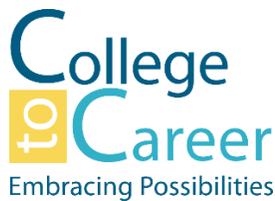




DISABILITY SUPPORT SERVICES

PARENT HANDBOOK



North Orange Continuing Education, Disability Support Services

9200 Valley View CE 101

Cypress, CA 90630

714.484.7057

Table of Contents

DSS Contact Information.....	3
Introduction from the DSS Director	4
Mission, Vision, and Eligibility	5
Parent/Caregiver Support.....	6
DSS Rights and Responsibilities	8
Relevant Laws, Bills, and Statutes at a Glance	9
Student Code of Conduct	10
Student Rights and Responsibilities.....	11
Emergency Information and Procedures.....	12
Appeals/Grievance Procedures	13
NOCE DSS Programs	14
DSS Classes	14
Registration & Annual Review Appointments.....	16
Attendance Policy.....	16
Student Success Agreements	17
Vocational/Educational Programs	18
Mobility Skills Training Program.....	21
Frequently Asked Questions	22
Resources	24
NOCE Campus Maps.....	25

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Provided is the contact information for staff in the Disability Support Services Program:

Disability Support Services Main Office/Appointment Line(714) 484-7057
Kristina De La Cerda - DSS Counselor (Cypress).....(714) 484-7059
Rosie Navarro - DSS Counselor (Wilshire).....(714) 992-9549
Michelle Patrick-Norng - DSS Counselor (Anaheim).....(714) 808-4689 #3
Kim Thompson - C2C Counselor(714) 808-4689 #1
DJ Smith - Student Support Specialist/Testing Accommodations(714) 808-45816

Absence Lines for DSS Classes:

Be sure to include your full name, instructor’s name, name of class, and reason for absence in your email or voice message.

Email: StudentAbsence@noce.edu

Anaheim Campus	(714) 808-4580
Cypress Center	(714) 484-7063
Wilshire Center	(714) 992-9541

All faculty/staff NOCE email addresses are the first letter of their first name followed by their full last name @NOCE.edu

For example, flastname@noce.edu

Students are asked to independently call the appointment line to schedule an appointment and/or the absence line to report absences for DSS classes. As a parent/caregiver, you are welcome to do a “follow up” call to ensure that all information was relayed accurately by your son/daughter.

WELCOME!

Dear Parent/Caregiver:

Welcome to the North Orange Continuing Education (NOCE) Disability Support Services (DSS) program! We are happy to have your son or daughter as a student in our school, which is part of the North Orange County Community College District (NOCCCD). Our DSS faculty and staff are here to provide students with disabilities support as they work toward their educational, vocational, and personal goals. DSS proudly offers several options for students to reach their goals. Students can learn in classes with their peers who have disabilities to strengthen and develop their independent living and working skills, students can receive accommodations (services) to help them in general NOCE noncredit offerings, and students can participate in programs that are geared to help them navigate public transportation or obtain employment.

Our instructors, counselors, and staff are committed to empowering students. We embrace our role of providing effective services that will help all students achieve the highest level of independence possible. We celebrate with students not only when they achieve their goals, but also when they demonstrate measured progress toward such goals. This is the true definition of student success!

This handbook was created to help you to better understand your role as a parent/caregiver and to serve as a resource as you support your child through this exciting transition to North Orange Continuing Education. Postsecondary education is very different from high school. Students get to make choices for themselves and with those choices come consequences and responsibilities. We hope this handbook will help you to support your son/daughter as they take full advantage of all the services offered here at North Orange Continuing Education.

Sincerely,

Adam Gottdank, Ph.D.
Director, Disability Support Services

Mission of North Orange Continuing Education (NOCE)

To serve the needs of individuals, business, and the community, we educate a diverse student population in successive essential skills that support learning goals across the lifespan.

Vision of North Orange Continuing Education

NOCE has a comprehensive presence in the community and is recognized for excellence. NOCE embraces multiple facets of diversity and is committed to outcome-oriented educational opportunities in preparing students for productive civic engagement. NOCE is an effective and affordable option for students who are acquiring personal, academic, and career skills. NOCE is responsive to evolving community needs.

Mission of Disability Support Services

DSS is committed to providing access to the educational offerings of NOCE, facilitating the provision of accommodations and services necessary for successful student participation in programs. This commitment is based on the premise that adults with disabilities have the need for, and the right to, continuing learning opportunities and will benefit from this instruction. Instruction is designed to assist students in achieving their independent living, employment, and higher education goals.

Eligibility for Services

To be eligible for support services, students must provide DSS with documentation of a disability. As a parent or caregiver, you can support your son/daughter in gathering necessary documentation for an intake appointment. Such documentation may include a psychoeducational, triennial, or multidisciplinary report from your high school district, psychological and/or medical reports, Regional Center IPP/CDER, or specialized testing reports (audiogram, vision tests, learning disability assessment, etc.). Students should bring any/all documentation to the initial intake appointment with a DSS Counselor.

Campus Locations

Anaheim Campus

1830 W. Romneya Drive
Anaheim, CA 92801

Cypress Center

9200 Valley View Street
Cypress, CA 90630

Wilshire Center

315 E. Wilshire Avenue
Fullerton, CA 92832

Students participating in IVES, C2C, and/or the Workability III program may also receive support services if attending Cypress College or Fullerton College.

Parent/Caregiver Support

As the role of the student changes upon attending post-secondary school, so does the role of the parents and caregivers. Parents and caregivers play an integral part in supporting their child as they transition into a self-advocating, independent adult. This transition, with parental and caregiver support, is particularly important for individuals with disabilities who are planning to attend North Orange Continuing Education.

All students at North Orange Continuing Education are independent adults and it is ultimately the student's decision to register with Disability Support Services.

Student Parent/Support + NOCE/DSS **SUCCESS**

TIPS FOR EMPOWERING STUDENTS

- **Striving and Mastery:** Observe and assess the level of assistance and intervention your student needs, being careful not to become overly intrusive, or discouraging them from trying new things. Encourage your student to try new things. Expand their wings.
- **Interdependence:** As confidence levels increase, slowly begin to back away. Your presence is still needed, but more as an onlooker than decision-maker and initiator. Remember, it is not bad to “Fail Forward”. This is often how we learn.
-

Successful College Students

Come to class on time
Complete assignments and homework
Abide by the Student Code of Conduct
(rules)
Call or email when absent
Act respectfully

Arrive prepared for class
Participate in class
Try hard
Ask for help
Have fun
Use computers appropriately

PARENTS: Take advantage of opportunities to help your student take responsibility for themselves. If they can be successful in school, they are more likely to be successful on the job.

What Students Need to Bring

California ID
Emergency card (list of medications & phone numbers)
Personal needs
School supplies (pencil, paper, notebook, etc.)
Instructor will tell students if there are specific supplies needed for that class.
Lunch or money to buy lunch
Money for emergencies (not too much, though)
Students are responsible for their own belongings

PARENTS: Help your student develop good organizational skills. Teach them to be responsible for their own materials. Refrain from contacting instructors, but rather put the responsibility on the student. Ask them what they need.

Parent/Caregiver's Role

Parents and caregivers can offer transition support by:

- Helping to articulate strengths and abilities
- Encouraging the importance and benefits of connecting with campus services and activities
- Promoting decision-making and providing support and understanding as the student develops educational goals
- Providing support and encouragement as the student navigates through the exciting and often stressful transition to, and duration in, post-secondary education

DSS Rights and Responsibilities

DSS has the right to:

- Request and receive current documentation that supports the need for accommodations
- Deny a request for accommodations if the documentation demonstrates that the request is not warranted or if the individual fails to provide appropriate documentation
- Suspend services if a student persistently violates DSS policies and procedures regarding academic accommodations

DSS has the responsibility to:

- Assist faculty/staff in providing or arranging accommodations and/or auxiliary aids
- Hold student information confidential except where permitted or required by law
- Communicate to students, faculty, and staff the process to request accommodations
- Verify the student's disabilities and authorize accommodations based on functional limitations caused by the disability

Relevant Laws, Bills, and Statutes at a Glance

Family Educational Rights and Privacy Act of 1965 (FERPA):

The Act was amended in 1992, 1994, and again in 2008. According to its sponsors, “the purpose of the act is two-fold-to assure [students and the] parents of students...access to their education records, and to protect such an individuals’ rights to privacy by limiting the transferability of their records without their consent.” The Act applies to any educational agency or institution which is the recipient of federal funds. *Parents lose their FERPA rights when their child turns 18 or starts attending a postsecondary institution, whichever comes first.*

Section 504, Rehabilitation Act of 1973 (also known as the “Access Law”):

Provides program and physical access for students with disabilities. States that, “No otherwise qualified individual with a disability in the United States shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance....”

When providing aid, benefit or service, public entities must provide opportunities for individuals with disabilities to participate that are as effective as the opportunities provided to others.

The Office for Civil Rights of the Department of Education defines “effective communications” as “timeliness of delivery, accuracy of the translation, and provision in a manner and medium appropriate to the significance of the message and the abilities of the individual with the disability.” Mechanism for enforcement of this law is the withholding of federal funds.

Americans with Disabilities Act (ADA) 1990

Americans with Disabilities and Amendments Act (ADAAA) 2008

Extends the framework of civil rights laws and of Section 504. Mandates reasonable access for people with disabilities with all public and private entities. Provides essentially the same protection as Section 504, except it is broader in context and coverage, and redress is more specifically defined.

Title I – Employment: Prohibits employers of 15 or more to discriminate against a qualified applicant or employee with a disability and also prohibits retaliation against any individual who has opposed any act or practice made unlawful by the ADA.

Title II – Public Services and Transportation: Prohibits state and local governments from discriminating against people with disabilities in their programs and activities. Includes entities receiving state or federal funding such as community colleges in anti-discrimination clauses. New public buses, new train cars in commuter, subway, intercity, and light rail systems as well as new stations and facilities must be accessible.

Title III – Public Accommodations: Prohibits privately operated public accommodations from denying goods, programs and services to people based on their disabilities. Businesses must accommodate

patrons with disabilities by making reasonable modifications to policies and practices, providing auxiliary aids and improving physical accessibility.

Title IV – Telecommunications: Telephone companies need to provide continuous voice transmission relay services that allow people with speech and hearing disabilities to communicate over the phone through teletypewriters (TTYs). Also requires that federally 6 funded television public service messages be closed captioned for viewers who are deaf or hard of hearing.

Title V – Miscellaneous Provisions: Specifics for enforcement of the act and provisions for attorney’s fees.

NOCCCD Student Code of Conduct

On the next page is a student friendly version of the Student Code of Conduct. All students enrolled in NOCE classes (including DSS classes) must follow these guidelines. For a copy of the NOCCCD Student Code of Conduct in its entirety, please visit the following website:

<http://www.nocccd.edu/Policies/PoliciesAndProcedures.htm>. Scroll down to **Section 5: Student Services** and locate **BP 5500**.

STUDENT GUIDELINES

(Paraphrase of Student Code of Conduct)

These guidelines are designed to introduce you to our DSS class policies and procedures and to ensure that you have a rewarding experience in our program.

ATTENDANCE

When a student enrolls in a class they are expected to attend every class session. In the event of an illness, the student must call the campus and leave a message stating their name and reason for absence. We encourage students to schedule doctor visits and other appointments after school or in the evenings. When making an appointment, do not schedule it during class time. Students should try to schedule doctor appointments and other appointments when classes are not in session such as holidays and vacation times.

Loitering (HANGING OUT) on campus is prohibited (NOT ALLOWED). If students do not have a class, they should not be on the campus.

CONDUCT

The NOCE DSS classes are adult programs; students are expected to act accordingly and follow the Student Code of Conduct. When in class and on campus, students are expected to work quietly on their assigned tasks and participate in an adult manner. Students who do not conduct themselves in an appropriate manner are subject to disciplinary action, which could be reason for suspension or expulsion. Listed below are some reasons (but not all) for disciplinary actions:

1. Excessive talking and/or disturbing other students
2. Lack of courtesy to instructors, staff, or students
3. Inappropriate or vulgar language
4. Use of drugs and/or alcohol
5. Marking or destroying school materials
6. Excessive breaks or loitering
7. Cheating or plagiarism (copying other peoples' work)
8. Removal of classroom textbooks or other materials
9. Inappropriate use of computers or cell phones
10. Not making academic progress in the class

We wish to be of assistance in helping students complete their educational, vocational, and life goals; however, we will not tolerate any rule violations. Violation of any of these rules may result in disciplinary action, including removal, suspension, or expulsion from NOCCCD NOCE DSS classes.

Student Rights and Responsibilities

Students with disabilities have the right to:

- Participate voluntarily in DSS
- Participate in courses, programs, or activities offered by the NOCE
- Be evaluated based on ability, not disability
- Appeal a decision regarding accommodations through the student grievance process

Students with disabilities have the responsibility to:

- Provide professional, documented verification of disability to the college
- Request accommodations in a timely manner
- Follow policy and procedure for obtaining and using accommodations
- Work cooperatively with DSS and faculty to determine and implement accommodations
- Adhere to the academic and conduct standards

Student's Right to Confidentiality

NOCE and DSS Faculty/Staff cannot discuss personal and confidential information with parents or anyone else unless the student signs a Consent to Release Information. Confidentiality of disability and accommodation-related information is essential.

All disability information that a student chooses to share with a counselor or instructor should be used only for arranging accommodations. Counselors, instructors and staff must maintain a policy of strict confidentiality about the identity of the student with a disability, the nature of the disability, and the disability-related accommodations s/he requires.

Emergency Information and Procedures

NOCE conducts practice drills throughout the year to prepare students, faculty and staff for earthquakes, power outages and shooters on campus.

Students are encouraged to:

- Carry a California ID card or driver's license
- Keep a list of medications and carry an extra dose
- Keep a written list of people to contact
- Have their OCTA ACCESS phone number and rider ID

Appeals/Complaints Process

North Orange Continuing Education (NOCE) strives to treat all students equitably and fairly. In regard to accommodating students with disabilities, NOCE complies with all state and federal laws and regulations including Title 5 of the California Education Code, Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990. Any student who believes that there has been a violation of the regulations is encouraged to discuss the matter with the Disability Support Services (DSS) Director.

Although DSS prides itself on providing appropriate accommodations in a timely manner, there are rare instances in which students feel that they have been treated unfairly. In cases in which students have complaints about services or accommodations they should contact the DSS office to schedule a meeting with the Program Manager. If preferred, students may submit a letter of complaint or complete a complaint form that is available in the DSS office. The Program Manager will investigate the complaint and make every effort to issue a written response within three weeks of the initial contact with the student.

If students are dissatisfied with the Program Manager's decision they may appeal in writing* within three weeks to the DSS Director. The Director will also investigate the complaint and endeavor to issue a written decision within three weeks of receipt of the appeal.

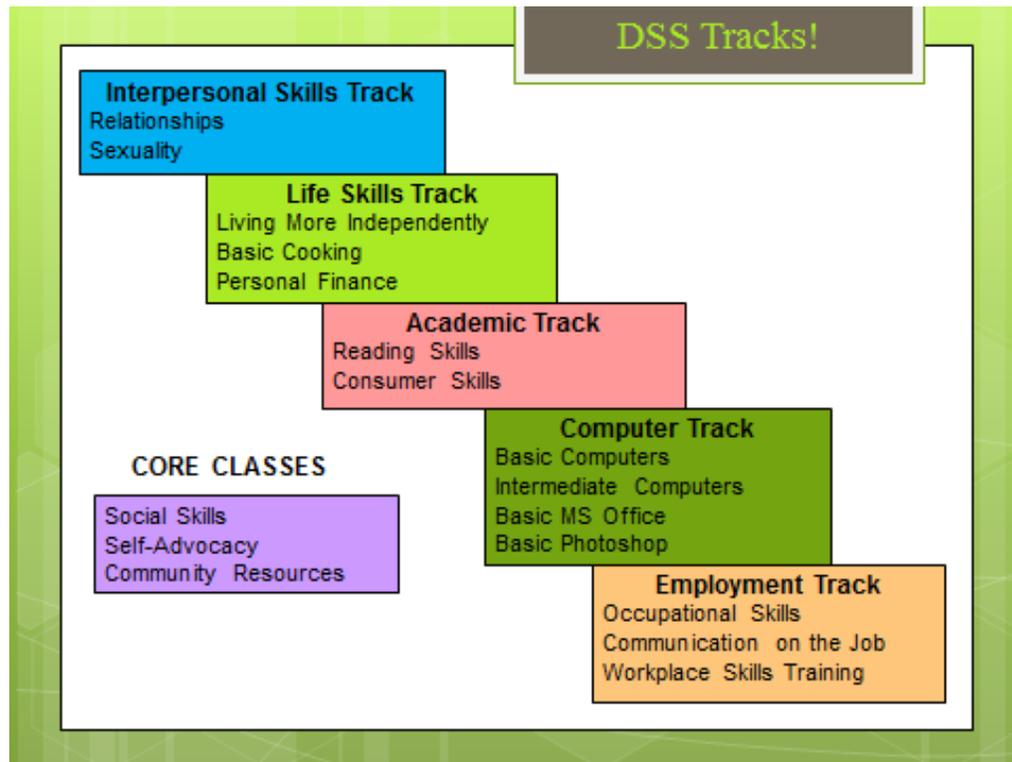
Students who are dissatisfied with the Director's decision may file a written appeal within three weeks to the Dean at the appropriate site. The Dean will strive to issue a decision within three weeks of receipt of an appeal. Any further appeals must be submitted to the Provost, NOCE.

Timelines shown for submitting and ruling on complaints and appeals may be extended at the discretion of the DSS Director or the Administrator investigating the complaint. In situations in which the Administrator is unavailable to review a complaint (e.g., he/she is ill, on vacation or away on business), an alternate administrator will be designated to carry out the procedures.

Questions about the Appeals/Complaints Policy and Procedures should be directed to the DSS Director or Program Manager.

* Students who have difficulty with writing or reading may request accommodations from the DSS office to assist in filing a complaint or appeal. All appeals must be in writing and signed by the student.

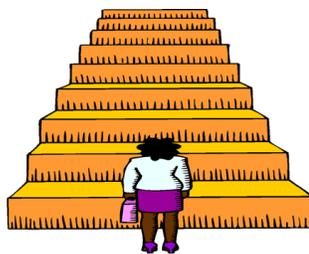
NOCE DSS Programs



DSS Educational Assistance Classes

DSS Educational Assistance classes are college-like classes funded through the North Orange County Community College (the College District's Budget with resources from the State of California). These classes are designed as an accommodation for students with ID (Intellectual Disabilities) and other disabilities with similar needs (students with ID in the more mild range).

The classes are geared for students to be as independent as possible in classes at a 1:24 ratio. Students are not supervised during breaks or lunches. The classes are scheduled similar to typical college classes, for example Monday/Wednesday 9:00 - 11:30 or Tuesday/Thursday 12:00 - 2:30. Students are strongly encouraged to only be on campus when they have a lawful purpose. They are free to have lunch in the community, if their schedule permits.



*We create and deliver all classes to prepare students
to work and live more independently.*

Students meet with a DSS Counselor to select 1-3 classes that meet their educational, vocational and/or personal goals. Remember, students are the decision makers. Parents are welcome to join the counseling meetings if the student invites them to join. It is the student's choice if they enroll in classes.

Full time status in the college district is 12-15 units or hours. Three DSS classes amount to 15 hours per week and will make the student a full time student. The students are responsible for their communication with the instructor (and their parents). Parents are strongly discouraged from contacting instructors directly. If a parent wants an update on how their loved one is doing, DSS encourages the parent to have their child (our student) call to request a meeting with a DSS Counselor, and then the student can invite the parent to the meeting. FERPA (see Page 7 in law section *Laws at a Glance*) prohibits faculty and staff from sharing confidential information with parents or others. If there is a concern or challenge in class or on campus, it is necessary to get the student's permission to involve their parents or support people. If a student does not grant permission, we cannot contact them (in most circumstances).

We encourage students and parents to build strong, adult-to-adult relationships. We have realized higher student success outcomes when we work collaboratively with students and their parents. We also appreciate that parents are learning a new role and need guidance, patience and understanding while they make this transition.

Promoting independence at school, work, and in the community is the ultimate goal of our program. **THE STUDENT** is in the Driver Seat!

DSS classes are usually offered in clusters of three courses (Fall, Winter, Spring). The classes begin in September and run through June of the following year.

Registration and Annual Review Appointments

Students who are new to the DSS program will first complete an intake with a DSS Counselor. If a student completes an intake during the fall or winter trimester, s/he may be permitted to enroll in 1-3 DSS classes should any classes have openings (assuming the student would like to begin DSS classes immediately). Students may also be put onto the waitlist for classes that are full.

Students who complete an intake during spring trimester will schedule an Early Registration appointment with a DSS Counselor. DSS Counselors typically schedule these appointments before the student and his/her family leave the final intake meeting. Early Registration appointments for new students will take place in the early morning or late afternoon between May 15th and June 30th.

Students currently enrolled in DSS classes will have an Annual Review (AR) appointment with a DSS Counselor at their campus. Students are randomly assigned a specific week between May 15th and June 30th. Campus Coordinators help to schedule the AR appointments for all current DSS students at their campus; scheduling for current students is *not* done by DSS Counselors or via the appointment line. During the AR appointment the DSS Counselor will discuss progress made in current classes and assist the student with selecting his/her classes for summer (optional) and fall. DSS Counselors will also indicate if a student is nearing graduation.

Attendance Policy

Attendance is extremely important not only for student's academic success, but for their future employment success. This policy exists to help teach students what will be expected of them in the workplace.

1. All students will be expected to attend the first class meeting of each trimester. Absence from the first two meetings may result in the student being dropped from the class.
2. Students must notify the campus of unplanned absences before 9:00a.m. Absences including medical appointments, business appointments, and personal necessities such as funerals, court appearances, etc. should be requested in advance using the "Request for Absence" form. All students must maintain a 90% attendance in each class. Students who attend 80% or less will be placed on probation. Students who attend 60% or less will be dropped from the course.

For example, a class that meets two times per week includes 24 class sessions:

100%	24 class sessions
96%	23 class sessions
91%	22 class sessions
88%	21 class sessions
<u>83%</u>	<u>20 class sessions</u>
79%	<i>19 class sessions</i>
73%	<i>18 class sessions</i>

3. Students who do not abide by the DSS Attendance Policy may be placed on a waiting list to allow other students to attend class. Students who are on probation or who have been dropped from their course due to low attendance will be offered Annual Review appointments last in the registration cycle.

DSS Instructors and/or Counselors may choose to implement a Student Success Agreement with any student who falls below 90% attendance during a given trimester.

Call: 714.484-7063 (Cypress), 714.808.4580 (Anaheim) 714.992.9541 (Wilshire)
or email: studentabsence@noce.edu

Leave message any time. Make sure to include:

- Your first and last name
- Reason for absence
- Name of class
- Name of the instructor

*PARENTS: Encourage students to make every attempt to not miss any classes, but if it is necessary to miss, have **them** call or email in their absence. They will need to do this when they have a job so it is good practice.*

Student Success Agreements

A DSS Instructor or DSS Counselor may write a Student Success Agreement (SSA) for any student who continually violates the Attendance Policy, demonstrates behaviors that are not in accord with the Student Code of Conduct, or are not showing measured progress in their class. An SSA is a tool to help a student improve his/her behavior and be more successful in the college setting. Typically, an SSA will be implemented for either one trimester or for the remainder of the academic year depending on the behaviors being displayed. The Instructor and/or Counselor will read over the Student Success Agreement with the student and ask if s/he has any questions/concerns. Both the student and Instructor/Counselor will sign the document. A hard copy will be provided to the student.

Examples of behaviors that may lead to the implementation of a Student Success Agreement:

- Consistently tardy to class or excessive absences
- Behavior that is disruptive to the learning environment (e.g.: speaking out in class without permission, not respecting other students' boundaries, falling asleep in class, etc.)
- Difficulty following directions
- Incomplete homework assignments/failure to submit homework assignments



ARISE Lab (Academics, Relationships, Independence, Self-Advocacy, & Emotional Health)

The ARISE lab has been established to provide additional support to students with Autism Spectrum Disorder (ASD) and students with similar needs so that they can transition, persist, and complete their postsecondary educational goals. Examples of instruction and services provided in the ARISE lab include:

- A dedicated safe space for students to go when they feel overstimulated or overwhelmed
- Specialized lighting, equipment, furniture and materials that make the lab a safe, calm, comfortable place to be
- A lab that is staffed by a DSS Counselor who provides counseling and instruction
- An instructional assistant with expertise in serving students with ASD
- 1:1 and small group counseling
- 1:1 and small group instruction
- The lab focuses on providing counseling and instruction that helps students with executive functioning skills, decision making, problem solving, social skills, developing organizational skills, understanding social cues, communication with other students and faculty, understanding what their own physiology is telling them (e.g. overwhelmed, frustrated, etc.), requesting services and accommodations, and much more
- Professional development, training, and technical assistance to other faculty and staff on campus so that they can better support students

Eligible Students:

- 18 years of age or older
- Have verifiable disability
- Enrollment in at least one class through NOCCCD

The ARISE lab is located in Room 404 at the NOCE Anaheim campus. Services are also provided to students at both the Cypress and Wilshire Centers, with lab hours and location varying each trimester. Please contact Casey Sousa at 714-808-4932 or csousa@noce.edu for additional information.



College to Career (C2C)

NOCCCD is currently one of 8 educational institutions in California receiving funding from The Department of Rehabilitation (DOR) for the College to Career program. C2C is an educational program designed to promote inclusion of students with intellectual disabilities into postsecondary education while pursuing individual employment goals. The C2C program is designed to improve employment outcomes for individuals with intellectual disabilities. Through inclusion in postsecondary education, persons with intellectual disabilities can expand the range of jobs available to them. NOCCCD works in partnership with the Regional Center of Orange County, DOR, faculty, and employers to provide prevocational and vocational services to students with intellectual disabilities. C2C enrollment ranges from one to three years and includes educational and vocational support.

Students are eligible for C2C if they:

- Are a Regional Center of Orange County consumer
- Are at least 18 years of age
- Are eligible for Department of Rehabilitation
- Have a documented diagnosis of an intellectual disability
- Have an educational goal leading to employment

Educational and vocational supports offered through C2C can include assistance with coursework, access to adaptive technology, support in study skills, notetaking strategies, organizational techniques, employment readiness preparation, and job placement assistance. Twenty new students are accepted into the C2C program through an application and interview process each year. Applications are typically available at the beginning of each new calendar year.



Workability III (WIII)

Workability III is a program dedicated to assisting work-ready and prescreened college students with preparing for, developing, and retaining meaningful and on-going employment. WIII is a collaborative program between NOCE and the Department of Rehabilitation (DOR). Students from NOCE, Cypress College, and Fullerton College are referred to the program by counselors, instructors, and other staff members. Students meet with a vocational specialist and employment experts to determine skill-sets, vocational aptitudes, and work-readiness.

Eligible Students:

- 18 years of age or older
- Have verifiable disability
- Possess necessary documentation to work
- Enrollment in at least one class through NOCCCD



WISE PROGRAM (Work, Independence, & Self-Advocacy through Education)

WISE is a collaboration between regional center and NOCE. Regional center vendors the WISE program and pays a daily rate. The NOCCCD (North Orange County Community College District) also supports the program with fiscal resources. The same class subjects are taught; however, instead of individual classes, the subjects are woven together in a weekly curriculum. The WISE program has the same general philosophy of promoting independence with students as with the DSS Special Classes; however, students in the WISE program have ID with skills that dip more toward the moderate range. These students need closer instructional support (1:4 ratio). It is a supervised program, however, our students still tend to be very independent, e.g. they all can use the restroom independently. The WISE program has all the same reporting and Quality Assurance requirements as any other regional center vendored program. Regional center staff often hold annual reviews and other meetings at school with the student, NOCE Faculty, and the family. There is more direct communication between the faculty and family members. The program provides supervision, and students stay together Monday through Friday from 9a-2:30p. It is a 5 year program, and once the 5 *years are complete the students will graduate.*



IVES PROGRAM (Independent Vocational and Educational Supports)

IVES is a program vendored by the regional center. It allows students individualized support to successfully complete postsecondary educational programs, to increase their opportunities to become employed in competitive employment of their choice and to gain and sustain employment. IVES can provide educational support in the areas of: executive functioning skills, self-understanding of sensory issues, problem solving, organizing, verbal and nonverbal communicating, basic skills tutoring, social mentoring, building skills needed to live and work independently. IVES can provide vocational support in the areas of: employability skills, employment searching skills, interviewing skills, job acquisition and job coaching on the job. IVES students may receive up to seven hours of support per week. IVES is not a behavior management service.

Entrance criteria for IVES:

- Regional Center consumer
- At least 18 years of age
- Have transportation to/from campus or a worksite
- Able to be unsupervised
- Adhere to a mutually agreed upon schedule with Educational/Job Coach
- Demonstrate measured progress towards an educational/vocational goal



Mobility Skills Training Program

NOCE DSS offers roundtrip bus training between home, work, and/or school. The program receives funding from the Job Access Reverse Commute (JARC) grant through the Orange County Transportation Authority (OCTA).

One-On-One Training

A mobility trainer works with the student to plan a personal bus route to and from work, school, and/or home, teaches the student the requested route, through one-on-one instruction, provides instruction for reading the bus book, and provides support in learning to interact safely in the community. There are three phases of training: Phase I is side-by-side training where the mobility trainer creates a personalized bus route and trains the student through side-by-side instruction on various schedule appointments. The student is tested and evaluated to determine current level of safety procedures while taking the city bus. In Phase II, the shadowing phase, the mobility trainer sits in the back of the bus and observes the student from afar noting how the student follows safety rules, pull the cord on landmarks, and utilize their learned route. Phase III is following the bus. The mobility trainer arranges and observes the student applying their route at the exact designated times and locations previously observed/practiced from a separate car that follows the bus.

A student can participate in One-On-One Mobility Training at any time throughout the academic year. To be eligible for training, a student needs to have a verifiable disability. A student *does not* need to be currently enrolled in NOCE and/or DSS to participate in Mobility Training; however, he/she does need to have a student ID through NOCCCD.

Bootcamp

The Mobility Bootcamp is offered in the summer and winter terms. This course teaches students how to access their community through OCTA. Students learn route preparation, including to plan a bus route, identify timely routes, create physical landmarks in recognizing bus stop locations, as well as basic knowledge in reading a bus book. Students learn safety in the community, such as personal etiquette, how to be safe in their community, and what to do in case of an emergency. Students learn about employment options through tours and visiting different places of employment. Students also learn community resources as they become more familiar with their community.

Frequently Asked Questions

Do all students with disabilities have to register with Disability Support Services?

No, it is the student's choice whether or not s/he would like to register with disability support services. However, in order to receive accommodations, one must complete an intake with DSS and provide documentation verifying the area of disability.

How do I find out how my student is doing in their classes?

Students are encouraged to speak with their instructors to gauge how they are doing. They may also email their instructor questions about their progress. Students may also opt to schedule an appointment with a DSS Counselor to discuss their progress. They may invite parents/supports to join in this meeting if desired.

Who is responsible for determining appropriate accommodations?

Disability Support Services (DSS) has the obligation and the professional expertise to determine appropriate accommodations. Accommodations are based on documentation collected from a student with a disability and on the student's functional limitations.

Who do I contact if I have a concern or a question?

The DSS Director or Program Manager are available to discuss concerns and answer questions about the DSS program and classes. Please call the DSS office at 714-484-7057.

Is there supervision of students during the lunch break?

Students in DSS classes are not supervised during breaks and lunch periods. Students are permitted to eat lunch on campus or leave campus for lunch if they choose. Students are responsible for returning to campus on time if they have an afternoon class.

Who do I contact if my child is having problems with another student?

The DSS Director or Program Manager are available to discuss concerns. Please call the DSS office at 714-484-7057.

Is DSS the same as K-12 Special Education?

There is no special education in postsecondary education. The Individuals with Disabilities Education Act (IDEA), the federal law that applies to education of students with disabilities in K-12, does not apply to postsecondary schools. Because K-12 education is mandated while postsecondary education is not, the rights and responsibilities of students with disabilities are different in K-12 than in college. The primary focus of postsecondary disability services is to ensure that students with disabilities receive classroom accommodations to which they are legally entitled. The law mandates equal access to instruction but does not require fundamental alteration of a program.

Differences Between High School and College

High School Level Support Services

- The school district is responsible for evaluating the learning disability.
- An IEP meeting is held to determine placement and appropriate services.
- Once a disability is documented, services are made available and included in the student's daily schedule.
- Special classes or placements must be available for students.
- Special goals and objectives are determined for each student receiving services.
- Parents are notified and must give permission for any decisions regarding their son or daughter.
- Teachers, administrators, and parents advocate for students.
- Reevaluation of students is conducted by the school on a regular basis (generally every 3 years).

Postsecondary/College Level Support Services

- Students are responsible for providing current documentation of their disability to the college.
- Students working with college professionals and/or professors will determine if and/or what services are appropriate.
- Even after documentation has been provided and appropriate accommodations have been identified, students must request the accommodation(s) each time they are needed.
- Colleges are not required to provide special classes/programs for students with disabilities. However, the School of Continuing Education DSS Program provides many special classes to prepare students for jobs and independent living.
- Students, with counsel from their advisors, set their own academic goals.
- Parents are not notified of services their son or daughter requests unless the student grants permission for that information to be released.
- Students must advocate for themselves.
- Reevaluation of a disability is not generally required if a student remains continuously enrolled in the college.

Resources for Students and Families

-Regional Center of Orange County

<http://www.rcocdd.com/>

-Harbor Regional Center

<http://www.harborrc.org/>

-Department of Developmental Services

<http://www.dds.ca.gov/>

-Department of Rehabilitation

<http://www.rehab.cahwnet.gov/>

-OCTA (Orange County Transportation Authority)

<http://www.octa.net/>

-Resource Directory

<http://www.rcocdd.com/wp-content/uploads/2014/10/2014-15-OCDE-Transition-Planning-Resource-Directory.pdf>

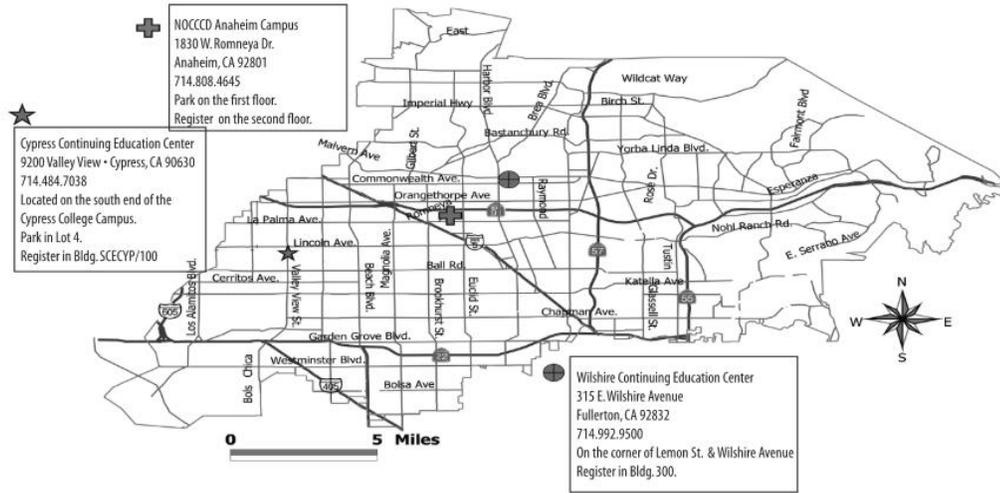
-Recreation Resource Guide

<http://www.rcocdd.com/wp-content/uploads/peopleweserve/resources/Recreation-Resource-Guide-5.2018.pdf>

-RCOC Resources

<http://www.rcocdd.com/frc/ccfrc/resources/>

Campus Locations



Campus Locations

Anaheim Campus

1830 W. Romneya Drive
Anaheim, CA 92801

Cypress Center

9200 Valley View Street
Cypress, CA 90630

Wilshire Center

315 E. Wilshire Avenue
Fullerton, CA 92832

Students participating in IVES, C2C, and/or the Workability III program may also receive support services if attending Cypress College or Fullerton College.