



Los Angeles
Valley College

ACCOMMODATING STUDENTS WITH DISABILITIES:
AN SSD STUDENT RESOURCE HANDBOOK



SERVICES FOR STUDENTS WITH DISABILITIES

November 2021

AVAILABLE IN ALTERNATE MEDIA FORMATS

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SELF ADVOCACY

There are a lot of skills that college students need to learn and practice. Perhaps one of the most essential of those skills is self-advocacy, knowing how to ask for and get the things that one needs to be successful. The term self-advocacy is very often used in the context of students with learning disabilities or learning differences, but it is an important skill for any college student. The more that you are able to recognize and ask for what you need, the better your chances of success. You will need to learn to speak up for yourself and to be assertive. Taking responsibility and control is not always an easy thing to accomplish.

According to the Colorado State University Access Project, there are three important stages or elements to successful self-advocacy:

- Know Yourself
- Know What You Need and Want
- Know How to Get What You Need and Want

This is the time for you to take control of your own future. You will need to take responsibility and act on your own behalf as you do some problem solving and seek the help that you need to be successful.

KNOW YOURSELF

Knowing yourself and your needs is the first step in learning to advocate for yourself. This may actually be one of the most difficult elements of the process. You may want to examine your strengths, what challenges you, and what is going on in your life right now. You may want to consider what you have accomplished and how you have gotten where you are now. Think about your successes and your failures. Who you can rely on, and what you need help with? Some of these needs may be obvious, and some may be more subtle.

KNOW WHAT YOU NEED AND WANT

Once you have made some progress in getting to know yourself better, you will need to think about what tells you about your needs – and your wants. This may involve prioritizing and examining your values. Unless you are clear about what you need and what is important to you, you will not be able to successfully advocate for those things. You will need to know your rights and responsibilities. You will need to know what resources are available on campus and how to attain access to those resources. You may need to take a long term vision to know where you want to go. Students who are not clear about what they need to be successful will not be able to work to get it. It sounds obvious, but it may not be an easy process for you to turn self-knowledge into the practical knowledge of knowing what is necessary to accomplish important goals.

KNOW HOW TO GET WHAT YOU NEED AND WANT

Once you have determined your needs and wants, the next step is understanding how to get those things. Knowing yourself and knowing what you need can only lead to frustration if you do not know how to attain what you need. You may need to get organized and make some important decisions. You will need to communicate your needs clearly to the right people on campus. You may need help to do some problem solving to accomplish goals. You may need to develop a support network by working with faculty members, your advisor, and/or other professionals on campus. You will definitely need to use good communication skills to express your needs and assert yourself. You will need to be articulate, assertive, and persistent – all sometimes difficult skills for college students to practice.

The skills of self-advocacy are multilayered and are anything but simple; however, the process will help you to achieve independence and success both in and after college. You will be learning important skills and life-long strategies that will you both now and in your career and personal life. The accomplishment of these lessons may be some of the most important things you will learn during your college years. You will graduate not only with a college degree, but as a more self-aware, competent, and confident person.

Section 504: Your Rights & Responsibilities

<http://www.pacer.org/publications/adaqa/504.asp>

Section 504 Subpart E: Postsecondary Education

http://www.ocean.edu/campus/student_services/drc/asd/mmedia/docs/minfo3.htm

“College Students and Disability Law” by Stephen Thomas.

Comprehensive article about Section 504, ADA, qualifying as a ‘person with a disability’, admission, accommodations, and dismissal. Includes guidelines for higher education practitioners; legal references.

<http://www.ldonline.org/article/6082>

Know Your Rights and Responsibilities

<http://www.ed.gov/about/offices/list/ocr/transition.html>

Questions and Answers on Disability Discrimination under Section 504 and Title II

<http://www.ed.gov/about/offices/list/ocr/qa-disability.html>

Policy Statement: Disability Harassment in Colleges (U. S. Department of Education)

<http://www.wrightslaw.com/info/PolicyDisabilityharassment-2.pdf>

RESOURCES FOR SELF ADVOCACY - EDUCATION LINKS

www.legalaidnc.org/acs - Advocates for Children's Services

www.arcnc.org - The Arc of NC (developmental disabilities)

www.autismsociety-nc.org - The Autism Society of NC

www.beginningssvcs.com - BEGINNINGS (Deafness and hearing loss)

www.bianc.net - The Brain Injury Association of NC

www.cfrights.org - Council for Children's Rights

www.chadd.org - Children and Adults with ADHD

www.copaa.org - Council of Parent Attorneys and Advocates

www.dpi.state.nc.us/ec - Exceptional Children Division, NC Department of Public Instruction

<http://dvr.dhhs.state.nc.us> - Division of Vocational Rehabilitation

www.ecac-parentcenter.org - Exceptional Children's Assistance Center

www.fsnc.org - Family Support Network (family support and resources)

www.firstwnc.org - F.I.R.S.T. (parent resource center, western NC)

www.fifnc.org - First in Families (family support and resources)

www.fpg.unc.edu/~ncodh - NC Office on Disability and Health

www.law.duke.edu/childedlaw - Children's Law Clinic (Duke School of Law)

www.ldanc.org - Learning Disabilities Association of NC

www.mha-nc.org - Mental Health Association in NC

www.naminc.org - National Alliance on Mental Illness NC

www.ncatp.org - NC Assistive Technology Project

www.ncei.org - NC Early Intervention Services

www.ncfamiliesunited.org - NC Families United (family support and resources)

www.teacch.com - TEACCH

<http://web.nccu.law/clinic/juvenile> - Juvenile Justice Clinic (NC Central School of Law)

www.wrightslaw.com - (special education and advocacy information)

SSD PROGRAM MISSION

Services for Students with Disabilities (SSD) supports the participation of students with disabilities in educational activities consistent with the mission of the California Community Colleges, federal and state law, and LACCD policies. SSD instruction, services, and accommodations function to provide students with disabilities equal opportunities for successful completion of their educational goals. SSD promotes the maximum independence and integration of students.

CAMPUS ACCESSIBILITY

The Los Angeles Valley College campus is fairly flat and most classrooms are easily accessible to students who have mobility impairments and/or use wheelchairs. Some older bungalow classrooms do not have ramps. Bungalows 80, 82, 83, 84, and 85 are wheelchair accessible. Check with SSD to make sure that the classes you select are accessible. If it is necessary for you to enroll in a class that is scheduled in a classroom that is not accessible, please contact SSD to discuss.

Please use caution at all times while navigating the campus pathways. If possible, do not use college roads or parking lots for wheelchair travel. Many SUVs and other vehicles have blind spots and may pose a risk to low profile access vehicles such as wheelchairs.

SAFETY DURING COLLEGE CONSTRUCTION PROJECT

NOTE: Please remember to use extra caution especially when navigating your way through the campus during the ongoing Proposition A/AA funded construction process.

The college is undergoing a large, long-term construction process during which every part of the college will be impacted at some time. The project has been planned in phases. Information regarding the current status of the project and access issues can be obtained at: <http://www.lavc.edu/propa/index.html>. Updates on construction and impacted areas are also provided to faculty and staff by the Office of Academic Affairs and are posted on the college website. Information regarding physical access issues may also be obtained from SSD. All students should use caution at all times while navigating the campus pathways.



SSD LEGAL FOUNDATIONS

The Americans with Disabilities Act of 1990 (ADA), a federal anti-discrimination and equal opportunity law, extended universal civil rights protections to individuals with disabilities for the first time. It instituted a wide range of antidiscrimination protections in both the public and private sectors for individuals with disabilities. Sections 504 and 508 of the Rehabilitation Act of 1973 (1998 revision) also ensure accessibility for individuals with disabilities.



Title 5 of the California Code of Regulations (Sections 56000-56076) mandates the establishment and funding of SSD in each of the California Community Colleges and provides guidelines for providing instruction, services, and accommodations to students with disabilities. The Los Angeles Community College District Administrative Regulation E-100 requires compliance with federal and state accessibility laws and provides standardized district procedures for determining student eligibility, for responding to student requests for disability-related accommodations, for providing academic accommodations, and for resolving disputes and/or complaints regarding accommodations. Administrative Regulation E-100 is located in the appendices of this document and can also be found on the LACCD Website: http://www.laccd.edu/admin_regs/.

SCOPE OF SSD PROGRAM,

SSD provides services and accommodations to a diverse population of students with a wide variety of abilities and disabilities. These services are provided:

- in addition to services and instruction otherwise available to all students,
- directly related to the educational limitations of the verified disabilities of the student to be served,
- directly related to the participation of the student in the educational process
- to promote the maximum independence and integration of students with disabilities, and

- to support the participation of students with disabilities in educational activities consistent with the mission of Los Angeles Valley College and in compliance with Title 5 of the California Code of Regulations, Americans with Disabilities Act, and Sections 504 and 508 of the Rehabilitation Act.

COLLEGE-WIDE STUDENT LEARNING OUTCOMES

The college is currently involved in measuring Student Learning Outcomes (SLOs), which are assessment-driven goals for student learning that are a part of program review cycles and data-driven accountability and the college strategic education plan and objectives. Learning goals for the college include communication skills, information competency, historical perspectives, diversity, and cultural awareness, reasoning skills, aesthetic responsiveness, civic responsibility, and health and wellness. The SSD SLO is that participation in SSD facilitates and/or increases the student's ability to:

- communicate needed accommodations to faculty, staff, and/or others;
- successfully arrange academic accommodations with professors (if appropriate, in consultation with SSD);
- utilize SSD support services and academic accommodations appropriately and responsibly;
- effectively use the Student Educational Plan (SEP) while registering for classes;
- identify and describe resources available on campus and from the community; and
- understand procedures for making disability-related complaints.



SSD ELIGIBILITY REQUIREMENTS

To be eligible for instruction, support services and/or accommodations from SSD, a student with a physical, learning, medical, and/or psychological disability, otherwise eligible for entrance into the college, must first provide verification of disability from an appropriate licensed professional and/or physician (see Appendix F). At LAVC, SSD is the program designated to evaluate disability documentation. The educational limitations of the student that necessitate specific services, special instructional programs, and/or academic accommodations must be directly related to the disabling condition. The SSD professional staff works closely with each student to verify disability and identify educational limitations.

STUDENT RIGHTS AND RESPONSIBILITIES,

STUDENT RIGHTS

Participation by students with disabilities in SSD shall be voluntary. Receiving support services or instruction shall not preclude a student from also participating in any other course, program, or activity offered by the college. All records maintained by SSD personnel pertaining to students with disabilities shall be protected from disclosure. Students have the right to be evaluated based on ability, not disability. And students have the right to appeal accommodations decisions through LACCD Administrative Regulation E-100 procedures.

STUDENT RESPONSIBILITIES

Students receiving support services, accommodations, or instruction from SSD shall:

- comply with the College Code of Student Conduct and all other applicable statutes and regulations related to student conduct;
- be responsible in their use of SSD services and adhere to written service provision policies adopted by SSD;
- establish a Student Educational Plan upon initiation of SSD services to be reviewed and updated annually;
- make measurable progress toward the goals established in the student's Student Educational Plan (SEP) and when the student is enrolled in regular college courses, meet academic standards established by the college.

In addition, students requiring specific services are requested:

- to meet with SSD Counselor to complete paperwork, and identify and arrange for services for the semester in a timely manner;
- to notify appropriate SSD personnel of any changes regarding utilization of services. Changes may include but are not limited to absence from class or service accommodation, change in time or meeting location of class or service or accommodation, or cancellation (or drop or change) of class or service or accommodation;

- to notify instructors of specific disability-related needs. SSD can intervene with special needs information only with permission of the student.

REASONABLE ACCOMMODATIONS

After a thorough review of the disability verification information submitted by the student, SSD professional staff recommends and describes services and academic accommodations. Student input is encouraged in each step of the process, as the student is usually very knowledgeable about the accommodation modalities that have worked effectively for him/her. After SSD has made the determination that the student is eligible for certain special accommodations in the instructional setting and the student gives permission, a SSD form letter describing recommended accommodations is sent to instructors before the semester begins. The specific disability of the student is not identified because that information is confidential unless the student chooses to share information with the instructor.



Accommodations are determined for each student on an individualized basis. Not all students who are blind read Braille. Not all students who are Deaf or hard-of-hearing know American Sign Language (ASL). Accommodations are based on an appraisal of the impact of the individual's disability in the specific academic environment. There are no automatic accommodations for any given student or disability. Even students with the same disability may require slightly different accommodations.

SSD SUPPORT SERVICES AND INSTRUCTION

Instruction, support services and accommodations for eligible, registered students with verified disability-based educational limitations may include:

- Specialized, academic, personal, and vocational counseling
- College student educational program (SEP) planning
- Priority registration and enrollment assistance
- Orientation to campus
- Special parking privileges
- Sign language interpreters
- Note-taking assistance
- Test-taking accommodations
- Tutoring referrals
- Adapted Physical Education courses
- Personal Development and Learning Skills courses
- LD services eligibility assessment
- Referrals to on-campus and off-campus resources
- Liaison with faculty and campus departments
- Liaison with Department of Rehabilitation and other community agencies
- Access to instructional materials in alternate media
- Access to electronic information and assistive technology

ADAPTED PHYSICAL EDUCATION

The Adapted Physical Education Program at LAVC consists of classes that include the development of individualized exercise plans for students with disabilities. These college level classes include instructional activities designed to increase and/or maintain muscle strength, range of motion, balance, endurance, and improve self-confidence. Under the supervision of an Adapted Physical Education Instructor, students with disabilities who can benefit from progressive physical conditioning, work to improve their fitness levels in an educational setting. Each individual is encouraged to maximize his/her physical potential within the limitations of his/her disability. An individualized physical education plan is developed through an interactive process that includes the student, the instructor, as well as medical recommendations supplied by the student's physician. A medical authorization and detailed description by a physician of the student's limitations is requested from each student to be in place on file before participation in class activities is allowed (see Appendix F). Students are responsible for securing attendant services appropriate to their own personal needs. Student conduct in all classes must conform to the Student Code of Conduct, which is listed in both the College

Catalogue and the Schedule of Classes. Students participating in Adapted PE may have a wide variety of disabling conditions, such as:

Cardio-vascular disorders	Amputees	Orthopedic injuries
Spinal injuries	Blindness	Quadriplegia
Cerebral palsy	Post-traumatic head injuries	Arthritis

CAMPUS LABS/LIBRARY: ACCESSIBILITY

Equal access to college electronic educational materials and technology is required. The library and the computer labs on campus have assistive hardware and assistive software installed for the use of eligible students with disabilities. Limited licenses, in some cases, prevent software from being distributed to all labs/stations at all times. If a student needs assistive technology that does not seem to be available, the student and/or the instructor or instructional aide should contact SSD to request and arrange for appropriate accommodations to be made available. The SSD High Tech Lab (SSA 190) is where assistive technology and alternate format requests are processed. Located there are scanners, Braille printers, closed-captioning workstations, and assistive software such as Jaws, Dragon, Zoom Text, Kurzweil 1000/3000, Microsoft Reader, and Text Aloud. Assistive devices such as natural keyboards, joysticks, head mice, Braille keys, audio amplified stethoscope, and Daisy Readers are available in the SSD HTC, as well. Learning Skills 43 and Learning Skills 44 courses provide individual assessment and training in the use of computers with adaptive hardware and/or software for students with disability-related educational limitations that warrant this assistance.

REQUESTING SSD SERVICES

To request services you will need to take the following steps:



Students must meet with a SSD Counselor to request specific services or accommodations **each semester**.

You may request accommodations for **each new semester** during your counseling/registration appointment. The counselor will assist in making arrangements for SSD support services and accommodations

Students are required to:

1. Contact SSD in a timely manner to make requests for support services, academic accommodations, and/or special class instruction, preferably during SSD special priority registration periods;
2. Provide disability documentation to SSD counselor;
3. Have disability-related educational limitations which necessitate the requested services, accommodations, and/or special class instruction;
4. Complete required paperwork and forms necessary to establish/maintain a student file;
5. Meet with the SSD counselor to develop (or review/update) the student educational plan (SEP) based upon student educational goals;
6. Obtain SSD recommendation/approval for provision of support services, academic accommodations and/or special class instruction and;
7. Meet with the SSD Instructional Assistant or other appropriate SSD staff to arrange for the actual support services and accommodations each semester.

Students with disabilities seeking academic accommodations from instructors must present instructors, at or before the beginning of the semester or as soon as possible after classes begin, with the SSD recommendations for academic accommodations. This way the accommodations can be coordinated and provided in a timely manner.

Detailed information regarding procedures and rules related to specific support services and accommodations such as; interpreters, test-taking and note-taking assistance, assistive technology, and alternate text production can be found in this handbook. (See "Table of Contents" on page 1 of this document.)

MAINTAINING SSD SUPPORT SERVICES

Important things to keep in mind:

1. All support services or in-class services (e.g. testing accommodations, interpreting services, lab assistance, alternate text formats, etc.) must be requested in a timely manner.
2. It is your responsibility to notify the SSD office:
 - when you know you will be late;
 - when the room, day, and/or time of your class is changed;
 - when the class is cancelled;
 - when you are dropping a class; or
 - when you are cancelling any other activity for which a support service was requested and arranged.
3. **If you will be absent, it is your responsibility to notify the SSD Office at least 24 hours in advance, so your services or in-class accommodations for the class can be cancelled.**
4. If you miss an appointment for services without cancelling in advance, you need to reschedule your appointment for services. Missing and/or being late for an appointment three (3) times without sufficient notification may require you to meet with a SSD Counselor or the Associate Dean of SSD.
5. If you miss a class without cancelling services for that class in advance, the service for that class may not return. You must notify the Associate Dean of SSD that you need the service to be resumed. If you are absent or late to your class two (2) times without sufficient notification, you will lose your service and have to meet with the Counselor or Associate Dean of SSD to reinstate your service for that class.



SERVICES FOR DEAF/HARD OF HEARING STUDENTS: INFORMATION AND PROCEDURES

LOCATION OF CAMPUS TELETYPE DEVICES

Teletype Devices (TDDs) are available on campus at the following locations:

- SSD OfficeStudent Services Annex, Room 175
- College Sheriff OfficeM&O Building (available 24 hours)
- Administration BuildingAdministration Bldg. Lobby/Hallway area

CLOSED CAPTIONING

Access to classroom videos/DVDs, distance education and/or website instructional materials utilizing sound modalities are required in the form of closed-captioning. Videotapes as well as television broadcasts are "closed captioned" for Deaf and hard-of-hearing viewers so they can understand what is being said on the screen. Closed-captions are similar to subtitles in foreign language films; captions appear at the bottom of the screen so the viewer may follow narration and dialogue. Closed captioning is text provided at the lower perimeter of the screen on videotapes and DVD's.

INTERPRETING SERVICES

Interpreters employed by LACCD have achieved a passing score on the LACC District interpreter skills evaluation. As professionals, interpreters are responsible to abide by standards of ethical conduct recognized by the interpreting profession and the LACCD. SSD Interpreters keep assignment-related information confidential and are expected to follow the RID Code of Professional Conduct at all times.

Interpreters are required to wear appropriate clothing, i.e. *solid* color shirts or blouses in a color that provides good contrast with the hands. Smocks are not required as long as these guidelines are observed. If you have questions about the appropriate appearance of a professional interpreter or other concerns, please consult the SSD Disability Specialist.



The RID CODE OF PROFESSIONAL CONDUCT for interpreters includes:

- Interpreters keep all assignment-related information strictly confidential.
- Interpreters render the message faithfully, always conveying the content and spirit of the speaker, using language most readily understood by the person(s) whom they serve.
- Interpreters do not counsel, advise, or interject personal opinions.
- Interpreters do not accept assignments using discretion with regard to skill, setting, and the consumers involved.
- Interpreters request compensation for services in a professional and judicious manner.
- Interpreters function in a manner appropriate to the situation.
- Interpreters strive to further knowledge and skills through participation in workshops, professional meetings, interaction with professional colleagues, and reading of current literature in the field.
- Interpreters strive to maintain high professional standards in compliance with the Code of Ethics.

STUDENT RESPONSIBILITIES AND PROCEDURES FOR THE USE OF INTERPRETING SERVICES

1. Students register for classes during early SSD priority registration so interpreting services can be arranged in a timely manner. Assignment of interpreter services is done on a first-come, first-served basis. During the priority registration counseling appointment, the student requests interpreting services by filling out a "Student Request for Interpreter Services" form and signing the "Student Contract for Interpreter Services."
2. Students must inform the SSD Office immediately of any class scheduling changes, such as drops and/or class cancellations.
3. To request interpreting services for final exams or activities outside of class, the student should fill out a "SSD Request for Interpreter Services for Field Trips/Final Exams or Other Activities" form and submit it to SSD no later than 5 days (SSD business days) before the service is needed.
4. Students should be in class on time. Interpreting service providers have been instructed to wait for the student outside of the classroom only 20 minutes for classes that start before 5 pm and 30 minutes for classes that start at 5 pm or later.
5. It is also the student's responsibility to notify SSD if their interpreting service provider is late or does not show up for the class. If an interpreter is absent, a substitute interpreter will be provided, if available. If not, the student has been counseled to carry a tape recorder to class and tape record the lecture. The taped lecture can be interpreted for the student when an interpreter is available.



If your interpreter does not show up to class or is late, you should:

- Stay in class without an interpreter and use the tape recorder you have been advised to carry with you. You can turn in the taped lecture to the SSD Instructional Assistant who can arrange to have it translated for you when an interpreter is available.
- **After your class** report the interpreter absence or lateness immediately to the SSD Office. SSD staff will try to ensure that an interpreter comes to your next class.

6. Students have the responsibility to notify SSD when they will be late or absent from class. Students must call SSD at least 24 hours in advance of the class to report an absence. To notify SSD call: (818) 947-2681 or TTY (818) 947-2680. After SSD office hours, students can leave messages. Be sure to state the name of the class, the time, and the date on which you will be absent or late.
7. The LAVC SSD procedure for addressing student "No shows" (absences with less than 24 hours advance notice) is summarized as follows:
 - a. The first student absence without notifying SSD at least 24 hours prior to his/her absence will result in an "Absence Notice" sent to the student. The absence notice directs the student to contact his/her SSD Counselor or Associate Dean of SSD with any questions and/or concerns.

- b. A second student absence without 24 hours advance notice will result in the interpreter service being suspended until the student requests it again.
 - c. A third student absence without 24 hours advance notice will result in a "Suspension of Services Notice" letter or email being sent to the student. This notice informs the student that their interpreting services have been suspended for the rest of the semester. The student may contact the Associate Dean of SSD and request reinstatement of services in writing. If so, the SSD Coordinator and the SSD Counselor will confer to address mitigating circumstances, make recommendations for problem resolution, and recommend reinstatement status.
 - d. To appeal a SSD reinstatement status decision the student should follow the process described in LACCD Administrative Regulation E-100. (See [Appendix A](#))
8. To obtain feedback regarding interpreter services "SSD Student Evaluation of Interpreter Services" forms are sent to students at the end of each semester.
 9. Students are strongly encouraged to schedule to meet with the SSD Counselor and/or Associate Dean of SSD to discuss any concerns they may be having regarding their interpreting services at any time during the semester.

TEST-TAKING ACCOMMODATIONS

If a student has been determined to be eligible for test-taking assistance, arrangements for the service can be made at the SSD Office at the beginning of the semester through an appointment with the Disability Specialist, who will assist the student to request the service and to fill out the student contract. A letter is then sent to the instructor that describes the testing accommodations recommended by SSD for the student.



Instructors do have the right to provide extended test-taking time in an environment other than SSD if they choose to do so. In that case the instructor must provide a setting that is as conducive to concentration as possible. If the student is provided with a setting for the test that is not conducive to test-taking, such as a noisy office, a busy hallway, or any other setting with inappropriate distractions, the student is encouraged by SSD to politely inform the instructor that a proper environment with minimal distractions is needed for the test. If the instructor cannot or won't provide the student with an appropriate test-taking environment or the proper amount of time, the student should politely refuse to take the exam under the circumstances and report the incident immediately to SSD staff.

PROCEDURES AND STUDENT RESPONSIBILITIES FOR THE USE OF TESTING ACCOMMODATIONS:

1. Each semester ALL students requesting test-taking accommodations **must** meet with an SSD Counselor or Disability Specialist to request services and to complete paperwork, including signing a contract which lists test-taking procedures and student responsibilities for use of the service.
2. During the meeting, the student also signs permission for SSD to send a letter to instructors informing them of the need for test-taking accommodations for use of the service.
3. If the instructor decides to provide the testing accommodations him/herself, the instructor completes and signs the "Instructor-Provided Testing Accommodations Contract" and returns it to SSD. Test accommodations are **NOT** provided by the instructor unless the "Instructor-Provided Testing Accommodations Contract" has been signed by the instructor and returned to SSD.
4. If the instructor decides that SSD should provide the testing accommodations, the instructor completes the "Instructor Request for SSD to Provide Accommodation" form and returns it to SSD. This form provides specific information to SSD regarding the manner in which the test is being administered in the classroom setting. The form is kept on file in SSD for all subsequent exams to be administered in that class for that semester. If there are any changes in test protocol/conditions during the semester, the new instructions must be attached to each new exam sent by the instructor to SSD.
5. The student is responsible for scheduling test accommodations with SSD in a timely manner. ***It is suggested students notify SSD at least one week in advance of the exam; however, it is only required that the student notify SSD of the need for a test-taking appointment AT LEAST three (3) SSD business days prior to the date of the exam (Winter & Spring Semesters require only one (1) days advance notice). If the student requires a test in an alternate format or needs other special assistance, the student may be required to give SSD notice of one week or more in advance. The amount of time needed to produce alternate formats depends upon the format the SSD staffing. The student must***

contact the Assistive Technology Assistant before or at the beginning of the semester to determine how much prior notice will be needed to ensure the alternate format productions can be provided at the time requested. **If you require special assistance (a reader or scribe) or a private room you must mention it when you make your appointment; otherwise we may not be able to accommodate you on day of the exam.**

6. Exams must be scheduled at the same time as the class is scheduled unless the allotted time conflicts with another class. In this case, the student must see their instructor to obtain permission to schedule the exam with SSD at another time.
7. The student takes an "Instructor Request for SSD to Provide Testing Accommodation" form to the instructor so the instructor can provide information to SSD on how the test will be administered in the classroom. **It is the responsibility of the student to make sure that SSD has received the fully completed form from the instructor by the scheduled time of the exam.**
8. If a student cannot take the exam on the same day and time that it is given in the class, the student must obtain written permission from the instructor. ***The date or time of an exam will not be rescheduled by SSD unless and until written or verbal permission from the instructor is received by SSD.***
9. Students must come to the testing appointment prepared with the necessary supplies (scantron, bluebook, pen, pencil, scratch paper, computer disk or usb drive, etc.) Students must arrive on time for SSD-proctored exams; **if a student is late, it is the same as arriving late for an exam that is administered in the classroom and the time will be subtracted from your total time. If you arrive more than 20 minutes late, SSD may need to cancel your appointment. In order to reschedule the exam, the student must obtain permission from the instructor, SSD will try to accommodate the new time based upon staffing and room/space availability.**
10. Upon arrival students ***must*** put their personal items in a locker; **this includes cell phones, which must be completely turned off (not just on silent or vibrate mode).** Only items specifically needed and approved for the exam are allowed in the proctoring room. Being caught with a cell phone or other electronic devices during an exam will be grounds for cheating.
11. **Restroom Breaks:** Generally, students may use the restroom during an exam; however, their time **does not** stop for restroom breaks unless it is part of their accommodations. Use of a cell phone or other electronic device is prohibited during restroom breaks.
12. Students will be reminded at the beginning of the exam how much time has been allotted for the exam and the time the exam will end. When the proctor announces that the time is up, **the exam must be given to the proctor immediately.** Proctors may not assist you with the exam in any way unless prior arrangements have been made with the SSD Office.
13. Students must follow the LAVC Code of Student Conduct and the college policy on academic integrity at all times. If student conduct appears to be in violation of policy, students will be referred to the instructor and/or the Student Services VP. If a student is suspected of cheating, the exam will be terminated and all materials will be collected; additionally, SSD staff will report any and all incidents in which academic integrity may have been compromised to the instructor and/or administration for resolution. Any student suspected of cheating may be subject to suspension of test-taking accommodations for the remainder of the semester.
14. Students must give SSD at least 24 hours' notice to cancel or reschedule a testing appointment. Students who do not give at least a 24 hour advance notice are considered "No Shows."
15. The LAVC SSD procedure for addressing student "NO SHOWS," cancellation or rescheduling of testing appointments with less than 24 hours' advance notice of the appointment, is summarized as follows:
 - a. The **first** student "no show" or cancellation of a testing appointment with less than 24 hours' advance notice to SSD will result in an "Absence Notice" email or letter or email being sent to the student. The absence notice directs the student to contact his/her SSD Counselor or the Disability Specialist with any questions and/or concerns. This letter informs the student that if another test-taking appointment "no show" occurs, a "Suspension of Services Warning" email or memo/letter will be sent.
 - b. A **second** student "no show" or cancellation of a testing appointment with less than 24 hours' advance notice to SSD will result in a "Suspension of Services Warning" email or letter being sent to the student. This notice informs the student that their test-taking services have been suspended until the



student meets with his/her Counselor or the SSD Associate Dean to request reinstatement. Another "no show" or cancellation with less than 24 hours' notice to SSD can result in a suspension of testing accommodations for the remainder of the semester.

- c. A third student "no show" or cancellation of a testing appointment with less than 24 hours' advance notice to SSD will result in a "Suspension of Services" email or letter being sent to the student. This letter informs the student that their test-taking services are being suspended for the remainder of the semester. The student may contact his/her SSD Counselor or the SSD Associate Dean and present a request and rationale for reinstatement of services in writing. If so, the SSD Associate Dean and the SSD Counselor will confer to address any mitigating circumstances, make recommendations for problem resolution, and make a recommendation regarding service reinstatement.
 - d. To appeal a reinstatement status decision, the student should follow the process described in LACC District Administrative Regulation E-100. Use the "SSD Student Resource Handbook" and/or ask your SSD Counselor for assistance.
16. Students are encouraged to schedule to meet with their SSD Counselor, the Disability Specialist, or the Associate Dean to discuss any concerns they may have regarding test-taking accommodations and procedures at any time during the semester.
17. **Instructors do have the right to provide extended test-taking time in an environment other than SSD Office. In which case the instructor must provide a setting that is as conducive to concentration as possible. If a student is provided with a setting for the test that is not conducive to test-taking, such as a noisy office, a busy hallway, or any other setting with inappropriate distractions, the student is encourage by SSD to politely inform the instructor that a proper distraction free environment is needed for the test. If the instructor will not provide the student with an appropriate test-taking environment, the proper amount of time, or other SSD-recommended accommodations, the student should politely refuse to take the exam under the circumstances and report the incident immediately to the SSD Office.**

NOTE-TAKING ASSISTANCE

Some students with disabilities are eligible for the accommodation of note-taking assistance in the classroom. To request note-taking assistance from SSD, meet with the SSD Counselor before the beginning of each semester and fill out the necessary paperwork. The instructor is sent a note requesting that he/she ask if there is a student in class who takes good notes and is interested in volunteering to take notes for a student with a disability. The student volunteer is asked to remain after class to meet the student with a disability and to discuss the details of the arrangement. SSD provides NCR paper and/or the use of the SSD copying machine to assist the volunteer. If the class is an evening class, arrangements may be made with the SSD Counselor or Associate Dean of SSD to use the copier in Academic Affairs Office. The instructor should not identify the student with a disability to the class, as this often needlessly embarrasses the student with a disability. Note-taking assistance should never be used as a substitute for class attendance. If you have difficulty obtaining a copy of the class notes, please discuss this problem with your SSD Counselor immediately.

ALTERNATE MEDIA FORMATS,

To obtain instructional materials in alternate media formats such as large print, Braille, Books on Tape, raised line drawings, and electronic text the student meets with a SSD Counselor and presents documentation of a print-related disability that prevents him/her from using standard instructional materials. Because it sometimes takes SSD over 3 or 4 weeks to produce or obtain alternate media formatted materials, students register during priority registration and request alternate text format at that time in order to receive the materials by the time the semester starts.



PROCEDURES AND STUDENT RESPONSIBILITIES FOR USE OF SSD ALTERNATE FORMAT SERVICE:

1. Students register for classes during SSD priority registration and meet with a SSD Counselor so alternate formats can be obtained or produced in a timely manner. During the priority registration counseling appointment the student requests alternate media formats by signing the "Alternate Media Request" form, which contains policies and information regarding that service.
2. The student must provide a copy of his/her class schedule printout for the semester and agrees to inform SSD if there are any changes made to this class schedule.

3. The student purchases the standard instructional material(s) in original format and provides them along with receipt(s) of purchase to the SSD Instructional Assistant.
4. The alternate media format instructional materials requested must be required for class. The student must provide a copy of the syllabus for each class for which alternate media is being requested by the first week of the semester or sooner, if available from the instructor.
5. Alternate media format instructional materials supplied to the student are to be used solely for his/her own educational purposes. The student must agree not to copy or distribute the formatted materials. Copying or distributing alternate formatted materials is in violation of the Copyright Revisions Act of 1976, as amended (17 U.S.C. Sec. 101 et. seq.) and SSD policy.
6. The student is responsible for returning all alternate formatted materials to SSD at the end of the semester. If the materials are not returned to SSD by the end of the semester, a hold will be placed on the student's records, which will prevent enrollment in classes. Until the materials have been returned or replaced, the student is prevented from enrolling in classes or obtaining copies of transcripts.
7. Failure to abide by the "Alternate Media Format Request" agreement constitutes a violation of the Student Code of Conduct and the college policy regarding responsible use of SSD services.
8. The student has the right to appeal alternate text media request decisions made by SSD. The appeal is made using the procedures described in Section 4 of the LACCD Administrative Regulation (E-100) policy for serving students with disabilities. A copy of this policy is located in [Appendix C](#) of this handbook. Contact SSD for more information.

ASSISTIVE TECHNOLOGY PROCEDURES,

1. Follow procedures for requesting SSD services and accommodations, which include meeting with a SSD Counselor; presenting verification of disability; documentation of disability-related educational limitations which necessitate the requested services, accommodations, and/or special class instruction; completing the paperwork for a student file. The SSD Counselor may then refer you to the Instructional Assistant.
2. Schedule a meeting with the Instructional Assistant to discuss your specific adaptive software or technology needs.
3. If equipment is loaned to the student, he/she is responsible for returning the equipment in good condition on the requested date. If it is not returned in appropriate condition and/or on the requested date, a hold will be placed on the student's records and the student will be unable to enroll in classes or to obtain transcripts until the loaned item(s) are returned or replaced.



SOME LAVC STUDENT RESOURCES

The college offers a wide variety of resources to students. For a detailed description of all of the campus resources available, as well as the college policies and the Student Code of Conduct, Sexual Assault Policy, Sexual Harassment Policy, Academic Dishonesty Policy, Drug Free Policy, Smoking Policy and designated smoking areas, students should consult the LAVC Student Handbook, LAVC Catalog and/or the Schedule of Classes. These documents and other college information can be found on the LAVC college website:

<http://www.lavc.edu/>.

FINANCIAL AID

The College Financial Aid Office provides an enrollment fee waiver for qualifying students who are California residents. Students are encouraged to complete a Free Application for Federal Student Aid (FAFSA) to be considered for all possible types of financial aid offered by the college. Computerized application assistance is available at the Financial Aid Office for students. To obtain further information call: (818) 947-2412.



DEPARTMENT OF REHABILITATION

SSD maintains contact with the State Department of Rehabilitation, which provides counselors and support for eligible students with disabilities. Support may include payment vouchers for classes, books, and supplies, special counseling, and career development services. Interested students are encouraged to call (818) 901-5024 for information.

TRIO/STUDENT SUPPORT SERVICES

This is a program that is funded by the US Department of Education to increase the retention and transfer rates of students eligible for the program. To be eligible a student must be a US citizen or a permanent resident. They must also meet one or more of the following criteria:

- First generation college student (neither parent graduated from college);
- Low income and/or disabled
- Candidates for TRIO should be placed in English 28 or below and/or Math 120/125 or below.

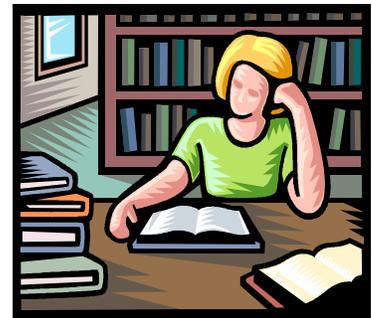
Services include tutoring, mentoring, one-on-one academic and career counseling; transfer financial aide and study skills workshops; a computer lab and a laptop loan program. Only 160 students are selected for the program and they are chosen according to their academic need as well as their commitment to participate in the program. Contact the Project Director in Student Services Center - Room 228 or call (818) 947-2487.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)

EOPS is a state-funded support program for students who are low income and educationally disadvantaged. Services include counseling, tutoring, priority registration, childcare, and book services. Call (818) 947-2432 for information.

LAVC STUDENT LEARNING RESOURCES (<http://www.lavc.edu/tutor.html>)

- Learning Center Tutoring and Resources, (x2744)
- The Writing Center, H100 (x2810)
- The Reading Center, Bungalow 45 (x2481)
- Earth Science and Anthropology Tutoring Lab, MS109/113 (x5514)
- EOPS Tutoring, SSC227 (x2338)
- Math Tutoring Lab, MS 106 (x2863)
- College Library (x2425)
- Speech Lab, Campus Center CC1 (basement) (x2470)
- The Biological Sciences Resource and Tutoring Center AHS232 (x2516)
- Earth and Physical Sciences / Anthropology Tutoring, AHS232 (x2516)
- Center for Career and Technical Training (CCaTT), BJ103 (x2568)



LAVC STUDENT ACTIVITIES



At LAVC student activities are considered an integral part of the educational program of the college. All students are encouraged to participate in college student activities and student government. Appropriate accommodations can be made upon request to ensure access for students with disabilities. During some semesters students with disabilities have organized an active campus club, which was part of the Inter-Club Council. Student activities include the Associated Student Union (ASU), Scholastic Honor Societies, Intercollegiate Athletics, and numerous campus clubs in the Inter-Club Council. For information call: (818) 947-2702.

BRAILLE INSTITUTE

Braille Institute offers a wide variety of services to help people with limited or no vision lead independent and enriched lives. Registered users can be provided with orientation services and assistance developing solutions to access issues. Call (323) 666-1111 for information and/or email: la@brailleinstitute.org. It is located next door to LA City College at: 741 N. Vermont St., Los Angeles, CA.

CHILD DEVELOPMENT CENTER (CDC)

The Los Angeles Valley College Child Development Center offers childcare services to children of student parents. The program includes a day preschool program and an evening school age program. There is usually a waiting list for the services. For applications and information contact the CDC at (818) 947-2931.

PUBLIC TRANSPORTATION

Los Angeles Valley College is located adjacent to major public transportation routes including bus lines 154, 158, 420, and the Orange Line, which stops on the corner of Fulton and Burbank Avenues. The LADOT DASH bus stops at the front of campus on Fulton Avenue. In addition the MTA offers transportation programs such as



CITYRIDE throughout the city for seniors and persons with disabilities. Riders must register with the CITYRIDE and/or ACCESS programs in order to receive services.

Further information regarding transportation options is available at:

- METRO/MTA/DASH..... (800) COMMUTE or (213) 626-4455
- LADOT (818) 808-2273
- CITYRIDE (818) 808-7433
- ACCESS..... (800) 827-0829 or for pickup: (800) 883-1295

Applications for MTA Bus Passes for students with disabilities are available in the SSD Office or by contacting MTA.

PARKING FOR STUDENTS WITH DISABILITIES

To utilize handicapped parking spaces within the college parking lots, a registration receipt, **a valid DMV placard and a LAVC SSD parking permit are required.** All students using campus parking are required to pay the LAVC parking fees and to appropriately display LAVC parking permits in their vehicles. Students with disabilities may obtain LAVC parking permits at the Business Office or through SSD. LAVC SSD parking permits may be obtained from SSD with proof of DMV placard status after purchase of an LAVC parking permit. For information call SSD at: (818) 947-2681 or go online to the LAVC website:

<http://www.lavc.edu/sheriff/parking.html>

Metered parking spaces on campus may be utilized at any time (without a charge) by individuals with disabilities who have valid DMV placards that are properly displayed on their vehicles.

STUDENT HEALTH CENTER

The Student Health Center, located in the North Gym Bldg., provides a variety of services to all currently enrolled LAVC students. Upon payment of fees, all students are entitled to use the health services, which include emergency and first aid treatment, non-emergency care of mild infections and injuries, referral services to specialists and agencies, preventive health screening programs, health education, and psychological services, including 24-hour mental health crisis intervention (800) 345-2727. For more information call (818) 947-2917.



LAVC COLLEGE SHERIFF'S STATION

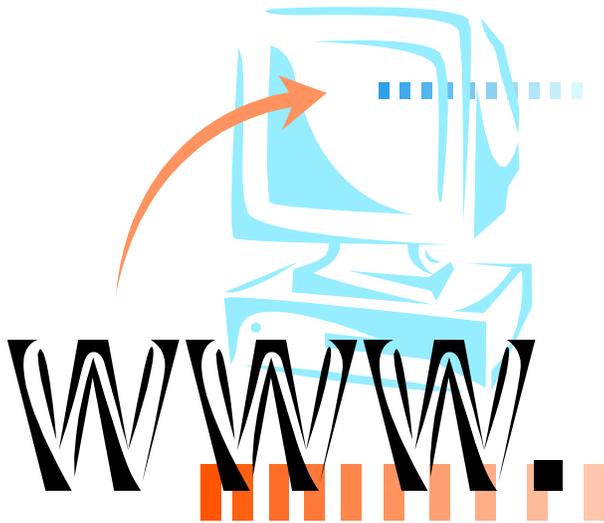


The College Sheriff is located on the west side of the M&O Bldg. in Parking Lot "D." The office is open 24 hours a day 7 days a week. The office number is (818) 947-2911 or extension 2911 from any campus office phone. The office serves as the campus lost and found. The Sheriff welcomes information from students regarding any criminal activity and posts LAVC crime stats on the wall in the office lobby. Persons committing crimes at LAVC are subject to arrest and campus administrative disciplinary action.

VALLEY TRAUMA CENTER

A community-based organization that provides crisis intervention, advocacy, education and prevention programs serving survivors of sexual assault in the San Fernando and Santa Clarita Valleys. The center maintains a 24-hour hotline: (818) 886-0453 and (661) 253-0258, and provides 24 hour crisis team to assist victims of sexual assault. Also provides counseling and advocacy for victims of domestic and/or spousal abuse.

SOME ON-LINE RESOURCES FOR STUDENTS WITH DISABILITIES



Los Angeles Valley College
<http://www.lavc.edu/>

Los Angeles Community College District
<http://www.laccd.edu/>

Disability Central
<http://www.disabilitycentral.com/dcindex.html>

Job Accommodation Network
<http://janweb.icdi.wvu.edu/>

ADA Hotlinks
<http://www.jan.wvu.edu/links/adalinks.htm>

Internet Disability Resources
<http://www.netreach.net/~abrejcha/websites.htm>

US ACCESS Board
<http://www.access-board.gov/>

Department on Disability
<http://disability.lacity.org/>

Rehabilitation Act of 1973 (as amended in 1998) Sections 504 and 508
<http://www.dol.gov/oasam/regs/statutes/sec504.htm>
<http://www.section508.gov/index.cfm?FuseAction=Content&D=12>

DO-IT: Disabilities, Opportunities, Inter-networking and Technology
<http://www.washington.edu/doi/>

Art Realization Technologies
<http://www.artrealization.org/>

Valley Trauma Center (Sexual Assault and Domestic Violence)
<http://www.valleytraumacenter.org/>

Disaster Resources for People with Disabilities
<http://www.jik.com/disaster.html>



APPENDIX A:

PROCEDURES FOR TERMINATION OR SUSPENSION OF SSD SERVICES¹

1. A student's use of SSD services and programs may be suspended or terminated in part or in full when a student:
 - a. Fails to act responsibly in their use of SSD services and/or fails to follow written service provision policies adopted by SSD and/or;
 - b. Fails to make measurable progress toward the goals established in the Student Educational Contract and/or ceases to meet the college's academic standards.
2. Students subject to partial or full termination:
 - a. Will be requested to meet with SSD staff to discuss the specific problem areas. The final decision to terminate services (in part or in full) will be made by the SSD Coordinator based on the recommendations of the SSD staff.
 - b. Will be notified by the SSD Coordinator in writing of any suspension or termination of services, copies of which will be placed in the student's file.
3. Any student receiving full or partial service termination may re-apply for services after one semester. Services may be reinstated on a probationary basis, concurrent with a written commitment from the student to follow SSD policies for service provision including, but not limited to, the following:
 - a. Accept program staff recommendations for appropriate course selection;
 - b. Attend all classes regularly and promptly;
 - c. Indicate academic difficulties to program staff in a timely manner;
 - d. Keep all scheduled appointments or, when necessary, cancel appointments at least 24 hours in advance; and/or
 - e. Keep program staff apprised of academic progress through progress reports.
4. The student has the right to appeal the termination of service following the procedures delineated in LACCD Administrative Regulation E100, Section 8 to the Vice President of Student Services, who shall make a recommendation to the college president. The college president's decision shall be final. A termination of service should not be construed as indicating expulsion or termination from the college itself.

APPENDIX B:

PROCEDURES FOR DISPUTE RESOLUTION RE: SSD-RECOMMENDED SUPPORT SERVICES AND/OR ACCOMMODATIONS²

If a student who has been determined to be eligible by SSD for services believes that the college is not providing SSD recommended support services and/or academic accommodations, and the matter cannot be resolved informally, the student may file a complaint, which will be adjudicated by the Academic Accommodations Review Committee.

1. Informal Resolution:
 - a. When a dispute arises over SSD recommended support services and/or academic accommodations, all parties are required to seek informal resolution, before proceeding formally. In an effort to resolve the matter informally, the student should schedule a meeting with the person(s) involved in the dispute, as well as the person's immediate supervisor, the corresponding Dean of Academic Affairs, and a SSD professional.
2. Formal Resolution:
 - a. If the matter cannot be resolved informally, the student may file a written request for a formal hearing of the college Academic Accommodations Review Committee, consisting of two faculty representatives, appointed by the Academic Senate, two members from administration, and the SSD Coordinator or designee, who will function in the hearing as a consultant and will have no vote.
 - b. The college Section 504 Coordinator, or other designated college official with knowledge of support services and accommodations, may make an interim decision, if necessary, regarding provision of support services or accommodations pending the final resolution of the dispute.

¹ From LACCD Admin. Regs. E-100. Copy available in SSD or on line at: http://www.laccd.edu/admin_regs/

² Ibid.

- c. The Academic Accommodations Review Committee will meet within ten (10) working days of the request and review the request in accordance with the following procedures:
 - i. The student and/or a representative shall present the written request to the SSD Coordinator and attend the meeting of the Academic Accommodations Review Committee. The representative may not be an attorney.
 - ii. The person denying the SSD recommended support services or accommodations and/or their departmental representative shall present written reasons why the SSD-recommended support services or accommodations were not provided and shall attend the meeting of the Academic Accommodations Review Committee.
 - iii. The committee will make a determination regarding the "reasonableness" of the support service(s) or accommodation(s), and recommend an equitable solution, if necessary.
 - iv. The committee will deliberate outside of the presence of the student and the person denying the support services or accommodations and their representatives.
 - v. During the formal hearing process, the committee chair shall coordinate the conduct of the hearing.
 - vi. The hearing shall be closed and confidential.
 - vii. The committee will, within five working days after the hearing, inform the student in writing of the committee's decision.
 - viii. Copies of the committee's decision will be placed in the student's file and sent to the Academic Affairs Vice President and Student Services Vice President, as well as to the individual, if appropriate, who denied the support service (s) or accommodation(s), by the Academic Accommodations Review Committee Chair.
 - ix. Academic Accommodations Review Committee Formal Hearing Request forms are available in the SSD Office, Student Services Office, and from the College Compliance Officer and/or College Ombudsperson.
3. Appeal
 - a. 1. If the student is dissatisfied with the Academic Accommodations Review Committee decision, the student may appeal to the College President.
 - b. 2. The student may also file a formal discrimination complaint (AB 803) with the College Compliance Officer, who will then follow the established steps outlined in the *District Policy and Procedures for Processing Complaints of Discrimination (AB 803: 1993)*.

APPENDIX C:

PROCEDURES FOR STUDENT APPEAL OF ELIGIBILITY DETERMINATION³

1. If upon reviewing the disability documentation submitted by the student, the SSD professional staff determines that the student is ineligible under the provisions of E-100, the student may appeal the ineligibility decision to the District SSD Review Committee. The student must submit an appeal to the SSD Coordinator within ten (10) working days of receiving the notice of the student's ineligibility.
2. The District SSD Review Committee will consist of District SSD Coordinators present at the scheduled monthly District SSD Coordinator's meeting, the Chief Student Services Officer assigned as SSD liaison or designee, and the Chief Student Services Officer of the college from where the appeal originated or their designee.
3. Within 30 working days of the appeal, the District SSD Review Committee will consider the appeal at the next scheduled District SSD Coordinator's meeting, or special meeting convened for the purpose of hearing the appeal, and make a recommendation to the president of the college where the student is in attendance. The recommendation will be determined by majority vote of the District SSD Review Committee. During its deliberations, the Coordinators may consult with the District Office of Diversity Program, the District Office of the General Counsel and/or other appropriate community college professionals.
4. The District SSD Review Committee will provide the college president with written notification, including the rationale for its decision, within five (5) working days of its decision. The college president will provide the student of his or her final decision within ten (10) working days of receipt of the SSD Review Committee's recommendation.

³ From LACCD Admin. Regs. E-100. Copy available in SSD or on line at: http://www.laccd.edu/admin_regs/

5. If the student is not satisfied with the college president's decision, the student has the right to file an AB803 Complaint with the College Compliance Officer or the Los Angeles Community College District Compliance Officer. The student may utilize this option at any time during the process.

APPENDIX D:

COURSE AND PROGRAM REQUIREMENT ACCOMMODATIONS⁴

A course or program requirement accommodation is an academic adjustment, in which an alternate means of fulfilling a course or program requirement is permitted. Such accommodations may include, but are not limited to, substitutions or waivers of specific course or program requirements and/or substitutions or waivers of course or program prerequisites. While the LACCD expects all of its students to master the necessary educational competencies and to complete all program requirements prior to the awarding of degrees and certificates, the District also recognizes that a disability may preclude a student from meeting all educational competencies or from completing program requirements in the same manner as nondisabled students. The District also recognizes the need to accommodate students with documented disabilities to the greatest extent possible without compromising a disabled student's course of study and without compromising the integrity of any student's award (i.e., degree or certificate).

The District recognizes that most students with disability-related educational limitations can meet course or program prerequisites and successfully complete academic requirements. This may not be the case for some students with disability related educational limitations. If appropriate support services and accommodations are determined to be insufficient to enable a student to meet a course or program prerequisite and successfully complete academic requirements and/or if the student can show that his/her disability-related educational limitations are of such magnitude that meeting the prerequisite or successful completion of the program requirement is precluded, the student may petition for a course or program requirement or prerequisite accommodation. For these students, a course or program requirement/prerequisite accommodation will be considered by the college on an individual basis under the conditions described below.

A course or program requirement/prerequisite accommodation will be considered only if the college determines that the student would not be able to successfully complete the requirement even with the provision of all support services and other accommodations for which the student is eligible. A course or program requirement/prerequisite accommodation may be granted only when there is evidence that the student has exhausted all viable alternatives for meeting established course or program requirements/prerequisites. Course or program requirements that the college can demonstrate are essential to the course or program of instruction, or are directly related to applicable licensing and/or health and safety requirements, will not be altered.

NOTE: LACCD students must note that licensing agencies, other educational institutions, or employers may not recognize course or program requirement/prerequisite accommodations granted by the LACCD.

NOTE: Requests for substitution or waiver of program requirements not established by the LACCD should be addressed directly to the transfer institution or licensing agency where they were established.

Eligibility:

In order to file a Course or Program Requirement/Prerequisite Accommodation Request, a student must be deemed eligible under the provisions of LACCD Administrative Regulation E-100.

Criteria for Granting a Course or Program Requirement/Prerequisite Accommodation Request:

In order for the Course or Program Requirement Accommodation Committee to consider the student's request for a course or program requirement accommodation, committee must determine that the following conditions have been met:

1. The student has made a good faith effort to complete the course or program requirements/prerequisites in question, including but not limited to:
 - a. Consistent and persistent effort in attempting course work and/or documentation which definitively predicts the student would not be successful in the course in question. (OCR, 1997)
 - b. Regular class attendance, completion of all assignments;

⁴ From LACCD Admin. Regs. E-100. Copy available in SSD or on line at: http://www.laccd.edu/admin_regs/

- c. Use of all appropriate and available recommended services, such as tutorial assistance or instructional support classes and labs;
 - d. Use of all appropriate and available SSD-recommended support services and academic accommodations, such as test-taking assistance, alternate media formats, and assistive technology.
2. The student is otherwise qualified to meet the LACCD course or college program requirements and/or prerequisites which may include but not be limited to:
 - a. Demonstrated success in completing required coursework;
 - b. Success in courses that demonstrate equivalent skills to the course or program requirement/prerequisite under consideration.
 - c. Granting the request would not require a fundamental alteration to an essential component of an academic or vocational course or program of study.
 - d. Evidence that provision of the requested course or program requirement/ prerequisite accommodation would not interfere with health and safety of the student or others.

Procedures:

1. Course or Program Requirement Accommodation Committee.

A Course and Program Requirement Accommodation Committee will be established for each student request for a course or program requirement/prerequisite accommodation. The committee will consist of the following individuals:

- SSD Coordinator, or designee (votes only to break ties)
- Department Chair, or designee of department, with jurisdiction over the course or program requirements in question
- Department Chair, or designee, of the course(s) requested to be altered, substituted or waived
- Chief Instructional Officer or designee
- Chief Student Services Officer or designee

2. Course or Program Requirement Accommodation Request and Documentation

In submitting a request for a course or program requirement accommodation, the student should provide the following to the Course or Program Requirement Accommodation Committee (through the SSD Coordinator):

- a. *A Course or Program Requirement Accommodation Petition*, containing the specific course or program requirement or prerequisite for which the accommodation is being requested, and the rationale for the request;
 - b. Verification from the SSD Coordinator that the student meets the eligibility requirements contained in Section 4(a) of this regulation;
 - c. Evidence of persistent good faith effort in attempting to meet the requirement;
 - d. Evidence of use of all appropriate and available support services and academic accommodations recommended by SSD staff to meet the requirement or prerequisite;
 - e. A signed statement that the student is aware that program requirement alterations granted by LACCD may not be recognized by licensing agencies, other educational institutions, or employers;
 - f. Additional supporting documentation requested by the committee.
3. Course or Program Requirement Accommodation Committee's Review and Decision
 - a. If the student is eligible under the requirements of Section 4(a) of this regulation, the SSD Coordinator, or designee, will call a meeting of the Course or Program Requirement Accommodation Committee within 40 working days of the receipt of the student's petition for a course or program requirement/prerequisite accommodation by the SSD Coordinator.
 - b. The committee will review all relevant evidence and determine whether the student has met the conditions for an accommodation delineated in Section 9 of this regulation.
 - c. The committee's decision will be determined by a majority vote.
 - d. The committee will determine the exact nature of the course or program requirement or prerequisite accommodation.
 - e. Within 10 working days after meeting to review the request, the Course or Program Requirement Accommodation Committee will notify the student, the Chief Student Services Officer, and the Vice President of Academic Affairs of the decision, in writing.

4. Appeal of the Course or Program Requirement Accommodation Committee's Decision
 - a. If the student is not satisfied with the decision of the Course or Program Requirement Accommodation Committee, the student has the right to appeal to the College President. The appeal must be sent to the college President by the student within 10 working days of receiving the letter from the Course or Program Requirement Accommodation Committee regarding the decision.

APPENDIX E:

EMERGENCY GUIDELINES FOR PERSONS WITH DISABILITIES⁵

Preparing for Emergency

1. Be familiar with all standard LAVC emergency evacuation procedures. Please note that the following guidelines are in addition to all other emergency evacuation advice for all individuals.
2. Meet with LAVC Sheriff staff to review the best evacuation routes for the buildings you will be using.
3. Convey your personal emergency evacuation needs in writing to the Sheriff Office, your instructor, classmate, supervisor, or co-worker at the beginning of each semester.
4. Establish a buddy system and an alternate for each class or working area. Instruct these buddies on how to assist you in the event of an emergency. Some persons may need two buddies.
5. Persons who are deaf may wish to prepare a written card requesting non-verbal emergency assistance and guidance (in writing or gesture).
6. Persons using power wheelchairs should schedule battery recharging on a regular basis and make sure the wheelchair battery is charged before leaving home.
7. Provide contact information for accessible transportation services should personal vehicles be inaccessible.
8. Those persons who cannot speak loudly enough to call for help should carry a whistle or other noisemaker.
9. If you are blind or have low vision, learn the location of the exits in advance.
10. If you have a personal attendant, family member or friend who cares for you, make arrangements before an emergency for her/him to check on you immediately after an emergency.
11. Make copies of your health information, evacuation plans and other emergency documents and give them to your attendant, family member or friend.
12. Have in place a plan of how to contact significant others in an emergency. Telephones may not be functioning, so devise a back up. Notify your support network when you go out of town or off campus and when you plan to return. Have them do the same to you should they leave.

In An Emergency on Campus (Dial x2911)

1. Use the Emergency Buddy System you have set up ahead of time.
2. Give clear requests for assistance (verbally or in writing) and explicit directions on how you want assistance.
3. Persons who have mobility disabilities please note that if you are in an LAVC elevator during an emergency or fire, the elevator will automatically return to the first floor and open the doors and shut off.
4. In the case of a power outage during daylight and you are on the second floor you may choose to wait near a window where there is natural light and access to a working telephone. Be sure to inform others leaving the building of your decision and ask them to inform the Sheriff's Office of your location.
5. If there is a power outage and an evacuation has been ordered, or if the outage occurs at night, call LAVC Sheriff at (818) 947-2911 or at x2911 from a campus phone to request evacuation assistance.
6. If assistance is not immediately available and you cannot exit the building you should remain calm and move to the safest area possible such as near an enclosed stairwell, the elevator lobby, or an office with the door shut which is a good distance from the hazard and away from falling debris. Rescue personnel will first check all exit corridors and stairwells for those trapped.
7. Continue to call for help or use a whistle or noisemaker until rescued.

⁵ From Santa Barbara City College, "Emergency Evacuation Guidelines," at:
<http://www.sbccc.edu/dsps/policiesprocedures/emergencyevac.php>.

APPENDIX F (Disability Verification Forms):

**SERVICES FOR STUDENTS WITH DISABILITIES – DISABILITY VERIFICATION FORM
(see pages 25 to 28)**

**EXERCISE GUIDELINES FOR ADAPTED PHYSICAL EDUCATION – DOCTOR'S VERIFICATION
FORM (see pages 29 & 30)**



DISABILITY VERIFICATION PACKET

**On the Disability Verification Form included in this packet,
the Student Information section is interactive and can be filled out online**

INSTRUCTIONS TO STUDENT:

In order to receive disability-related services at Los Angeles Valley College, a student must submit a Disability Verification Form, documenting a physical and/or psychological disability. The form must be completed and signed by a licensed/certified professional qualified to diagnose and treat the conditions.

- STEP 1. Print this packet which includes 4 pages: Instructions, Disability Definitions, Form, and Letter.
 - STEP 2. Complete the Student Information section on the Disability Verification Form [page 4] and be sure to sign where indicated.
 - STEP 3: Provide this packet to your treating professional. See page 2 for a list of disability types and the corresponding licensed professional(s).
-



DISABILITY VERIFICATION FORM

STUDENT INFORMATION TO BE COMPLETED BY STUDENT

NAME: SSN/ID #: BIRTHDATE: ADDRESS: CITY: ZIP: PHONE #: CELLPHONE #: EMAIL:

I hereby authorize my health provider to release the information requested below. (student signature:)

TO BE COMPLETED BY PROFESSIONAL

Name of Licensed or Certified Professional: (please print clearly) Address: City: Zip: Phone #: Fax #: Email:

Please provide the following information in full in order to qualify the student for eligibility and help us determine reasonable educational and physical accommodations:

1. Diagnosis: (Required, please print clearly)

A: B: If Applicable, DSM Code: Severity: Moderate Severe Residual/Remission

Chief Complaint:

2. This condition substantially limits the following major life activities: (Required)

- Moving Walking Manual Tasks Bending Standing Lifting Breathing Concentrating Seeing Reading Hearing Communicating Sleeping Eating Caring for Self Writing

3. Does it impact any of the following? (Optional)

- Stamina Forming/Executing Plans Social Interaction Overcoming Obstacles Memory

4. List other limitations/information helpful in determining accommodations in an educational setting:(Required, please print)

Blank lines for additional information.

5. Condition is: (Optional) Stable Prone to exacerbation

6. Prescribed Medications: (Optional)

7. Duration of Disability: (Required)

Permanent/Chronic Temporary

If disability is temporary, select one: Less than 45 day 45 days or greater

Expected duration:

Blank lines for medication information.

I understand that the information provided will become part of the student record subject to the Federal Family Education Rights and Privacy Act of 1974 and may be released to the student on their written request.

Signature: Title/Lic. # Date:



DISABILITY VERIFICATION FORM

LETTER TO TREATING PROFESSIONAL

Date: _____

Dear Health Professional:

The patient named on the attached Los Angeles Valley College **Disability Verification Form** has requested that his/her disability be verified. This documentation is for the purpose of making him/her eligible for special courses or disability-related services and is required by the California Educational Code, Title V.

Eligible conditions and the authorized health professionals who may verify them and sign the Disability Verification Form are described on the attached "Disability Definitions and Documentation", page 4.

INSTRUCTIONS:

- 1. **Items 1 – 5--must be completed.**
- 2. **Item 2—at least one "MAJOR LIFE ACTIVITY"** limitation must be checked in order for the student to be eligible.
- 3. Form must be **COMPLETED and SIGNED by the health professional** qualified to diagnose and treat the specific condition. (See attached "*Disability Definitions and Documentation.*")
- 4. **Please return this by FAX or Mail**, unless requested otherwise by student.
(*Attach any medical, psychological and/or educational documentation.*)

**LOS ANGELES VALLEY COLLEGE
 SERVICES FOR STUDENTS WITH DISABILITIES
 5800 FULTON AVENUE
 VALLEY GLEN, CA 91401-4096
 FAX (818) 778-5775**

This completed form must be returned to the Services for Students with Disabilities' Office before the student can receive disability – based accommodations.

Thank you for your prompt attention on behalf of your patient. If you have questions, please call our office at (818) 947-2681.

Sincerely,

Services for Students with Disabilities
Los Angeles Valley College



DISABILITY VERIFICATION PACKET

DISABILITY DEFINITIONS AND DOCUMENTATION

Eligibility for disability related academic adjustments, auxiliary aids and services are based on an individual’s:

1. Fall within the diagnostic categories listed in the table below.
2. Substantially limit one or more major life functions, and limits the students ability to access the educational process.

Los Angeles Valley College uses the information requested on the Disability Verification Form for the purpose of determining a student’s eligibility to receive authorized special services provided by Services for Students with Disabilities. The Definitions here per the State of California Administration Code, Title 5, Section 56032 to 56044.

Disability	California Community College Definition	Certified or Licensed Professionals <small>(i.e. Physician, Neurologist, Neuropsychologist, Physician’s Assistant, or Nurse Practitioner.)</small>
Physical Disability	Limitation in locomotion or motor functions that limits the student’s ability to access the education process.	Medical Doctor (M.D.), Osteopathic Doctor (O.D.) Doctor of Chiropractic (D.C)
Deaf and Hard of Hearing (DHH)	Partial Loss of hearing function that limits the student’s ability to access the education process. Total loss of hearing function that limits the students ability to access the education process.	Audiologist, M.D.
Blind and Low Vision	Level of vision that limits the student's ability to access the educational process.	M.D., Ophthalmologist, Optometrist
Learning Disabilities (LD)	A persistent condition of presumed neurological dysfunction that may exist with other disabling conditions. The dysfunction is not explained by lack of proficiency in the language of instruction, or other non-neurological factors, and this dysfunction limits the student’s ability to access the educational process.	Ph.D. Psychologist, Neuropsychologist, College LD Specialist, Other qualified professional
Acquired Brain Injury (ABI)	A deficit in brain function that results in a total or partial loss of cognitive, communicative, motor, psycho-social, and/or sensory- perceptual abilities, and limits the student’s ability to access the educational process.	M.D., Neurologist, Neuropsychologist
Attention-Deficit Hyperactivity Disorder (ADHD)	Neurodevelopmental disorder that is a persistent deficit in attention and /or hyperactive and impulse behavior that limits the student’s ability to access the educational process.	M.D., Neurologist, Neuropsychologist, Psychiatrist, Psychologist, LMFT, LCSW
Intellectual Disabilities (ID)	Significant limitations both in intellectual functioning and in adaptive behavior that affect and limit the student’s ability to access the educational process.	Ph.D. Psychologist, College LD Specialist, Other appropriate professional
Autism Spectrum	Neurodevelopment disorders described as persistent deficits that limit the student’s ability to access the educational process.	M.D., Neurologist, Neuropsychologist, Psychiatrist, Psychologist
Mental Health Disability	Persistent psychological or psychiatric disorder, or emotional or mental illness that limit the student’s ability to access the educational process.	Psychiatrist, Ph.D. Psychologist, LMFT, LCSW
Other Health Conditions and Disabilities	Students with disabilities as defined in Title 5 Section 56002, with other health conditions and /or disabilities that affect at least one major life activity, which are not otherwise defined in Sections 56032-56042, but which limit the student’s ability to access educational process.	M.D., other Licensed Certified Professionals who are legally qualified to diagnose the disability in question

For further information on qualifying disabilities and/or signature and documentation requirements, call the Services for Students with Disabilities Office at 818-947-2681.

Personal information recorded on this form will be kept confidential in order to protect against unauthorized disclosure. Portions may be shared with the Chancellor’s Office of the California Community Colleges or other state or federal agencies, in such a manner as to comply with applicable statues regarding confidentiality, including the Family Educational Rights & Privacy Act (20 U.S.C. 1232(g)). Pursuant to Sect. 7 of the Federal Privacy Act (P.L. 93-578, 5 U.S.C. 552a, note), providing your social security number is voluntary. The information is being collected pursuant to California Education Code Section 67310-67312, and 84850; and California Code of Regs., Title 5, Sect. 56000 et seq



Los Angeles Valley College

EXERCISE GUIDELINES FOR ADAPTED PHYSICAL EDUCATION

LAVC SID#: [][] [][][][] [][][][][]

LAST NAME FIRST NAME MIDDLE INITIAL

Date of Birth: [][] / [][] / [][] MM DD YY

Male Female

STREET ADDRESS APT #

Phone ()

CITY STATE ZIP CODE

I, the undersigned, request any appropriate person and/or agency or institution to release information consistent with the Federal Family Educational Rights and Privacy Act of 1974, or other laws, regulations, or policies to Los Angeles Valley College. All information will be kept confidential and maintained as a part of my records with the Services for Students with Disabilities Office. Selected information may be released for mandated State and/or Federal Reports

Student Signature: Date:

THIS SECTION TO BE COMPLETED BY THE PHYSICIAN (PLEASE PRINT OR TYPE)

Disability/Condition:

Severity: Moderate Severe Residual; Remission

Disability Related Limitations:

THE ABOVE-MENTIONED DISABILITY IS:

Permanent/Chronic (no scheduled updates for diagnosis) Temporary (lasting 45 days or longer) Ending Date:

Medications Affecting Exercise:

Check effects caused: Drowsiness Heart Rate Nausea Coordination BP Mood Change Other:

EXERCISE ACTIVITIES RECOMMENDED:

Table with columns: YES, NO, COMMENTS. Rows: Weight Training, Pool Exercises, Swimming, Stretching, Cardiovascular, Cycling.

Back/Neck Guidelines (flexion & hypertension):

Additional Comments:

1. Type of Exercise	Omit	Mild	Moderate	Unlimited	Remarks:
Lower Extremities					
Pelvic Girdle					
Hip Joint					
Knee Joint					
Ankle Joint					
Foot					
Low Back					
Abdominal Area					
Upper Extremities					
Upper Back					
Shoulder Joint					
Elbow Joint					
Wrist					
Hand					
Neck and Head					
2. Type of Positions:	Limited	Unlimited			
Lying, supine					
Lying, prone					
Sitting					
Standing					
3. Type of Activities:	Omit	Mild	Moderate	Unlimited	Remarks:
Walking					
Running					
Jumping					
Swimming					
Cycling (recumbent bicycle)					

Name of Licensed or Certified Physician: _____ Title: _____

Address: _____ License #: _____

_____ Phone #: _____

Signature: _____ Date: _____

PLEASE SEND/EMAIL/FAX THIS DOCUMENTATION AS SOON AS POSSIBLE TO INSURE A CLASS SPACE FOR THIS STUDENT:

LOS ANGELES VALLEY COLLEGE
 SERVICES FOR STUDENTS WITH DISABILITIES
 5800 FULTON AVENUE
 VALLEY GLEN, CA 91401

PHONE: 818-947-2681
 FAX: 818-778-5775
 EMAIL: SSD@LAVC.EDU

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- Sarah Song, Vice President. Administrative Services

SSD CONTACT INFORMATION

Mr. David Green, Associate Dean	x2679
Ms. Katherine Tejeda-May, Counselor	x2685
Ms. Eliza Uzunyan, Counselor	x2683
Dr. Araksya Arutyunyan, Learning Disability Specialist.....	x2703
Ms. Talar Touloumdjian Disability Specialist	x2684
Mr. David Mallas, Adapted Physical Education	x5637
Ms. Armenuhi Juharyan Student Services Assistant	x2682
Mr. George Sosa, Instructional Assistant	x2692

SSD OFFICE HOURS AND LOCATION

Location:..... Student Services Annex—Room 175.
Hours:..... Monday, Wednesday & Thursday: 8 am – 4 pm;
..... Tuesday: 8 am – 7 pm
..... Friday: 8am – 1pm
Telephone: (818) 947-2681; TTY (818) 947-2680;
(Messages are picked up by 8am the next workday)
Fax: 818-778-5775
Email: SSD@lavc.edu
LAVC website: <http://www.lavc.edu>