Parental Permission	The student needs the parent's permission in most instances	The student is an adult and responsible for making his/her own well informed decisions
Educational Planning	A main planning office exists as the center of activity for the school.	The student is responsible for knowing where to go to obtain information and services
School year schedule	School year runs from September – June	School year is divided into semesters: from September to December and January to May

Typical class length	The average length of a class is 35-45 minutes	Classes vary in length from 50 minutes to 3 hours
Instructors	<ul style="list-style-type: none"> • Takes attendance • May check student's notebook • Writes information on the whiteboard, and • Imparts knowledge and facts. 	<ul style="list-style-type: none"> • Rarely teaches student the text but expects student to read covered chapters • Often lectures non-stop • Often requires library research, and • Lists assignments in the syllabus
Assignments and Due Dates	Teachers usually take time to remind student of assignments and due dates	Professors expect student to read, save, and consult the course syllabus (outline); this tells the student what is expected of him/her, when it is due and how it will be graded (grading criteria) Read BbL messages and updates, utilize Starfish
Study Time	Whatever it takes student to do homework, 1-2 hours per day	Rule of Thumb: 3 hours of study time for every 1 hour of class! Learn and improve student's <u>College Skills</u> at the Academic Tutoring Centers HLC 2 nd floor
Educational Funding	High school is paid for by tax dollars that go to the school district	The student is responsible for applying for financial aid or arranging some type of payment
Freedom	Structure defines the day most of the time. Limits are set by parents, teachers, and other adults	The single greatest problem most college students face – students choose how long and often they go to class, study, eat and sleep

deBettencourt, L. (2002). *Understanding the differences between IDEA and Section 504*. TEACHING Exceptional Children 34(3).

Individuals with Disabilities Education Act (IDEA) of 2004 (p.l. 108-446), 20 U.S.C § 1400 et seq.

Madaus, J. & Shaw, S. (2004). *Section 504: Differences in the regulations for secondary and postsecondary education*. Intervention in School and Clinic 40(2).

Section 504 of the Rehabilitation Act of 1973 Retrieved on March 27, 2007 from [OCR Department of Education](#) . Shaw, D. & Rein, B. (2006) *Disability laws – Applications in the schools*. Adapted from: Brinkerhoff, L., McGuire, J., Shaw, S. (2002). *Postsecondary education and transition for students with learning disabilities*. Austin, TX: PRO-ED.

Shaw, S. F., Brinkerhoff, L.C., Kistler, J.K., and McGuire, J.M. (1991). Updated 8/14/06 *The Americans with Disabilities Act: A guide for Connecticut business employing and accommodating*

QCC Disability Services

Alternate Format Book Request Form

To be filled out ONCE, and kept on file in Disability Services.

Student Name: _____ ID#: _____ Date of birth: _____

Student E-Mail: _____@gmail.qcc.edu Telephone #: _____

Do you have a Bookshare account? Yes or No

Student Note: Non ReDistribution Warning:

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Student Signature: _____ Date: _____

Reminder: Every semester that the student is requesting alternate format textbooks, the student must bring in receipts for each book, with the student name and ID number clearly written on the receipt.

Student's initials _____

Student Accessibility Services Coordinator Print Name: _____

SAS Coordinator signature to verify disability: _____

Diagnosis

- | | |
|---|---|
| <input type="checkbox"/> Print disability | <input type="checkbox"/> Sensory disability |
| <input type="checkbox"/> Learning disability | <input type="checkbox"/> Attention disability |
| <input type="checkbox"/> Other (MUST specify) _____ | |

Evacuation Procedures: *Approved June 2017*

When the alarm sounds (or notification to evacuate is given) it is important to determine the nature of the emergency and act accordingly. The evacuation procedures for individuals with disabilities are listed below:

1. Individuals who use assistive devices to travel (canes, walkers) may need assistance.
2. A person with a disability should not be left unattended at any time during an emergency when possible.
3. Staff are requested to assist a person with a disability to the nearest accessible stairwell when the fire alarm in that building activates and notify Emergency personnel of their location.
4. Individuals who are visually impaired may have to depend on others to lead them, as well as their dogs, to safety during a disaster (a guide dog could become confused or disoriented in a disaster). A service animal's safety is secondary to ensuring the safe evacuation of people.
5. Wheelchair users who are on the main level of a building can exit directly to the outdoors, and should do so as quickly as possible.
6. Evacuation points are designated at a landing in the nearest accessible stairway.
7. To avoid injuries, a person with a disability should be evacuated after all others when possible.
8. If disaster is clearly present and it becomes necessary to evacuate, it is the responsibility of the individual with the disability to request assistance. In general these individuals must not be carried, except in an extreme emergency, due to risk of injury or death. It is preferable that one understands the proper way to transfer a person with a disability or to move someone with a physical disability and what exit routes from the building are best. The individual knows best how he or she should be carried and should direct volunteers accordingly.
9. During an evacuation of a building for reasons other than a Fire Alarm the elevators may be used if safe to do so.
10. During Fire Alarm evacuation Elevators are not to be considered as an exit option. The Fire Department will determine its usability for evacuation.
11. The Fire Department personnel will advise the person with a disability when it is safe to re-enter the building.

Note: If a person with a disability cannot get out of a building the best thing for them to do is to go to the nearest accessible stairwell and let someone know of their location so they can notify the proper authorities.

Campus Evacuation: If a call to evacuate the Campus is made a person/s with disabilities should evacuate the campus by their best means possible. If help is necessary contact Campus Police at 508-854-4221 or 508-854-4444. If possible, persons with disabilities should make their way safely to the Fuller Student Center. Campus Police will make periodic checks of the Fuller Student Center as it is safe to do so. Persons with disabilities may let Campus Police know their location by calling using the above numbers or the text a tip line on the QCC Mobile App.



Student Accessibility Services

V: 508.854.4471 • F: 508.854.4549

VP: 508-502-7647

disabilityservices@gcc.mass.edu

Student Accessibility Services Handbook Agreement

I understand that it is my responsibility to read, understand, and adhere to the processes and procedures in the Quinsigamond Community College Student Accessibility Services Handbook.

I understand that the handbook is available for viewing or downloading online from the Q, and that a hard copy will be provided by Student Accessibility Services upon my request.

I understand that my rights, as a student with a disability attending Quinsigamond Community College, are outlined in the handbook.

Print name: _____

Signature: _____

Date: _____