



Reasonable Accommodation Plan Instructor Q & A

What is a Reasonable Accommodation Plan (RAP)?

A reasonable accommodation plan is a document verifying that a student with disabilities is working with Disability Services and is eligible for the accommodations and supports outlined on the student's RAP. The plan is created by NCC's Disability Services Coordinator based on a student's high school IEP or 504, neuropsychological testing, and/or verification from a professional of a physical or psychological disorder. This plan is set up through the college based on the documentation provided by the student; a RAP IS NOT a high school IEP or 504 Plan.

What are reasonable accommodations?

Reasonable accommodations are academic adjustments that help "level the academic playing field". They provide access and equal opportunity for a student but should be reasonable and in no way alter course objectives or modify course content, assignments. Accommodations are *similar* to 504's in the K-12 setting; examples are extra time on tests and quizzes, preferential seating, use of a four-function calculator in math, etc.

When will I receive a RAP?

A student is required to meet with the Disability Services Coordinator to create or renew his/her plan before the start of each semester. The student is responsible to give the plan to his/her professors at the start of each semester. However, a student can apply for a plan at any time during the academic year, so instructors may receive some plans after the semester begins. The plan will have the current term listed; the accommodations start on the date provided to the instructor, not the date when signed by the student and DSC.

Plans are not retroactive, so professors are not obligated to allow students to retake tests or resubmit work completed prior to a student providing the plan to the instructor.

What do I do when I receive a RAP?

Review the information in the RAP, discuss with the student (**in private**), ask the student and the DSC questions about the RAP if needed. **DO NOT** ask *what the student's disability is*. The student has the choice to disclose what he/she is comfortable with sharing. Remember the goal is the same as with any student: help him/her be academically successful. NOTE: A student must provide an updated RAP to you each term that he/she is your student.

Is there confidentiality involved?

YES. The student must initiate the sharing of his/her plan with professors and chooses what information he/she wants to disclose regarding his/her disability. Faculty should NEVER bring up a student's disability or plan in front of other students. Discussions should always take place privately.

It is not appropriate to discuss a student disclosure with another professor and/or advisor. For example, a student may have disclosed information to his/her advisor who then may feel it is in the best interest for the student's instructors to know; however, it is considered a breach of confidentiality. If a student discloses something that would assist other NCC staff in working with the student, encourage him/her to share that information with the appropriate people (professors, advisors, Disabilities Support Coordinator).

What am I required to do to assist a student with a RAP?

Professors are required to enter into an interactive process with the student and Disability Services Coordinator to determine if the accommodations the student is eligible for are reasonable. "Reasonable" is in reference to course objectives, conduct and health codes, and technical standards.

Example: An accommodation of providing a student an alternative to public speaking is acceptable for some classes, but not if it's critical to course objectives (i.e., education program courses, oral communications course, etc.).

What if I suspect a student has a disability, but I was not given a RAP?

Speak privately with the student. **DO NOT** ask or imply that the student has a disability. Discuss his/her progress in the class, learning styles, your concerns, etc. which could open the door to discuss resources at NCC geared to help students such as the Academic Success Center services (math tutoring, Writing Center and Disability Services). You can ask a student if they had any additional assistance in high school that help them be successful, but **DO NOT** ask if they had an IEP, 504 or if they were in special education, etc.

What if a student disclosed a disability or stated that he/she had an "IEP"/504, but does not provide you with a RAP?

If a student does not provide a RAP, professors should not give classroom accommodations. Keep in mind that the student may not understand that an IEP or 504 does not extend to college and/or the student does not know the required process to receive accommodations at college (as they are used to K-12 schools initiating the process for them).

In this instance when the student disclosed his/her disability, it is appropriate to direct the student to the Disability Services Coordinator to set up a RAP. You can refer them to the Disability Services information in your syllabus and direct them to go to the Academic Success Center/Disability Services housed in the Library for more information. Explain to the student that you cannot provide accommodations until a plan is in place.

What else should I know?

All personal aids, translators, note-takers, etc. must be approved through Disability Services before the student begins taking course for the term and will be listed on the student's RAP.

Please keep in mind many students have anxiety about attending college and have difficulty advocating for themselves. Communication with students (especially those with disabilities) will help you to help them more effectively and will make them more comfortable with you and your class!

What other services are available to NCC students with disabilities?

Visual enlargement software, text/speech software, audio books / PDFs, coaching, skill development, reduced distraction testing center, drop-in tutoring for math and writing, computer labs, etc. are things we have here to help students access material and help them in achieving their goals.

If I have questions, who should I contact?

Please contact Jodi Leah Quinn, Disabilities Support Coordinator, located in Room 100.

E-mail: jquinn@ccsnh.edu

Phone: (603) 578-8900 Ext. 1451 or (603) 578-8996