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REGISTERING WITH DSS

Disability Support Services (DSS) provides academic and physical accessibility to students who have disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

- Students with disabilities who request accommodations need to register with Disability Support Services (DSS). It is the student's responsibility to initiate the request for services. Students are encouraged to request accommodations at least *four weeks* before the beginning of classes. Students can make an appointment to meet with the DSS Director on the East Campus (406-657-2283 tty/vp) or the DSS Coordinator at the COT (406-247-3029 tty/vp).
- Accommodations will be determined based upon the documentation of the disability and the student's self-report during an intake interview with the Director or the Coordinator.
- After accommodations have been established, students with disabilities will be issued an identification card verifying that they are registered with Disability Support Services and listing the accommodations for which they qualify.
- It is in the best interest of students requiring classroom accommodations to notify the instructors before the semester begins so that if there are any problems there is time to negotiate a resolution. Students may request help from DSS to facilitate this process.
- Students who are experiencing unresolved problems receiving appropriate accommodations should contact the Director of Disability Support Services.

Registering as an online student

Students taking online classes who are unable to register in person can request accommodations by contacting DSS before the class begins. The meeting with the Director can be conducted by telephone. Appropriate documentation of disability will be reviewed by the Director or Coordinator. Accommodations will be determined based upon the students' self report and appropriate documentation of the disability.

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DEFINITION OF DISABILITY

According to Section 3 of the Americans With Disabilities Act of 1990 (ADA), the term "disability" means, with respect to an individual,

- A. having a physical or mental impairment that substantially limits one or more of the major life activities of such individual;
- B. having a record of such an impairment; or
- C. being regarded as having such an impairment.

Examples of major life activities include walking, sitting, standing, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.

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DOCUMENTATION GUIDELINES

The Association on Higher Education and Disability suggests the following Seven Essential Elements of Quality Disability Documentation

1. The credentials of the evaluator(s)

The best quality documentation is provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. A good match between the credentials of the individual making the diagnosis and the condition being reported is expected (e.g., an orthopedic limitation might be documented by a physician, but not a licensed psychologist).

2. A diagnostic statement identifying the disability

Quality documentation includes a clear diagnostic statement that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression or prognosis of the condition. While diagnostic codes from the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Classification of Functioning, Disability and Health (ICF) of the World

Health Organization are helpful in providing this information, a full clinical description will also convey the necessary information.

3. A description of the diagnostic methodology used

Quality documentation includes a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Where appropriate to the nature of the disability, having both summary data and specific test scores (with the norming population identified) within the report is recommended.

Diagnostic methods that are congruent with the particular disability and current professional practices in the field are recommended. Methods may include formal instruments, medical examinations, structured interview protocols, performance observations and unstructured interviews. If results from informal, non-standardized or less common methods of evaluation are reported, an explanation of their role and significance in the diagnostic process will strengthen their value in providing useful information.

4. A description of the current functional limitations

Information on how the disabling condition(s) currently impacts the individual provides useful information for both establishing a disability and identifying possible accommodations. A combination of the results of formal evaluation procedures, clinical narrative, and the individual's self report is the most comprehensive approach to fully documenting impact. The best quality documentation is thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency and pervasiveness of the condition(s).

While relatively recent documentation is recommended in most circumstances, common sense and discretion in accepting older documentation of conditions that are permanent or non-varying is recommended. Likewise, changing conditions and/or changes in how the condition impacts the individual brought on by growth and development may warrant more frequent updates in order to provide an accurate picture. It is important to remember that documentation is not time-bound; the need for recent documentation depends on the facts and circumstances of the individual's condition.

5. A description of the expected progression or stability of the disability

It is helpful when documentation provides information on expected changes in the functional impact of the disability over time and context. Information on the cyclical or episodic nature of the disability and known or suspected environmental triggers to episodes provides opportunities to anticipate and plan for varying functional impacts. If the condition is not stable, information on interventions (including the individual's own strategies) for exacerbations and recommended timelines for re-evaluation are most helpful.

6. A description of current and past accommodations, services and/or medications

The most comprehensive documentation will include a description of both current and past medications, auxiliary aids, assistive devices, support services, and accommodations, including their effectiveness in ameliorating functional impacts of the disability. A discussion of any significant side effects from current medications or services that may impact physical, perceptual, behavioral or cognitive performance is helpful when included in the report. While accommodations provided in another setting are not binding on the current institution, they may provide insight in making current decisions.

7. Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services

Recommendations from professionals with a history of working with the individual provide valuable information for review and the planning process. It is most helpful when recommended accommodations and strategies are logically related to functional limitations; if connections are not obvious, a clear explanation of their relationship can be useful in decision-making. While the post-secondary institution has no obligation to provide or adopt recommendations made by outside entities, those that are congruent with the programs, services, and benefits offered by the college or program may be appropriate. When recommendations go beyond equitable and inclusive services and benefits, they may still be useful in suggesting alternative accommodations and/or services.

Note: Educational Testing Services tests such as the Praxis, which is used for teacher licensure and certification by states departments of education and other certification agencies, have specific documentation criteria. The guidelines state that documentation on file for the applicant must:

- clearly state the diagnosed disability or disabilities
- describe the functional limitations resulting from the disability or disabilities
- be current — i.e., completed within the last 5 years for LD, last 6 months for psychiatric disabilities, or last 3 years for ADHD and all other disabilities (NOTE: this requirement does not apply to physical or sensory disabilities of a permanent or unchanging nature)
- include complete educational, developmental, and medical history relevant to the disability for which testing accommodations are being requested
- include a list of all test instruments used in the evaluation report and relevant subtest scores used to document the stated disability (this requirement does not apply to physical or sensory disabilities of a permanent or unchanging nature)
- describe the specific accommodations requested
- adequately support each of the requested testing accommodation(s)

- be typed or printed on official letterhead and be signed by an evaluator qualified to make the diagnosis (include information about license or certification and area of specialization).

Additional information regarding ETS documentation is available at
<http://www.ets.org>

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ALTERNATIVE TESTING PROCEDURES

Students who receive alternative testing accommodations as determined by the DSS Director or Coordinator should do the following:

Inform the instructor that you are registered with DSS and receive alternative testing as an accommodation.

Schedule exams at least one week in advance and note on the test request form any special accommodations needed. This ensures that DSS has time to get the test from the Instructor and that a testing room and special accommodations are available. (assistive technology, software, equipment, etc.) Test request forms available online. Go to www.msubillings.edu/dss and click on *Forms*, then on *Testing Accommodation Requests for tests in DSS office*.

Arrive at the scheduled time. Tests are often scheduled back-to-back in the testing rooms, and you may not get your full time if another test is scheduled immediately following yours.

Notify instructors and DSS if a test time needs to be changed due to a conflict with other classes.

Instructors must give permission for a student to make up a test if the student is unable to take the test during the scheduled time.

The rules of the classroom apply in the testing rooms. Smoking breaks aren't appropriate. Use the restroom before testing. (Some physical conditions are accommodated by restroom availability.)

All possessions must be left outside the testing area. This includes backpacks, coats, hats, cell phones, etc. There are hooks in the hallway outside the testing rooms. Students may request secured areas for valuables.

If supplemental materials are permitted for tests (calculator, open book, open notes, etc.), ask the instructor to include that information in writing with the

test. Students found with unauthorized instructional materials will be referred to the instructor.

DSS staff is not authorized to modify instructions given by the instructor.

To request **extra time for tests in online classes** go to www.msubillings.edu/dss and click on *Policies and Procedures*. Then click on *Online Class Information*. Download a copy of the request form. The form needs to be completed for each class and copies need to be sent to the Online Coordinator, the instructor, and the Director of DSS. This must be done at the beginning of the semester.

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ALTERNATIVE TEXT PROCEDURES

Students who are eligible for alternative text, as determined by the Director or Coordinator, should follow these procedures:

1. In order to receive your materials in a timely manner, you should request your textbooks at least three weeks in advance of when you will need them. You need a separate request form for each of your books. You may copy the request form that is available in the DSS office or request extra copies. It is also available online on the DSS website under "Forms."
2. DSS will contact the publisher to see if the book is available in electronic format. If it is, we will get the book and convert it to an MP3 unless you prefer E-text, which works well with JAWS, Zoomtext, and Kurzweil. In order to comply with copyright laws, we will need a copy of your sales slip.
3. If the book is not available from the publisher, DSS will need your copy of the book to create the alternative text. The campus print shop will chop the binding off the book. The pages are scanned, edited and turned into an MP3 file. The print shop will rebind the book with plastic coiled rings, and we can generally get it back to you within 48 hours.
4. If the book is already available from our library, we will give you a copy of it as soon as we have made a copy of your receipt.
5. Provide a copy of the syllabi to DSS so that edited materials can be provided in the order in which they are needed.

GET THE FORM: Alternative Text Request Form

(NOTE: This is a Microsoft Word document. Right-click on the form hyperlink, choose "Save Target As" and save the document to your computer. Then, open the document,

complete the form, save, and close it. Finally, send an e-mail with the completed form attachment to both of the e-mail addresses below.

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NOTETAKER PROCEDURES

- Disability Support Services (DSS) encourages you to arrange for your own notetakers. When you do, bring us a schedule highlighting the classes for which you receive notes and give us the names of the notetakers in those classes.
- A folder for each class labeled with the subject and course number (i.e. HIST 205) will be available to store your notes. Your notetaker may bring the notes to DSS to be duplicated and put in your folder. Check your folder at least twice a week to pick up notes.
- Discuss with your notetaker how you would like to receive a copy of the notes. Both NCR (no carbon required) paper and a copy machine are available for you to use free of charge for class notes.
- Copies of notes and NCR paper are only available for students registered with DSS who qualify for notetaking services.
- If you want DSS to help you with the notetaking process, you need to bring a class schedule with the classes highlighted for which you would like a notetaker. The request needs to be made at least two weeks before the beginning of the semester. A notetaker request letter will be printed for each class that you highlighted, and it will be put in your notetaker folder(s). You need to pick up the letter(s) before the first day of class and ask the professor(s) to read the letter during class. (The letter is designed to be confidential.)
- You must attend class to receive notes. Notify DSS immediately if you have an emergency or if you withdraw from class.
- If you have any problems with the notetaking process, please notify DSS as soon as possible. If you are not receiving notes, let us know so we can work with you to find a solution.
- The notetakers are volunteers. They don't receive any compensation for taking notes, and they should be treated with courtesy and respect. Cultivate a good relationship by telling your notetaker thank you!
- Learn how to take better notes by completing the training at this website: www.netac.rit.edu/onlinenotetakertraining.html

Notetakers agree to the following terms.:

1. Disability-related information is considered confidential. At no time will I discuss disability-related information about students who have qualified for services from Disability Support Services (DSS) with anyone except DSS staff, unless the student has given me permission.
2. If I am going to be absent from class, I will notify the qualified student ahead of time. If there is an emergency, I will call DSS at 657-2283 (V/TTY) or 247-3209 (COT).

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LOCKER POLICY

- Lockers for DSS students are located in the Liberal Arts building.
- Lockers are assigned each semester to use for academic purposes as an accommodation for qualified students.
- Students must sign a new agreement each semester.
- Montana State University Billings does not assume any responsibility for items left in the lockers.
- Disability Support Services has permission to empty unassigned lockers. Items left in unassigned lockers will be turned into campus Lost and Found.
- Locks may be cut if the student cannot be contacted.

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SPECIAL EQUIPMENT POLICY

- DSS does not supply equipment which is considered to be a personal accommodation such as a wheel chair.
- Disability Support Services reserves the right to label equipment if it is supplied by Montana State University Billings.
- Students who qualify for equipment which is not personal must sign an equipment use agreement.
- Tables and/or chairs can be placed in classrooms to accommodate a physical disability as requested by a student.
- Assistive technology for on-campus use by students who are registered with DSS is located in the DSS offices in the Academic Support Center and at the College of Technology and the Assistive Technology room in the Library. Technology includes Dragon Naturally Speaking, Zoom Text, JAWS, Kurzweil, CCTV, and assistive listening devices.

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REMOTE CAPTIONING POLICY

What is Remote Captioning?

Remote Captioning is a speech to text transcription system that provides real-time communication access to students who need alternative or additional support. Remote captioning can be either a word-for-word transcription that produces a transcript similar to in-classroom CART services of a classroom meeting or a meaning for meaning transcript depending on what type of equipment the service provider is using. (CART vs. C-Print)

How It Works

The student uses a wireless microphone, laptop and internet connection provided by Disability Support Services (DSS) to access a real-time transcription website. The instructor wears a lapel microphone. Five minutes prior to the beginning of class the remote captionist dials in. The student reads the transcript in real-time through the real-time transcription website.

Scheduling

It is suggested that you request Remote Captioning accommodations a minimum of four weeks prior to the start of *each* semester in order to facilitate arrangement of captioning by the first day of class. The number of students using captioning, and the location of classes, may necessitate the purchase of additional equipment which can take up to four weeks for delivery. DSS coordinates with the captioning company and the Information Technology Department. Each classroom is tested with the captioning equipment and each instructor receives information about using remote captioning. The captioning company arranges for a Captionist for each class. This is a time-consuming process, which is why we require students to request the accommodation at least three weeks prior to the beginning of the semester. If you change your schedule before or after the start of the semester, notify DSS immediately to ensure continuity in Remote Captioning accommodations. DSS cannot guarantee that captioning equipment can be taken down, moved, and set up within ten minutes, so students need to take that into consideration when scheduling classes back-to-back.

We also request that you provide copies of your syllabi to DSS so that DSS can provide class materials to the Captionist.

Absences and Class Cancellations

When a student receives Remote Captioning accommodations, DSS expects the student to attend all classes throughout the semester. If you must miss a class, please give DSS 24 hours notice. It is understandable that, in some situations, you may not be able to provide 24 hours notice; however, failure to provide any notice is considered a “no show.” Three “no shows” can result in a temporary suspension of services until the student meets with the appropriate DSS staff person. Students who do not attend class will not receive transcripts for that class period.

Additionally, if you receive information about class cancellations, test days, or other issues related to attendance and for which you do not require Remote Captioning, please notify DSS immediately.

Technical Problems

When technical problems occur you should attempt to contact DSS immediately at 657-2283. We will try to resolve the issue quickly. There may be instances, however, when DSS will not be able to resolve the problem. A tape recorder will be kept with the captioning equipment so classes can be taped and transcribed. The captioning company and DSS do not warrant that the services will be error free or uninterrupted.

Student Responsibilities

You may not distribute Remote Captioning notes to other students under any circumstances. Remote captioning produces transcripts of the professor's lecture and are therefore considered intellectual property. Students can email a copy of the transcript to themselves for use as a personal study tool.

Remote captionists transcribe, to the best of their ability, all spoken utterances in the classroom, including lecture and asides. *The student is responsible for all information on the overhead, board, and/or handouts.* This includes the spelling of vocabulary words. The captionist will provide summaries of films and readings when it is technically possible.

Please note: The external classroom microphone may not pick up every student's question. If the Captionist cannot hear the question, it is the responsibility of the student to ask that the question be repeated.

Student conduct

We expect students who receive Remote Captioning accommodations to pay full attention during class. Please do not study, email, or engage in other such activities when receiving Remote Captioning accommodations.

EQUIPMENT USAGE

DSS will provide a laptop and wireless microphone for each class session. The equipment provided to you by DSS is property of Montana State University-Billings. You may use the equipment for Remote Captioning only.

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SIGN LANGUAGE INTERPRETER POLICIES AND PROCEDURES

1. Students who are deaf or hard-of-hearing should provide documentation of disability and resultant need of interpreter services at least four weeks prior to registration for the upcoming semester in order to give DSS time to facilitate interpreting by the first day of class.
2. In the event that an interpreter is not available, Disability Support Services (DSS) will tape and transcribe the lectures.
3. Scheduling and registration must be completed as early as possible in consultation with Disability Support Services. Please make an appointment at least four weeks before the beginning of the semester to meet with the Lead Interpreter in order to discuss your schedule.

4. The Lead Interpreter assigns an interpreter according to students' class schedules. If a student misses three classes without notifying the DSS office prior to the beginning of class, interpreter services will be discontinued until the situation is reviewed in a meeting which includes the student, the Lead Interpreter, and the Director of DSS. At that time, the student will need to complete an interpreter request form for all future classes
5. If you are aware that you will miss a class, please give DSS at least 24 hours notice. If you will be late for a class, please notify DSS if possible. If the interpreter is unaware that you will be late, he or she will wait in the class for fifteen minutes before leaving. If a sudden family emergency occurs or if you wake up ill and are unable to attend class, please call DSS immediately. The University provides the interpreter at no cost to you, so it is important that you are considerate in letting DSS know when you won't need an interpreter. Call 657-2283 (TTY/VP) on the West campus and 246-3029(TTY/VP) on the East campus. If no one answers the phone, please use Relay and leave a message.
6. An Interpreter request form for out-of-class, resident life activities or tutoring sessions, field trips or other class-related off-campus activities must be submitted at least 48 hours before the event. An Interpreter will be provided if one is available. For tutoring sessions, please contact the Lead Interpreter before scheduling to find available interpreter hours. Interpreter request forms are located in the DSS Office and online.
7. Transportation to and from campuses is the responsibility of the student. DSS staff will not provide transportation under any circumstance due to liability issues.
8. When presentations are being made, a copy of the speech and/or paper is to be given to the interpreter at least 24 hours in advance in order to prepare for voicing your presentations.

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SERVICE ANIMAL POLICY

Montana State University Billings enforces a no-pets policy in its residence halls and University-owned housing. In accordance with the Americans with Disabilities Act, service animals are permitted in University facilities for persons with documented disabilities. A service animal is any guide dog, signal dog or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including but not limited to guiding individuals with impaired vision, alerting individuals with impaired hearing, providing minimal rescue or protection work, pulling a wheelchair or fetching dropped items.”

Service animals/service dogs are not considered "pets" and are explicitly covered under state and federal civil rights laws. See Montana Code Annotated, Title 49 Human Rights: **MCA 49-4-214. Right to be accompanied by service animal -- identification for service animals in training** Billings City Code Sec. 4-431 Required states "the owner of every dog/cat kept, harbored or maintained within the city shall register the dog/cat within thirty (30) days after the dog/cat becomes three (3) months old, or within thirty (30) days in the case of a dog/cat three (3) months or older newly brought into the city or acquired by new owner." Sec. 4-433. Proof of vaccination prerequisite states that "no dog/cat registration shall be issued unless the applicant therefore produces satisfactory proof that the dog/cat has been vaccinated with a rabies vaccine currently effective." To read Article 4-400 of the city code in its entirety see **CODE, City of Billings, Article 4-400, Divisions 1-3.**

Therapy or companion animals are not service animals and are not covered under the ADA and requests will be looked at on an individual basis with clinical documentation.

Requirements of service animals and their partners/handlers

A) Identification and Other Tags: The animal must have tags or some other method indicating ownership and rabies clearances. It is suggested that service animals be fitted with appropriate identifying equipment, such as a harness, cape or backpack. Minimal equipment is a leash by which the animal is kept under control.

B) Health and Vaccinations: All animals must comply with local, county, and/or state vaccination and health requirements. Animals to be housed in campus housing must have an annual "clean bill of health" from a licensed veterinarian including current vaccinations and immunizations.

C) Leash: The animal must be on a leash at all times. Exceptions will be made for service animals where a leash is not feasible.

D) Under Control of Partner/Handler: The partner/handler must be in full control of the animal at all times. The care and supervision of a service animal is the sole responsibility of its partner/handler. The animal must be maintained and used at all times in ways that do not create safety hazards for other people.

E) Cleanup Rules: The partner/handler must (a) always carry equipment sufficient to clean up the animal's feces whenever the animal and partner/handler are off the partner's property; (b) never allow the animal to defecate on any property, public or private except the partner's own property), unless the partner/handler immediately removes the waste; (c) be responsible for the proper disposal of the animal's feces and for any damage caused by the waste or its removal. If the partner/handler is physically unable to perform these tasks, the partner/handler must contact the DSS office.

F) Training certification: If an animal is certified by a training program stating that the animal has successfully completed training, a copy of the certificate must be filed with Disability Support Services.

G) Disruption: The partner/handler of a service animal that is unruly or disruptive to the extent that the animal poses a direct threat to the health or safety of other students, or the animal's presence fundamentally alters the program, may be asked to remove the animal from the university facilities. Concerns about a service animal's behavior will be handled on a case-by-case basis, and if the improper behavior happens repeatedly, the partner/handler may be required to take steps to mitigate the behavior before bringing the animal back into any university facility. Mitigation may include muzzling an animal, obtaining refresher training for both the animal and the partner, or other appropriate measures.

H) Residence Hall Arrangements: The partner/handler is responsible for maintaining his/her residence hall room in a clean and orderly fashion so as to minimize the presence of pet hair and animal dander. Any damage caused by the service animal will be the responsibility of the partner/handler. Food dishes are to be cleaned and empty when not in use by the service animal.

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EVACUATION PROCEDURES

Students with disabilities need to become familiar with evacuation procedures and rescue assistance areas in each building. Students should be aware of at least two exits from each floor where they have a class (the elevator cannot be one of them).

In an *on campus* emergency, notify authorities immediately using the following numbers:

Campus police: **#657-2147**

City services: **#9-911**

Be aware of the location of pull alarms in each building.

In emergency situations, persons unable to use the stairways to exit a building will wait at the nearest designated rescue assistance locations*, if safe to do so, until someone comes to help them evacuate the building. Designated rescue assistance locations are indicated by signs in buildings with stairwells. Montana State University Billings Campus Police or the Billings Fire Department will check all designated rescue assistance locations* for people who need assistance in the building when an evacuation is in progress. In cases of fire drills, persons needing assistance will be advised by those conducting the drill that if there had been a fire or other emergency, they would have received the help necessary to leave the building. Under no circumstances should anyone use the elevators, nor should

any person who is disabled be carried down the stairways unless by trained personnel during an actual emergency evacuation.

Be aware of RESCUE ASSISTANCE AREAS* in each multistory building.

If you know that someone needs evacuation assistance, notify rescue personnel immediately.

KEEP DOORS TO STAIRWELLS CLOSED.

Some MSU Billings' fire alarms are also equipped with flashing lights since deaf students may not hear the audio emergency alarms. It may be necessary to communicate with the hard-of-hearing student by writing a note to explain the emergency.

Students who are visually impaired may need to take someone's elbow and be escorted to the nearest emergency exit.

WHEEL CHAIR EVACUATION AREAS: It is the responsibility of people in wheelchairs to check out the locations of exits and rescue assistance areas*. Please contact University Police, (406) 657-2147 or Disability Support Services, (406) 657-2283 voice/VP if you have any questions.

ACADEMIC SUPPORT CENTER

- Ground level exit

APSARUKE WEST

- Ground level exit, 1st floor west entrance
- Rescue assistance area, 1st floor north entrance area
- Rescue assistance area, 2nd and 3rd floors east and west corridor ends

ART ANNEX

- Ground level exit

CISEL

- Basement ramp up to south auditorium exit
- Ground level exit, north side of 1st floor
- Rescue assistance area, 2nd floor north exit
- Rescue assistance area, 3rd floor north exit

McDONALD HALL (COB)

- Stairwell landing near the elevators

COLLEGE OF EDUCATION AND HUMAN SERVICES

- East and west entrances on first floor
- Rescue assistance area, 2nd-4th floors center stairwells

COLLEGE OF TECHNOLOGY

Tech Building

- Rescue assistance area, second floor stairwell between elevator and room B012

Health Sciences Building

- Rescue Assistance areas, North and South side stairwells

LIBERAL ARTS

- First floor, ground level exit out of south library doors
- Rescue Assistance areas, 2nd-8th floors south stairwell

LIBRARY

- Basement level, ground level exit south library doors
- Rescue assistance area, 1st floor east stairwell landing
- Rescue assistance area, 2nd floor east stairwell

MCMULLEN

- Rescue assistance area in center stairwell for basement and 2nd and 3rd floors
- First floor, exit north doors to ramp

PETRO HALL

- Rescue assistance, central stairway landings

PHYSICAL EDUCATION

- First floor ground level exit
- Basement tunnel exit

RIMROCK HALL

- Rescue assistance, central stairway landings

SCIENCE

- First floor north and west exits
- Second floor west stairwell landing

LOCATION OF RESCUE ASSISTANCE AREAS: Students have the responsibility to verify the location of rescue assistance areas upon arrival at MSU Billings. (See chart above.)

Students needing evacuation assistance should:

Be familiar with exits and rescue assistance areas on every floor.

Notify your instructors and classmates if you know that you will need assistance during an emergency evacuation.

Ask someone to notify rescue personnel of your location if you are in a rescue assistance area.

In emergency situations, persons unable to use the stairways to exit a building will wait at the nearest designated rescue assistance locations, if safe to do so, until someone comes to help them evacuate the building. Signs in buildings with stairwells indicate designated rescue assistance locations*. University Campus Police or the Billings Fire Department will check designated rescue assistance areas for people who need assistance in the building where an evacuation is in progress. In cases of fire drills, the persons needing assistance will be advised by those conducting the drill that if there had been a fire or other emergency, they would have received the necessary help to leave the building. Under no circumstances should anyone use the elevators, nor should any person who is disabled be carried down the stairways unless by trained personnel during an actual emergency evacuation.

In an emergency, students should ask to have emergency personnel notified immediately of their location. **KEEP DOORS TO STAIRWELLS CLOSED.**

Emergency Numbers

University police ----- 657-2147

City services including police, fire, and ambulance ---- 9-911

Health Center ----- 657-2153

Hospital Emergency Health Care (from on campus)

Deaconess ----- 9-657-4150

Saint Vincent ----- 9-237-4100

***Rescue assistance areas** refers to a designated location where a person may wait for rescue personnel. The wording is not meant to imply compliance with ADAAG requirements required for new multi-story buildings.

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ADA COMPLAINT RESOLUTION PROCEDURE

(This procedure replaces all previous procedures for investigation of complaints of discrimination.)

I. Scope

Disability Support Services reviews complaints by students regarding discrimination and/or harassment on the basis of physical or mental disability relating to disability accommodations in the classroom and physical access to facilities. This would include:

1. student-to-student complaints (example, a student complains that another student gets an advantage because of a disability-based accommodation)
2. student-to-faculty accommodations complaints (example, a student and a faculty member disagree on an agreed upon disability-related accommodation)
3. student-to-university accessibility complaints (example, a student encounters a barrier on the MSUB campus, such as an inoperative wheelchair lift, icy sidewalks, blocked access ramp, etc.)

The Human Resources office investigates student complaints of unlawful discrimination and/or harassment on the basis of race, color, religion, sex, national origin, sexual orientation, age, physical or mental disability, or veteran status of any faculty, staff or visitor. Contact the Director, Office of Human Resource/EEO-AA, 1500 University Drive, 310 McMullen, Billings, MT 59101, (406) 657-2278 for information regarding filing a complaint.

The Vice Chancellor for Student Affairs can either review complaints from students when they relate specifically to the Code of Student Conduct (student-to-student offenses or acts of discrimination) or assist the DSS department or Human resources in the review of student complaints when they are made toward DSS staff (as outlined in V. Transfer of Function).

II. Filing Process

Complaints must be filed with DSS. A complaint should be filed within 180 calendar days of the most recent incident. The University will consider requests to extend this period where the complainant can show he or she needed additional time due to circumstances beyond his or her control.

The complainant will meet with a representative from Disability Support Services to discuss options (informal, formal) for proceeding. The complainant is not required to follow the informal procedure before filing a formal complaint. The respondent (the

individual accused of discrimination) will be notified of the complaint within 10 working days after it is filed.

III. Options

Informal. Discuss allegations and concerns with respondent (the accused) and attempt to resolve the situation. The respondent is reminded that Montana State University Billings expects all to adhere to our equal opportunity policies. Respondent is put on notice that behavior has been questioned, and informal resolution sought, if possible. If attempts to resolve the situation are not successful, the complainant may pursue a formal complaint.

Formal. A full written report describing the alleged discrimination is filed with DSS which is located in the Academic Support Center on both the main and the COT campus. Assistance will be arranged if needed. The report must contain the grievant name, address, the date and a description of the alleged act. DSS will review report received from the grievant. After review of the complaint, DSS will take the necessary steps to resolve the complaint.

Appeal. A finding may be appealed in writing to the Director of Disability Support Services by either party within 10 working days of receipt of DSS' determination. A party may appeal a decision based on discovery of new evidence previously unavailable or a significant irregularity in the procedural process which could affect the outcome of finding. The appellant should be as specific as possible in setting out basis for appeal; general dissatisfaction with the decision will not be sufficient. The determination of Disability Support Services will be forwarded to the Chancellor for final approval.

At any time, prior to filing a charge, or while a complaint proceeding is in progress, a complainant may file their complaint with the appropriate external agencies. A list of agencies, along with contact information, is available on the Disability Support Services website. (See Internet Resources).

IV. Time Line for Investigation Process

Disability Support Services will complete its investigations as expeditiously as possible. The investigation shall normally be completed within 45 working days from the filing of a formal complaint, including notification of the parties of the outcome of the investigation. In extraordinary circumstances, DSS reserves the right to extend this time to a reasonable period. All parties will be notified if such an extension is necessary. Many factors can interfere with an investigative fact-finder's commitment to complete a determination promptly, including unavailability of witnesses or the complexity of the issues involved or new evidence resulting in an appeal. DSS will maintain contact with the Complainant and Respondent throughout the course of the investigation to keep them up to date on the process.

V. Confidentiality

DSS takes any allegation of discrimination, harassment, and/or retaliation seriously and is committed to protecting the integrity of the investigation process including confidentiality and the due process rights of all individuals. Note that all those involved (the respondent, the complainant, and the witnesses) have privacy interests. Therefore, outside the scope of the investigation, all parties are requested not to publicize or divulge the nature of the proceedings, or the identity of those involved.

VI. Right to Advisor

The complainant and the respondent each have the right to bring an advisor to the investigative meeting. If either party chooses to exercise this option, please give DSS prior notice that an advocate will attend. If either the complainant or the respondent's advisor is a person degreed or qualified in law, DSS must be notified within two business days of the hearing.

VII. Transfer of Function

If a complaint, whether informal or formal, is directed against Disability Support Services, the functions assigned to DSS by these procedures will transfer to the Office of the Vice Chancellor of Student Affairs or to the Human Resources Department.

The Office for Civil Rights serves student populations, promotes equal educational opportunities, and resolves complaints of discrimination under federal civil rights laws. Information about OCR is located at <http://www.ed.gov/about/offices/list/ocr/index.html>. They can be contacted at:

Office for Civil Rights, Seattle Office
U. S. Department of Education
915 Second Avenue, Room 3310
Seattle, WA 98174-7900
FAX: (206) 220-7887 Telephone (206) 220-7900 TDD (206) 220-2907
E-mail: OCR.Seattle@ed.gov

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