

Bexley Seabury Seminary
Policy regarding Students Living with Disabilities

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XVI. STUDENTS LIVING WITH DISABILITIES

Bexley Seabury aims to assist students living with a disability to engage in academic and campus life as fully as possible. The partnership between the individual and the school in addressing the challenge presented by a disability involves the following responsibilities:

The student's responsibility

It is the responsibility of students with disabilities to identify themselves and request accommodations* through the appropriate office:

- For physical disabilities that may require conversation about building concerns, contact Lynn Bowers, Manager of Accounting and Human Resources.
- For physical disabilities that may require classroom accommodations, contact the Associate Academic Dean.
- For health, drug and alcohol disabilities, contact the President.
- For pregnancy, childbirth, or parenting, as set out in Title IX of the Education Amendments of 1972, contact the Associate Academic Dean.
- For disabilities that affect cognition (learning disabilities and attention deficit/hyperactivity disorder [ADHD] or other psychiatric diagnoses that affect cognition), contact the Associate Academic Dean.

*Accommodations refers to “modifications that need to be made to minimize the discriminatory effect of a person’s physical, emotional, or learning disability, insofar as the provision of the adjustment does not cause undue burden on the setting or the institution. In academia, reasonable accommodations are called academic adjustments, and they might include classroom adjustments, exam modifications, or administrative accommodations.”

When seeking academic adjustments, the student must provide the Academic Dean with documentation of a disability and a rationale for the requested accommodations from a professional with expertise in the condition. The documentation must include a specific diagnosis and a thorough report.

- Required documentation for learning disabilities and ADHD must include the results of a comprehensive psycho-educational assessment (including all subtest scores) that evaluates the intellectual functioning, achievement, and information-processing domains of cognitive functioning.

- The diagnosis must be based on DSM-V diagnostic criteria.
- In addition, documentation for ADHD should include evidence of both early and current impairment, a diagnostic interview, and an interpretive summary that explains how the disability is a substantial limitation to learning.
- Testing should be recent (administered within five years prior to enrollment) for learning disabilities and ADHD.

When seeking academic adjustments, the student must provide the Associate Academic Dean with the documentation noted above well in advance of any need in order to give the school a reasonable amount of time to evaluate the documentation and implement the accommodation.

The school's responsibility

- With regard to physical disabilities, under the guidance of Manager of Accounting and Human Resources (for building accommodations) and the Associate Academic Dean (for classroom accommodations), the school will make reasonable efforts to minimize the discriminatory effect of a person's physical disability, insofar as the provision of the adjustment does not cause undue burden on the school. The President and the Academic Affairs office will work together to raise the awareness of the seminary community regarding the needs and rights of people with disabilities.
- In providing support to students and prospective students living with disabilities, the school will endeavor to respect their rights to privacy and confidentiality. In the case of students preparing for ordination in The Episcopal Church, this responsibility is exercised in partnership with sponsoring dioceses under the practices already in place regarding the release of information.
- When the Associate Academic Dean is notified of a diagnosis that affects cognition and recommendations for academic adjustments, the following procedures take place:
 - a. The Associate Academic Dean receives the documentation of the disability, taking special note of particular academic adjustments that are recommended to enhance learning and performance.
 - b. The Associate Academic Dean drafts a letter addressed to classroom instructors noting that documentation of a disability has been filed in the Academic Affairs office and listing the recommended accommodations. The draft is sent for review to the student requesting the accommodations before it is prepared for release.
 - c. After review, copies of the letter, on school letterhead and bearing the Associate Academic Dean's signature, are given to the student, who retains the choice to seek accommodations in any given class. The letter is also filed in the Academic Affairs office.
 - d. In order to claim the right to accommodations, a student must provide the letter to his/her professor no later than the end of the second day of the course. Or as soon as practicable following a diagnosis.

When a student is not sure whether there is a disability that affects cognition, he or she should seek professional evaluation. A student may consult the Associate Academic Dean for assistance with this.

From time to time, students who have not attained the desired academic success may be advised by a teacher, academic advisor, or other mentor to seek educational testing or another professional assessment. In other cases, the student may initiate the request for assistance. For assistance in arranging for educational testing, contact the Associate Academic Dean. A limited amount of funds may be available from the President's discretionary fund to help cover the costs of special testing requested by students, including educational testing. Students in the ordination process are encouraged to seek financial assistance from their bishop in support of such testing.