



Student Handbook

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Yasuko "Sue" Abe, M.A.
Manager, Disabled Students'
Programs and Services

Welcome To Disabled Students' Programs and Services (DSPS)

Dear DSPS Student,

Welcome to the Disabled Students' Programs and Services (DSPS) at Contra Costa College (CCC)! Our mission is to provide support services, specialized instruction, and academic adjustments (accommodations) to students with disabilities. It is our hope that you can participate as fully, and benefit as equitably, from the college experience as your non-disabled peers.

All of our staff at the Disabled Students' Programs and Services is committed to ensuring that you have equal access to educational opportunities.

Working together, we can decide on the appropriate academic adjustments (accommodations) to ensure your success. We recognize the need for individualized plans because each student with a disability (ies) will have a different level and style of learning, even within the same disability category.

We encourage you to take this opportunity to explore the many possibilities that a college education can provide for you here, and help prepare you for continuing your education at a four-year university. Our staff and faculty are here to help you reach your goal!

Sincerely,

A handwritten signature in black ink, appearing to read "Y. Abe".

Yasuko "Sue" Abe, M.A.
Manager, Disabled Students' Programs and Services

"I love working in DSPS. I feel like I can really help students who struggle and might otherwise not be able to succeed and accomplish their educational goals."

-Dr. Alissa Scanlin, Learning Disability Specialist

Introduction

Since its inception in 1978, Contra Costa College's Disabled Students' Programs and Services (DSPS) has grown to serve over 900 students with disabilities each year. Students are referred to DSPS in a variety of ways. Professors, counselors, and staff often refer students to this program. Additionally, high school teachers and agencies, such as the California State Department of Rehabilitation, also refer students to the program. The appropriate academic adjustments (accommodations) are to ensure success.

The Disabled Students' Programs and Services (DSPS) office at Contra Costa College (CCC) is committed to providing programs and support services to students with learning, physical, and/or psychological disabilities, to help increase their access to vocational and educational programs and opportunities.

To access services you will need to apply to CCC, participate in the matriculation process, complete DSPS intake applications, provide verification of disability (ies) (if available), and meet with a DSPS counselor, or Learning Disability (LD) Specialist.

The purpose of this handbook is to provide you with information about our program. We at DSPS, will be happy to work with you.

Confidentiality

All disability-related contacts with the DSPS office and resulting information remain confidential unless you sign a specific written release to share that information. In addition, DSPS shares information with other appropriate Contra Costa College faculty members or staff ONLY to the extent that it is necessary to facilitate your educational process and at all times is sensitive to your rights as a student to privacy and confidentiality. DSPS will ask you for permission to obtain appropriate documentation to verify eligibility for services.

Class Expectations and Academic Differences

High School/Secondary	College/Post-Secondary
The District ensures that the IEP is implemented and progresses on goals are made.	You are responsible for your own progress.
Assignments may be shortened and make up test may be offered. If established in the IEP, you may have a lower standard of course mastery.	You take the same exams as your peers and are expected to meet the same grading and mastery standard as other students, but may receive approved, reasonable accommodations. (Such as extended time, alternate testing site, scribe.)
You follow a prescribed curriculum established by the school district.	You take courses based on placement test results, degree fields of study and personal preference.
You go from one class to another every day of the week for about 6 hours per day. You usually spend about 30 hours in the class each week. Often teachers help you prepare for test(s) in class.	Actual time spent in the classroom is considerably less in college. Professors usually expect you to read and study on your own. For every hour in a college class, you should expect to spend 2-3 hours studying on your own. (Such as reading, reviewing notes, or researching.)
Classes are scheduled for you and their attendance in class is carefully monitored	You will arrange your own class schedule with the help of a Counselor or Advisor. Professors may not formally take roll – but they know who attended. Being absent is directly correlated to failure in college
Teachers provide you with missed information when absent	Professors expect you to ask classmates for any notes or material from missed classes.
Teachers often write notes on the board to cue note taking. Note taking may not be essential.	Reading assignments can be lengthy and in-class material from lectures may be substantial. Professors will expect you to identify the important points to include in their notes. Good class notes in college are essential.
You are provided textbooks at little or no expense.	You will need to budget for purchase their textbooks.
Teachers give you materials to help you understand the course content. Often you are only responsible for what is presented in class.	Professors may or may not follow the textbook. They may offer illustrations, background information or relevant research to help you understand the content. They will expect you to assimilate the textbook reading even if they aren't covered in class.

Delivery of Services

High School/Secondary	College/Post-Secondary
Once a disability is documented, services are made available and included in your daily schedule.	After documentation has been provided and appropriate accommodations have been identified; you are responsible for requesting the accommodation(s) each time they are needed.
Parents are notified and must give permission for any decisions regarding their child.	Parents are not notified of services their son or daughter request unless you grant permission for that information to be released
Teachers, administrator and parents advocate for you.	You must advocate for yourself.
Re-evaluation for you are conducted by the school on a regular basis.	Re-evaluation of a disability is not generally required if you remain continuously enrolled in the college.

The Law

Section 504 of the Rehabilitation Act of 1973

Section 504, of the Rehabilitation Act of 1973, prohibits discrimination against individuals with disabilities in recruitment, admission and treatment after admission. It mandates all recipients of federal funding to make adjustments and accommodations in their programs and activities in order to provide qualified individuals with disabilities with opportunities equal to those enjoyed by individuals without disabilities.

Section 508 Amendment to the Rehabilitation Act of 1973

Section 508, amended the Rehabilitation Act to require federal agencies to make electronic and information technology accessible to individuals with disabilities. It provides students with disabilities access to electronic and information technology comparable to the access available to students without disabilities.

Americans with Disabilities Act of 1990 (ADA)

The Americans with Disabilities Act of 1990 (ADA), extends federal civil rights protection in several areas to people who are considered disabled. To be considered disabled under the ADA, a person must have a condition that impairs a major life activity, or a history of such a condition, or be regarded as having such a condition. A disabled person must be qualified for the job, program or activity to which she/he seeks access. That means the person must be able to perform the essential functions of the job or meet the essential eligibility requirements of the program or benefit. Reasonable accommodations provide students with adjustments that assure equal rights and privileges.

Full text of these laws can be found on: www.usdoj.gov.

“Every student deserves a chance to get an education”

-Jillian Sison, Special Students Programs & Services Assistant

Parent Information

Parental Rights – a Word about FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law intended to protect the privacy of student educational records accumulated from early childhood through college. FERPA, sometimes referred to as the Buckley Amendment, provides parents with certain rights with respect to their children’s K – 12 education records. *However, once a student reaches the age of 18 or enters college, the rights previously held by the parents transfer exclusively to the student.*

Parents need to realize that payment of a student’s tuition does not, by itself, give parents the right of access to their student’s records. Ordinarily, parents obtain information from the college only if their child has provided the college with written instructions to do so.

FERPA makes four guarantees to college students:

- 1) The right to inspect and review education records,
- 2) The right to seek to amend education records,
- 3) The right to have some control over the disclosure of information from those education records, and
- 4) The right to file a complaint against an institution for the alleged violation of these FERPA rights.

For more details about FERPA, including information about a college’s responsibility to notify parents in an emergency situation, visit the college Records and Registration (or Registrar) webpage, the U.S. Department of Education website (www.ed.gov), or (www.collegeparents.org)

Cited from College What Parents Need to Know by Alan Farber, Ph.D.

Policy for Suspension or Termination of DSPS Services & Legal Responsibilities of DSPS

Title 5, Section 50101b of the California Code of Regulations indicates that a district may adopt a written policy providing for the suspension or termination of DSPS services when a student fails to comply with responsible use of DSPS services, service provision policies and measurable progress policies. Such policies shall provide for written notice to the student prior to suspension or termination and shall afford the student an opportunity to appeal the decision. Each student shall be given a copy of this policy upon first applying for services from DSPS. In meeting its responsibility to wisely utilize resources so that all students can receive equitable services, Disabled Students Programs and Services (DSPS) at Contra Costa College has a charge to see that services are used in a responsible manner. Accordingly, policies must be established that determine the eligibility status of students receiving services. Likewise, DSPS has the responsibility of establishing requirements for measurable progress. If students do not adhere to the established policies or if a lack of measurable progress is observed, the student will be notified of the possibility of cessation of DSPS services. If the student continues not to adhere to policies or make measurable progress, DSPS is responsible to discontinue service and refer the student to more appropriate services or to a more appropriate learning environment. There are two ways that eligible students may be denied services through DSPS: 1) lack of measurable progress, and 2) inappropriate use of services.

Measuring Progress

A lack of measurable progress may be defined in any of the following ways and may result in complete loss of DSPS services:

1. Enrollment in Contra Costa College courses with appropriate academic adjustments (accommodations) for three consecutive semesters, but unable to pass them (i.e., receiving W and/or NC and/or D&F grades for all courses).
2. Failure to meet Contra Costa College academic standards as defined by reaching a college status of Academic Dismissal or Progress Dismissal.
3. Failure to conform to the Contra Costa College student conduct standards. Student conduct is governed by rules designed to preserve both individual and community freedoms. The individual student, in order to learn and grow, must enjoy freedom of expression and action. The academic community, if it is to properly serve the student, must enjoy freedom from disruption. Students enrolling in the college assume an obligation to conduct themselves in a manner compatible with the college's function as an educational institution. The following acts constitute misconduct for which college students are subject to discipline and suspension. Such misconduct, whether committed while on campus or off campus, at functions supervised or sponsored by the college, is subject to disciplinary sanctions (Ed. Code sections 76032 and 76033) administered by the college.
 - Continued disruptive behavior, continued willful disobedience, habitual profanity, or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel.
 - Assault, battery, or any threat of force or violence upon a student or college personnel.
 - Willful misconduct which results in injury or death to a student or college personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the District.
 - The use, sale, or possession on campus of, or presence on campus under the influence of, narcotics, other hallucinogenic drugs or substances, or any poison classified as such by Schedule D in Section 4160 of the Business and Professions Code.
 - Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the Governing Board.
 - Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
 - Dishonesty, such as cheating, plagiarism, or knowingly furnishing false

information to the college.

- Forgery, alteration, or misuse of college documents, records, or identification.
- Theft or damage to property of the college, of members of the college community or of college visitors.
- Unauthorized entry to or use of college facilities.
- Violation of college policies or regulations, including regulations concerning the formation and registration of student organizations, the use of college facilities, or the time, place and manner of public expression.
- Gambling on college property.
- Conduct off campus inimical to the welfare and well-being of the college community.

(See Student Conduct Standards, Contra Costa College Catalog, page 11)

4. Failure to make progress toward the goals outlined in the student's Student Educational Contract (SEC) for two consecutive semesters.

Inappropriate Use of Services

According to Title II of the Americans with Disabilities Act (ADA) and the Office of Civil Rights (OCR) guidelines for Personal Aids and Services, Contra Costa College is not required to provide services of a personal nature for students. "Personal attendants and individually prescribed devices are the responsibility of the student who has a disability (ies) and not of the institution. For example, readers may be provided for classroom use, but institutions are not required to provide readers for personal use or for help during individual study time. (OCR Auxiliary Aids and Services for Postsecondary Students with Disabilities)."

Services such as readers, writers and mobility aids provided outside the classroom and examination time are considered personal attendants.

Inappropriate use of services is defined as a failure to comply with the policies and procedures of individual services that students are using. Failure to comply with the terms stated within each specific service area may result in the termination of that service.

1. Services that have been used inappropriately may be terminated at any time.
2. Prior to the termination of a service, you will be notified in writing of the manner in which you have used the service(s) inappropriately and of your right to meet with the DSPS counselor/manager to discuss the area of concern.
3. As a result of this meeting or if you decline participation, the DSPS counselor/manager may propose options, which include but are not limited to a termination of service, a continuation of service, a continuation subject to review. At the time of the meeting with the DSPS counselor/manager, you will be asked to sign off on the Warning of Suspension or Termination Contract which outlines the guidelines for continuing services.
4. If the DSPS counselor/manager proposes termination, you will be advised of your right to appeal to the College's Affirmative Action Officer and will be given information about this process. If you do not appeal or appeals but fails without good reason to use the appeal process, the service will be terminated within 10 days after the date of appeal.
5. Terminated services may be reinstated during the current semester only on the authorization of a DSPS counselor/manager, and only if there are extenuating circumstances which warrant the reinstatement of the service.
6. Reinstatement of services for subsequent semesters will be considered on a case-by-case basis.

Contra Costa College Summary of Students Rights for Academic Adjustments (accommodations) and Grievance Process

1. Disagreement at the DSPS Level.

If you disagree with a decision made by the DSPS concerning whether you are a qualified individual with a disability (ies), the functional limitations of the disability (ies), or approved academic adjustments (accommodations), may take the following steps:

a. Make an appointment with the DSPS counselor and discuss the disputed decision with the counselor, and provide necessary information. The counselor will inform you in writing within ten (10) calendar days whether the counselor decides to change or uphold the original decision.

b. If you disagree with the DSPS counselor's decision, you may file a written appeal to the DSPS manager. The appeal must contain the decision that you disagreed with, and the reasons for the disagreement. The DSPS manager will contact you to gather relevant information and will provide a response to the appeal within ten (10) calendar days of the date the appeal was received.

c. If you disagree with the DSPS manager's decision, you may file a complaint pursuant to the District's unlawful harassment and discrimination policy, which is available online.

2. Disagreement at Professor Level

a. If a professor fails to implement any academic adjustment (accommodations) for you that have been approved by the DSPS office, you should promptly notify the DSPS manager. Contra Costa College encourages you, the student, to first discuss the issue with your professor. When the DSPS manager receives information from you that your professor is not implementing any academic adjustments

(accommodations), the DSPS manager will take the following steps:

- (i) Attempt to resolve the matter with your professor. Any proposed resolution may include discussions with you, if appropriate.
- (ii) If the matter is not resolved with your professor within five (5) business days, the DSPS manager will ensure that your approved academic adjustments (accommodations) are implemented pending final decision in the matter. If the professor raises the issue of undue burden or fundamental alteration, the DSPS manager will follow the procedures set forth in this Handbook under Procedures for Requesting Academic Adjustments for addressing these issues.
- (iii) The DSPS manager will refer the matter to the department chair, which will consider the DSPS basis for the approved academic adjustments accommodations, the professor's objections, and reasons therefore, and will issue a decision within ten (10) business days of receiving the referral from the DSPS manager. However, if the department chair cannot come to a decision. The final decision will go to the Dean of Student Services.
- (iv) If you disagree with this disposition, you may file a complaint pursuant to the District's anti-harassment and discrimination policies.

Procedures for determining whether a proposed accommodation is an "Undue Burden"

In determining whether a proposed academic adjustments (accommodations) are an undue burden, Contra Costa College shall apply the following legal standards:

- Contra Costa College recognizes that the burden is on the college to establish that undue financial or administrative burden exists;
- A decision that a proposed academic adjustments (accommodations) would constitute as an undue burden can only be made by the "head of the public entity" or designee. The appropriate designee for DSPS will be the DSPS manager.
- The DSPS manager shall first consider all resources available for use in the funding and operation of the applicable department or program.
- The DSPS manager shall consider the following factors: (1) the nature and cost of the academic adjustments (accommodations) requested; (2) the overall financial resources of the department; (3) the number

of persons employed in the department; (4) the effect of the academic adjustments (accommodations) on expenses and resources of the department; (5) legitimate safety requirements that are necessary for safe operation; (6) any other significant impacts on the department including employee rights under applicable collective bargaining agreements; (7) the geographic separateness and the administrative or fiscal relationship of the department to the district; (8) the overall size and financial resources of the district; and (9) the goals and purpose of the district in educating a large and broad number of students. For clinical placements, the DSPS manager shall also consider and consult with the clinical placement facility regarding the logistics of implementing the academic adjustments (accommodations).

- If it is determined that the proposed academic adjustments (accommodations) are an undue burden, the DSPS manager shall provide a written statement of the reasons for reaching that conclusion.
- When there arises a direct and unavoidable conflict between a necessary academic adjustment (s) (accommodations) for you and a provision of one of the college's collective bargaining agreements, to the extent that the collective bargaining agreement is an equal or superior source of law, this conflict will be taken into account in determinations of an undue burden. Where an undue burden is established, the President of the college will certify this determination, record in writing the determination and its basis, and provide a copy of the written determination and basis to you. The college will not take more than fifteen (15) business days to reach its determination and will provide you with interim academic adjustments (accommodations) as effective as possible without entailing the alleged conflict.

Whenever the President concludes that undue burden has occurred, the college will engage with you in an interactive process to determine whether there is an equally effective alternative academic adjustment (s) (accommodations) that does not entail an unavoidable conflict with any legally equal or superior provision of the collective bargaining agreement.

Whenever the President concludes that undue burden has occurred, you will also be advised of your right to file a grievance under the college's Section 504/ADA disability grievance procedure as well as your

right to file a complaint with the U.S. Department of Education, Office for Civil Rights.

- For clinical placements, if Contra Costa College has approved the proposed academic adjustments (accommodations), and the clinical placement cannot or will not implement it, Contra Costa College shall do one or more of the following: (1) work with the placement to implement the academic adjustments (accommodations) or negotiate implementation of an equally effective alternative; (2) place you in another placement that is equally effective for you; or (3) end the relationship with the placement.

Procedures for determining whether an academic adjustment (accommodations) would fundamentally alter college academic requirements

To be successful in a course or program, you must achieve the required outcomes of the course or program by demonstrating that you have mastered the essential skills and knowledge for that course or program. Students with disabilities are not excused from this requirement. However, you are entitled to acquire and demonstrate this knowledge and these skills while using academic adjustments (accommodations).

There may be instances where a college staff or DSPS staff believes that providing an academic adjustments (accommodations) requested by you would fundamentally alter the course or program requirements for you. This may arise when you initially request an academic adjustment (s) (accommodations) from DSPS or be raised by a professor after DSPS approves any academic adjustments (accommodations). For example, a student may request an academic adjustment (s) (accommodations) as a course substitution for a course that a faculty member believes is essential to the program in which the student is enrolled or believes that the course proposed for substitution fails to provide knowledge of an equivalent value. Or, a student may request as an academic adjustment (s) (accommodations) a modification to a particular course, such as requesting that the student be tested only with essay questions when the professor only uses multiple choice questions. These are case-by-case determinations that may vary, for

example, based on the major area of academic concentration.

If DSPS, a professor, or the department raises a concern about fundamental alteration, DSPS, in conjunction with the department chair and applicable Dean, will determine whether the academic adjustment (s) (accommodations) or an equally effective alternative will be implemented pending a review and determination by the College as to whether the academic adjustment (s) (accommodations) would be a fundamental alteration of a program requirement.

The factors to be considered in determining whether any academic adjustment (s) (accommodations) is a fundamental alteration shall include the following:

- a. What is the purpose or objective of the course, requirement, standard, testing practice, procedures or rule in question (For example, what is the purpose of a requirement that a student demonstrates a particular skill or passes a test)?
- b. How is the purpose or objective related to the requirements for the student's program or degree?
- c. What skills and knowledge must be mastered by students who take the course, or enroll in or complete the degree/program?
- d. What is the minimum level of mastery that must be demonstrated by students?
- e. What are the reasons for the chosen instructional methods, evaluation methods, and evaluation requirements?
- f. Are the answers to these questions generally consistent between all instructors of a course, or in a program?

Procedures to determine whether an academic adjustment (s) (accommodation) is a fundamental alteration

If you seek an academic adjustment (s) (accommodation) that either DSPS, a faculty member, or the department believes would be a fundamental alteration of a college academic requirement, the DSPS manager will implement the following process in a timely manner to resolve the question:

- a. The DSPS manager will determine whether there is a reasonable (logical and credible) basis for the position that implementing the

- academic adjustment (s) (accommodations) would result in a fundamental alteration of a requirement; the objection to the academic adjustment (s) (accommodations) cannot be merely a pretext for discrimination. If there is no reasonable basis, the DSPS manager will require that the academic adjustment (s) (accommodations) be implemented immediately. (For example, a faculty member objects to an academic adjustment (s) (accommodations) that has routinely been allowed, and offers no new information to support the objection; or the faculty member objects to the academic adjustment (s) (accommodations) on an impermissible basis, such as the faculty member does not believe you really have a disability, which should be decided by DSPS).
- b. If a reasonable basis exists, the DSPS manager will verify that the professor, department, and/or program have articulated the essential requirements for the course and/or program and provided notice of them to you.
 - c. The DSPS manager will appoint a committee of objective persons who collectively are knowledgeable about the academic area; any related licensing requirements, any applicable accreditation for the course of study, the student's disability, and academic adjustment (s) (accommodations) methods. The committee will not be limited exclusively to individuals from the department that provides the course or program.
 - d. The committee will identify the objective of the requirement, taking into consideration the information provided by the professor, program or department concerning essential requirements, including curriculum approval or course creation documents. The committee will ensure that the requirement is not simply based on tradition or routine practice without direct connection to essential requirements.
 - e. The committee will consider whether the requirement is consistent with similar programs at other educational institutions, and with relevant national and expert guidelines; and whether there is any unique justification for a requirement that is not generally adopted by other educational institutions.
 - f. The committee will consider information provided by you, the student that is relevant to determining whether notice of the essential requirement in question has been provided to you, and whether the academic adjustment (s) (accommodations) requested

by you would invalidate or is significantly inconsistent with the objective of the requirement.

- g. The committee will determine whether the academic adjustment (s) (accommodations) requested by you would invalidate or is significantly inconsistent with the objective of the requirement. If not, the academic adjustment (s) (accommodations) will be implemented.
- h. If the requested academic adjustment (s) (accommodations) would invalidate or is significantly inconsistent with the objective of the requirement, the committee (or designated members) will promptly and diligently search for alternate academic adjustment (s) (accommodations) in consultation with the faculty member, DSPS, and you. The committee will address the following: (1) are there alternate ways that the student can acquire or demonstrate mastery of the skill that would meet the same fundamental objectives of the course or program; (2) has the department/college diligently searched for potential alternatives?; (3) has the department/college included all necessary people in the search; (4) has the department/college identified whether other postsecondary institutions have identified alternatives that achieve the objectives of the college without fundamentally altering requirements?
- i. If identified, alternate academic adjustment (s) (accommodations) not entailing a fundamental alteration or an undue burden will be implemented. (Final undue burden decisions can only be made by the President of the College.)
- j. The DSPS manager will ensure that you are provided the opportunity to give information to the committee and that you are given prompt written notice of committee decisions. The DSPS manager will also facilitate any discussions between you and the committee, department, program or professor, and DSPS, concerning academic adjustment (s) (accommodations) for you.

Subsequent Requests for academic adjustments (accommodations)

If after the initial adjustment meeting has been held and the academic adjustments (accommodations) have been established, and if you believe that additional and/or modified adjustments are called for, you must meet with your DSPS counselor to discuss the reason for the requested adjustment. The counselor will then consult with the professor,

review relevant documentation (including medical and academic documentation), and revise the list of approved academic adjustments as necessary. The counselor will then revise the list of approved academic adjustments as necessary. The counselor will then communicate the revised academic adjustments to the professor.

Are You Eligible?

The Americans with Disabilities Act (ADA) defines a disability as:

- A student who has a physical or mental impairment which substantially limits one or more major life activities.
- A student who has a record of such impairment.
- A student who is regarded as having an impairment

DSPS is open to all Contra Costa College students with a verified disability (ies). This includes, *(but is not limited to)*:

- Physical Disability
- Learning Disability
- Intellectual Disability
- Acquired Brain Injury
- Speech and Language Disorders
- Hearing Impairment
- Visual Impairment
- Psychological Disability
- Temporary Disability

You must provide DSPS with verification of your disability (ies), by providing documentation signed by a physician or other appropriate professional. You should be prepared to bring in any documentation you have that describes your disability (ies), including Individual Educational Plan (IEP's), medical reports, etc. If such documentation is not available, you will need to provide the name and contact information of the professional(s) who can verify your disability (ies).

*"To be ready at any moment
give up what you are, for
what you might become."
I. E. B. DuBois*

New Students

If you are new to Contra Costa College and/or the DSPS program, you should begin by scheduling an appointment with a counselor by calling (510) 215-3969.

Continuing Students

If you will continue to use our services from the previous semester(s), you must meet with a DSPS counselor at least once a year to maintain eligibility for services. If you want to request a service that was not previously authorized, you must meet with a DSPS counselor or a DSPS learning disability specialist for authorization.

Returning Students

If you have not been enrolled at Contra Costa College for a year or more, you will need to schedule an appointment with a DSPS counselor to reactivate your file and reauthorize services. If you have been away for more than five years, your file has likely been destroyed and you must enroll as a new student by resubmitting documentation of disability (ies) (See New Students section above).

Assessments and Classes

Assessments for a Learning Disability (LD) is done at no cost to you. If you have never been tested for a learning disability the process requires several appointments. Having a learning disability does not mean that you cannot achieve your goals. There are a host of strategies for success.

Our LD testing is a three part process that you must complete in order to be evaluated.

The following are steps, which you must take in order to receive LD Testing:

1. Contact our office for the next LD Testing date, and book whichever date is more convenient for you. This test appointment is about three (3) hours, and the test is usually administered in a group setting.
2. After you complete the first test, our staff will set you up with an

appointment for the second portion of the LD testing. This is a one on one test, and usually lasts about two (2) hours.

3. Once you have completed both portions of the test, our staff will schedule your final appointment. This appointment will allow you to receive your results from all the LD testing, and at this point the counselor or LD specialist shall determine if you are eligible or not, and which academic adjustments (accommodations) are appropriate for your disability (ies).

Students in high school special education programs or 504 programs may also be asked to complete some testing. You should meet with either a DSPS counselor or LD specialist to discuss eligibility.

Please note: if you have any physical disabilities which affect brain injury, such as Multiple Sclerosis (MS), you cannot be tested for a learning disability.

You can also take DSPS classes to help you:

- Reinforce your skills in English and Math.
- Develop learning strategies to improve your memory techniques, take notes and write term papers.
- You can prepare for success in general education and upper-division courses.
- You can utilize software programs to create Power Point Presentations, scan and read information.

These courses include:

- 1) English 81, Strategies of Reading
- 2) English 82, Learning Strategies
- 3) English 84, Special Writing Instruction
- 4) Math 80, Strategies in Math
- 5) High Tech Lab-CIS-095, Assistance with computers and software

Academic & Support Services

Academic Advising

You will be able to meet with a DSPS counselor each semester to develop your Student Educational Contract (SEC). During this meeting,

the counselor recommends courses for the following semester and appropriate support/academic adjustments (accommodations). If there is any difficulty in providing the necessary academic adjustments (accommodations), the DSPS counselor, or LD Specialist will consult with the DSPS manager to resolve the difficulty. The counselor will also refer you, as needed, to other programs and services on and off campus. You can also receive career, vocational and personal counseling from your DSPS counselor.

Contra Costa College's policy is to provide you educational auxiliary aids, and academic adjustments (accommodations) to ensure that you are not discriminated against on the basis of your disability (ies). However, Contra Costa College is not required to modify academic requirements that are essential to an academic program or to a directly related licensing requirement that would result in the lowering of academic or technical standards, or to make modifications that would fundamentally alter the nature of the program. In addition, Contra Costa College is not required to make academic adjustments (accommodations) that would cause the College to incur undue administrative or financial burden. Contra Costa College will give primary consideration to the academic adjustments (accommodations) requested by you, but may consider equally effective alternatives in consultation with you.

Auxiliary Aids

The Section 504 regulation contains the following requirement relating to a postsecondary school's obligation to provide auxiliary aids to qualified students who have a disability (ies).

Some of the various types of auxiliary aids and services may include:

- taped texts
- notetakers
- ASL interpreters
- readers
- videotext displays
- television enlargers
- talking calculators
- electronic readers
- Braille typewriters
- amplifiers
- closed caption decoders
- open and closed captioning
- voice synthesizers
- large print keyboard
- trackball and adaptive mice
- adjustable workstations
- assistive listening devices
- assistive listening systems

Technological advances in electronics have improved vastly participation

by students with disabilities in educational activities. Contra Costa College is not required to provide the most sophisticated auxiliary aids available; however, the aids provided must effectively meet the needs of a student with a disability (ies). DSPS has flexibility in choosing the specific aid or service it provides to you, as long as the aid or service selected is effective. These aids should be selected after consultation with a DSPS counselor and you, the student, who will use them.

Priority Registration

Upon completion of the Student Education Contract (SEC), you may choose to participate in priority registration for courses for the next semester. This priority registration allows additional time for coordinating support services and ensures that you will be able to enroll in the course sections you have planned with your DSPS counselor.

DSPS Orientation

During the school year DSPS, has their annual orientation. Here, you are able to learn more about our services, speak with our counselors, meet the DSPS staff/faculty and meet other DSPS students.

Liaison with Professor(s)

A DSPS counselor or LD specialist, may make recommendations for academic and classroom academic adjustments (accommodations) based on your disability (ies). The purpose is to communicate learning needs and to outline support services or academic adjustments (accommodations) to your professor (s). In order to promote self-advocacy and good communication with your professor (s), a DSPS counselor or LD specialist may assist you to prepare a “Memo to professor” form during the Student Education Contract (SEC) appointment. It is recommended that you schedule an appointment with each of your professor (s) so that he/she will be informed about your academic adjustments (accommodations). Professors can contact the DSPS office for more information, if necessary; however, you must have given DSPS permission to release this information.

Adaptive Physical Education Classes

The Adaptive Physical Education course is designed to meet your needs.

A DSPS counselor or LD specialist can recommend these courses. This course can provide activities in three major areas:

- General Strengthening/conditioning
- Hydrotherapy/swimming
- Cardiovascular conditioning

American Sign Language (ASL) Interpreters/Captioning Services

Qualified ASL interpreters and captioners are available to provide interpretive services for you. You must request an ASL interpreter or captioning services and complete an interpreter/captioning contract with the DSPS staff/faculty.

Note Taker Services

Most often, note takers are students enrolled in your class who volunteer to take lecture notes on special duplication paper provided by DSPS. You are also advised, whenever possible, to record course lectures. DSPS provides recording devices to you to check out for the semester at no cost.

Service Animals

It is the policy of the Contra Costa College to permit you with the use of service animals on the Contra Costa College premises and any of its extension facilities.

Scribe Services

DSPS will provide a scribe for you if it is required. You will receive assistance with your writing in classes or for course work when assistive technology cannot meet the academic adjustments (accommodations). You must request a scribe from the DSPS staff/faculty.

Academic Adjustments in Clinical Settings

If you are involved in a program that has a clinical-component, you are entitled to reasonable academic adjustments (accommodations) in the clinical setting as well as the academic setting. You must discuss the academic adjustments (accommodations) if you are requesting for your clinical placements with your DSPS counselor. DSPS will engage in the interactive process with you to decide whether you need academic

adjustments (accommodations) in the clinical placement. DSPS will inform the clinical placement agency and the clinical professor of the recommended academic adjustments (accommodations), and DSPS will coordinate implementation of the academic adjustments (accommodations) with the clinical placement and clinical professor. For clinical placements, if DSPS has approved the proposed academic adjustments (accommodations) and the clinical placement cannot implement it, Contra Costa College shall do one or more of the following: (1) work with the placement to implement the academic adjustments (accommodations) or negotiate implementation of an equally effective alternative; (2) place you in another placement that is equally effective for you; or (3) end the relationship with the placement.

Absence Notification

You should notify your professor(s) if you are unable to attend class. Notification by voice mail or e-mail is available for you. This information is generally located in a professor's syllabus.

Referrals

Your DSPS counselor may recommend you to other campus resources or community agencies, if necessary.

Alternate Media Services

Alternate media refers to printed materials produced in alternate format that are critical for your success. You are eligible to receive instructional materials in an alternate format provided that you meet the following conditions:

- You are registered in the requested course at the college.
- You have submitted your request for alternate media and purchased the required instructional material.
- You will use the alternate formats solely for your own educational purposes and will not copy or duplicate it for use by others.
- The instructional material is required or essential to your success in the course.

- Requests will be filled in a timely manner.
- Whenever possible, materials are provided in the alternate format preferred by you (i.e. Braille, audio, large print, electronic text). References: Federal and State Regulations: California Code of Regulations, Section 55002; Section 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; Assembly Bill 422. Guidelines for Producing Instructional and Other Printed Materials in Alternate Media for Persons with Disabilities, Chancellors Office California Community Colleges Sacramento, California, April 2000.

Types of Alternate Media Available:

- Audio
- Braille
- Close Captioning
- E-Text
- Large Print
- Tactile Graphics

E-Text-E-text is a simple text file that can be accessed by many programs such as MS Word, JAWS screen reading programs like Balabolka, Kurzweil text-to-speech program, Duxbury Braille Translation program. It is very important because it is the basis for generating many other forms of Alternate Media. E-text can be used by people who are blind, visually impaired, and those with a learning disability who use speech output. E-text are made from documents that may have been created originally by a word processor or scanned using an optical character recognition program, imported into a word processor then saved as text. E-text is needed in order to provide instructional materials in an alternate format for a student with a verified print disability that prevents him or her from using standard instructional materials.

Large Print -Large print is any text that is enlarged to at least 14 points. Large print is used by people who are visually impaired. Large print could be made in many different ways. From e-text, the type is enlarged on the computer, then printed. It could also be enlarged using a photocopier increasing its size to 140% or above. On the computer, it can be used

using a screen magnifying program such as ZoomText. Some students need their materials in larger print. Instructional material can be enlarged on a copy machine. Students can also use a CCTV to magnify the text or a computer program like ZoomText to enlarge the text on a computer monitor.

Braille -Braille is a series of raised dots that can be read with the fingers by people who are blind or whose eyesight is not sufficient for reading printed material. Teachers, parents, and others who are not visually impaired ordinarily read braille with their eyes. Braille is not a language. Rather, it is a code by which languages such as English or Spanish may be written and read. Note: not all non-sighted people can read Braille. There are Manual Transcription: Braille Transcribers using a Perkins Brailier, Electronic Transcription: Using e-text in conjunction a Braille translation program. Refreshable Braille displays: Electronic display attached to the computer.

Format to Audio -Audio formatting is a feature used by programs like Balabolka or Kurzweil 3000. These programs automatically change the format from e-text or PDF into audio. Audio formatting is used by people who are blind, visually impaired, learning disabled, auditory learners. Audio files can be ordered from outside sources like Learning Ally where human readers record to create an MP3. Students can convert their e-text to audio using text-to-audio programs like Balabolka or Kurzweil 3000. These programs will electronically read from e-text or PDF and will output to either speakers, headphones or they can be saved as MP3 files. Some students benefit from hearing the text read aloud by using a computer program that reads with a synthesized voice. Students either read along on the computer or with their textbooks.

If assistance is needed in reading due to a visual impairment or severe reading disability, you may request recordings of course material or textbooks from the Alternate Media Specialist. Enlargement of classroom materials and texts and Braille materials are also provided through the Alternate Media Specialist. Further assistance in requesting textbooks in an alternate media format can be provided for you by DSPS. Please make these arrangements as early as possible.

In order to receive alternate media materials for a textbook,

regardless of format (audio, enlarge print, or Braille), **you must have purchased a copy of the text and include receipt.**

Campus and Program Accessibility

Mobility services will only be provided to you if you have a verified disability (ies) and if your disability (ies) are related functional limitations that prevent you from walking distances. You must be currently registered for classes. Mobility services are provided to and from classes only. Other course related mobility services must be pre-arranged with the DSPS office. If you are requesting these services, you must complete an Application for Mobility Services form, which may be obtained at the DSPS office. If you are receiving mobility services, you must abide by the following rules:

- You must be at the designated pick-up location/building and be ready at the pre-arranged pick-up time.
- DSPS will only wait five (5) minutes after scheduled pick-up time before leaving the arranged pick-up location.
- If excused from class early, either wait for your scheduled pick-up time, or call the DSPS office at (510) 215-3969.
- It is your responsibility to notify the DSPS office as soon as it is known that you are unable to arrive at the schedule pick-up time and pick-up location. Three (3) failures to notify the DSPS office may result in cancellation of this service.
- All books, bags, and packages are your responsibility. Drivers are not required to carry books and packages to classrooms, cars, etc.
- It is ultimately your responsibility to inform the DSPS office whenever changes occur that affect your needs for mobility services.

Line Pass

A “LINE PASS” is a paper voucher that allows DSPS students to bypass lengthy lines and be assisted at the front counter without having to wait. The “LINE PASS” is not to be used to jump ahead of those with scheduled appointments/drop ins. The “LINE PASS” is to be used solely to become “the next person” when standing in LINE.

You are eligible for a “LINE PASS” a) if you have a medical record which indicate mobility limitations b) have mobility accommodations under the

504, Title V and ADA compliance laws.

Maps

The DSPS office has accessible campus maps available. Please ask the DSPS office.

High Tech Center (HTC)

The High Tech Center (HTC) is located in the Computer Technology Center, room 109 (CTC-109), is a specialized computer lab that concentrates in training you. The HTC provides programs and software that have the capability to enhance academic, vocational, and personal performance. The focus of the HTC is to accommodate you, so you will be able to become an academically successful student.

All students are different, and it may take several attempts to find an assistive technology solution that will be effective for your success. Trying different options will give you a greater chance to benefit from accessing electronic information no matter what the source is. The following is a list of software that our HTC have accessible to you:

- **Balabolka** - Is a text to speech program that can be helpful for students with learning disabilities to read almost any format of documents out loud with word highlighting using installed computer voices on your system. It can convert text to audio formats such as MP3 or WAV files. It is a free application that can be installed on a computer or there is a portable version that can be located on a flash drive.
- **Dragon Naturally Speaking** - Is speech recognition software that turns your talk into text and can make virtually any computer task easier and faster. It is an access solution for students that have physical, learning challenges and anyone else that can benefit from the tools it offers. From capturing ideas and creating documents, to email and searching the web, to using simple voice commands to control many of the popular programs you use every day at home, school or work. It can read aloud and highlight text that has been dictated into any text editing application.
- **Ginger Software** - The Ginger Grammar Checker helps you write

"I love assisting students to reach educational goals by showing them how to take advantage of technology available in the High Tech Center."

-Eric Appel, Computer Aided Instruction Lab Coordinator

better English and efficiently corrects texts. Based on the context of complete sentences, Ginger Grammar Checker uses patent-pending technology to correct grammar mistakes, spelling mistakes and misused words, with unmatched accuracy. Ginger's grammar check software improves your text just like a human reviewer would.

- **JAWS** - Is software that enables blind or visually impaired individuals to access a suite of IBM tools for word processing, spreadsheets, and presentation creation and with Lotus Notes by IBM. JAWS also is compatible with Microsoft Office Suite, MSN Messenger, Corel WordPerfect, Adobe Acrobat Reader, Internet Explorer, Firefox - and many more applications that are used on a regular basis on the job and in school.
- **Kurzweil 1000** - Is text to speech software that makes printed or electronic text readily available to people who are blind or visually impaired. This assistive technology software combines accessibility, communication and productivity tools to ease and enhance their reading, writing and learning experience.
- **Kurzweil 3000** - Kurzweil 3000 is an assistive technology, text to speech, learning tool that supports the concept of Universal Design for Learning with a suite of powerful reading, writing, test-taking, and study skill tools that makes curricula accessible to all students. It is particularly appropriate for students with learning disabilities such as dyslexia, dysgraphia, those who require reading intervention, students struggling with reading comprehension and English Language Learners (ELL).
- **ZoomText** - Is a magnification and screen reading software for the visually impaired to access electronic information. There are two versions available - ZoomText Magnifier, which will enlarge and enhance everything on your computer screen with perfect clarity, making all of your applications easy to see and use; and ZoomText Magnifier/Reader, which includes all the great features of ZoomText Magnifier, with the ability to read aloud anything on your computer screen. ZoomText gives access to email, documents, and webpages by reading to you right through your computer's speakers.

Specialized Tutoring

Special support tutoring services is available in HTC. These services are provided in addition to the regular college tutoring offerings.

A DSPS counselor may recommend you for special support tutoring. Tutoring is dependent upon your needs and tutor availability.

Tutoring from DSPS is not a required academic adjustment (accommodation) under the Americans with Disabilities Act (ADA) and is not guaranteed for all students who request tutoring nor will tutoring be offered when sufficient financial resources are not available.

Disabled Students Program & Services Directory

Yasuko "Sue" Abe, M.A .

DSPS Manager

(510) 215-3937

Eric Appel

Computer Aided Instruction Lab Coordinator

(510) 215-4778

Vacant

Alternate Media Specialist

Yvonne Farr

Supported Education Services

(510) 215-3904

Ruth Gorman, M.S., C.R.C.

DSPS Counselor

(510) 215-3915

Christina Kusaba

DSPS Instructor

Alissa Scanlin, PsyD

DSPS Learning Disability Specialist

(510) 215-3918

Richard Stollings

Instructional Assistant

(510) 215-3920

Vacant

DSPS Learning Disability Specialist

Vacant

Special Students Program & Services Assistant

(510) 215-3938

On-Campus Resources

ADA/504 Coordinator (510) 215-3847

Mariles Magalong

MMagalong@contracosta.edu

The ADA/504 coordinator is located in the Applied Arts (AA) building-201.

Admissions & Records (510) 215-6027

The Admission and Records (A & R) office serves students seeking assistance with admission's application, student academic petitions and enrollment assistance; Located in Student Services Center (SSC), SSC-115.

Assessment (510) 215- 3896

The Assessment Center offers assessments, which determine a student's

placement in English, Math and English as a Second Language (ESL); Located in SSC-104.

Bookstore (510) 215-4000

The Bookstore sells, rents required textbooks as well as snacks, school supplies and Contra Costs College memorabilia.

CalWORKs (510) 215-3902

California Work Opportunity and Responsibility to Kids, offers a variety of services to students; Located in SSC-106.

Cashier's Office (510) 215-4892

The Cashier's office is located in the SSC-Lobby.

Counseling Center (510) 215-3936

The Counseling Center offers various counseling services such as academic, career and personal; Located in SSC-108.

Dean of Student Services/Title IX Coordinator (510) 215-3961

Vicki Ferguson

vferguson@contracost.edu

The Dean's office is located in SSC-113.

Disabled Parking Services

There are parking spaces designated for disabled persons' vehicles that display a specialized plate or placard as per California Vehicle Code. Temporary disabilities requiring disabled parking may be obtained from the California Department of Motor Vehicles according to the California Vehicle Code.

Early Learning Center (ELC) (510) 215-3969

The Early Learning Center is a childcare facility on campus and is open to students, faculty/staff and the community.

EOPS/CARE (510) 215-3948

Extended Opportunity Programs and Services help students who are educationally and economically disadvantaged. Cooperative Agencies

Resources for Education is a supplemental program for EOPS students;
Located in SSC-106.

Financial Aid (510) 215-3952

The Office of Financial Assistance assists students who have the ability to benefit from the post-secondary instruction and receive financial support;
Located in SSC-102.

Library and Learning Resource Center (LLRC) (510) 215-4921 Circulation Desk or (510) 215-4897 Reference Desk

The Library's collections and services are designed to support the coursework offered at the college for students.

Police Services (510) 236-2820

Police Services ensure that Contra Costa College is a safe and secure campus. They offer escorts in the evenings for students and staff. Arrangements can be made by calling the general number listed.

Student Life (510) 215-3959

The Student Life department provides personal, academic and financial support through its varied programs, services and collaborative partnerships;
Located in the Administrative & Applied Arts building (AA-109).

Supported Education Services (510) 215-3904

The Supported Education Services is a community resource located on the Contra Costa College campus. Students are referred from counselors, instructors and staff to receive resources from the county.

Veteran's Corner (510) 215-3959

The Veteran's Corner assist students who are Veteran's returning to school;
Located in SSC-110.

Welcome and Transfer Center (510) 214-4110

The Welcome and Transfer Center offers various services to students;
Located in SSC-111.

Helpful Tips for You

Stress Management

People deal with stress every day. It comes from mental, emotional and physical activity. People are not able to get rid of all the stress in their lives but here are some ways to help you deal with stress:

- **Discuss Your Stress-** Talk about it with your counselor, instructors, spiritual advisor, friends or family.
- **Exercise-** Physical activity helps release pressure and tension.
- **Relax-** Take deep breaths, take short breaks or naps, and stretch.
- **Be Flexible-** Learn to accept change, things won't always work the way you want them to.
- **Have Fun-** being able to have fun will allow to feel refreshed and renew, also laugh.
- **Use Good Time Management and Organizational Strategies-** Practicing these habits will lesson your tension.

(www.moorparkcollege.edu)

Time Management

- **Learn to prioritize-** Make a “to do” list daily, prioritize what is more important for that day.
- **Focus on Completion-** After each task is done, move on to the next one.
- **Plan Ahead-** If you need to write a paper or study for an exam that’s coming up, focus on the material each week.
- **Use a Planner or Calendar-** Write everything down in one place.
- **Plan for the unexpected-** Other things will happen that are unplanned, being able to adjust to this will help you fix things.

Emergency Preparedness Procedure

As a student with a disability, conduct a realistic assessment and document your own needs, limitations, and capabilities. Think about what you can do to prepare, and how you would convey necessary information to others during an emergency. Prepare a document with emergency information and keep it handy to inform the college staff and emergency personnel. Take the necessary steps that will help you stay safe and more comfortable should there be an emergency. (Information was taken from the Cerritos college student handbook)

Drop, Cover, and Hold On: Modifications for people with disabilities or access and functional needs

INDOORS: If you are able, “DROP to the ground immediately; take COVER by getting under a sturdy desk or table; HOLD ON to it until the shaking stops. If you use a wheelchair or have other mobility impairments and cannot Drop, Cover, and Hold On, protect your head and neck with a

pillow or your arms, and bend over to protect yourself if you are able.

IN BED: Stay there and hold on; protect your head with a pillow.

HIGH-RISE OR A PUBLIC BUILDING: Drop, Cover, and Hold On or protect your head and neck as best possible. Do not use elevators. When the shaking subsides move to the designated zones for evacuation and wait for assistance by first responders.

OUTDOORS: Move to a clear area away from wires, buildings, and anything else that could fall and hurt you, *but only if you can safely do so*. Otherwise stay where you are and Drop Cover and Hold On or protect your head and neck as best possible.

STADIUM OR THEATER: Drop Cover and Hold On or protect your head and neck. Protect your head and neck with your arms as best possible. Don't try to leave until the shaking is over.

DRIVING: Pull over to the side of the road, stop, and set the parking brake. Avoid bridges and overhead hazards. Stay inside the vehicle until the shaking is over.

WHAT NOT TO DO: If your mobility is limited, it is particularly important that you DO NOT try to get to a "safer place" or get outside. Movement will be very difficult, and studies of injuries and deaths caused by earthquakes in the U.S. over the last several decades indicate that you are much more likely to be injured by falling or flying objects (TVs, lamps, glass, bookcases, etc.) than to die in a collapsed building.

GET READY BY SECURING YOUR SPACE: There are simple actions you and your support team can take today that will protect you in your home if an earthquake happens tomorrow. START NOW by moving furniture such as bookcases away from beds, sofas, or other places where you sit or sleep. Move heavy objects to lower shelves. Then begin to look for other items in your home that may be hazardous in an earthquake. Some actions may take a bit longer to complete, but all are relatively simple. Most hardware stores and home centers now carry earthquake safety straps, fasteners, and adhesives. Additional information, including how-to instructions, is available at www.earthquakecountry.org.



Evacuation Assembly Areas

CONTRA COSTA COLLEGE
2600 MISSION BELL DRIVE
SAN PABLO, CA 94806



LEGEND	
	AED
	Construction Zone
	EVACUATION ASSEMBLY AREA
	DISTRICT POLICE DEPARTMENT
	STAGING AREA (Police and Fire)
	Incident Command

Evacuation Assembly Areas

- A) **Parking Lot 2**, For Gym, Gym Annex, Men's and women's locker rooms.
- B) **Parking Lot 1**, For SSC, CTC/AT, ELC.
- C) **Parking Lot 17**, For Art building.
- D) **Parking Lot 14**, For Music, Bio and physical sciences.
- E) **Parking Lot 10**, For AA, HS, LA, LLRC, Bookstore, R building.
- F) **Soccer Field**, For Knox center

DISTRICT EMERGENCY PREPARENESS INFORMATION.

Can be found at www.4cd.edu/911

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