



# High School Programs

1. Americans with Disabilities Act (ADA) – Services, via the Americans with Disabilities Act of 1990, are provided through the Division of Student Development. These services are also in compliance with Section 504 of the Rehabilitation Act of 1973. The College’s ADA Program is designed to ensure that students with disabilities have the programmatic and architectural access needed for successful integration into college life. Students with disabilities are provided with the “Criteria for Disability Documentation”, which was adopted by the Alabama Community College System and implemented by all institutions within the System. Also, students are provided with the steps for filing an ADA grievance, which is contained in the College Catalog and online. Records of accommodations, documentations, and requests for accommodations made by students with disabilities are maintained confidentially in individual student files in the Division of Special Education Services.

2. Forms

a. Educational Questionnaire

3. Special Education Services

The Special Education Services Department at ISTC is focused on providing the best quality education for every student by supporting their academic/vocational pursuits, building life skills, and fostering self-awareness and self-esteem.

Students with disabilities are entitled to receive additional services or accommodations based on difficulties related to physical, emotional, behavioral, or learning disabilities.

Qualifications for special education services are determined in accordance with state and federal guidelines.

## Confidentiality Statement

Personally identifiable data, information, and records collected or maintained must be stored, retrieved, and utilized for the benefit of children with disabilities in a manner that will ensure confidentiality and privacy rights.

a. Person Responsible for Records of Children with Disabilities. Participating agencies must appoint one person to assume the overall responsibility for ensuring that personally identifiable information will be safeguarded and confidential. The assigned person will ensure that all agency persons involved in collecting, maintaining, or using the information must receive training or instruction regarding confidentiality requirements.

b. Confidentiality of Personally Identifiable Information. Each participating agency must protect the confidentiality of personally identifiable information at the collection, storage, disclosure, and destruction stages.

c. Access to Records by Parents and Their Representatives.

i. Parents may inspect and review all educational records relating to identification, evaluation, and educational placement of the child and the provision of FAPE to the child that are collected, maintained, or used by the participating agency.

ii. Parents must be given the opportunity to review their child's educational records without unnecessary delay (not more than 45 days after the request has been made) and before any meeting regarding an IEP or before a due process hearing, or resolution session is conducted.

- iii. Upon request, parents must be provided copies of their child's records if failure to do so would effectively prevent the parents from exercising their right to inspect and review the records.
  - iv. Upon reasonable request, parents must be given explanations and interpretations of their child's records.
  - v. Parents may have a representative inspect and review their child's records.
  - vi. The agency may presume that the parents have authority to inspect and review the records of their child unless the agency has been advised that authority has been removed under state laws governing such matters as guardianship, separation, and divorce.
  - vii. With the exception of parents and authorized employees of the participating agency itself, the agency must keep a record of all other persons who are given access to the educational records. Documentation must include the name of the person given access, date of access, and purpose for access.
  - viii. When a record contains information on more than one child, the parents may inspect and review only the information regarding their child. If the information on their child cannot be isolated for review, the participating agency may inform the parent regarding that portion of the information that pertains to their child.
  - ix. Upon request, the parents must be provided with a list of the types and locations of educational records collected, maintained, or used by the participating agency.
  - x. The participating agency may provide copies of the child's records, upon parent request; and, may charge parents a fee for copies of the educational records, but not in an amount that would effectively prevent them from exercising their right to inspect and review the records. The fee may not include a charge to search or to retrieve information under this section.
- d. Disclosure Procedures Pertaining to Special Education Records.
- i. Each participating agency must maintain for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.
  - ii. Parental consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies.
  - iii. Parental consent is not required before personally identifiable information is released to:
    - a) Officials of participating agencies for the purposes of meeting a requirement of Part B of the IDEA. However, the child's parents or eligible child who has reached the age of majority (age 19) must be given prior notice of the transfer of records as required by the Family Educational Rights and Privacy Act (FERPA).
    - b) Authorized state or federal officials in conjunction with monitoring or enforcement of legal requirements that relate to the special education program.
    - c) Law enforcement and judicial authorities to the extent permitted by FERPA when the child with a disability has committed a crime.
  - iv. Parental consent, or the consent of an eligible child who has reached the age of majority (age 19), must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.
  - v. If a child is enrolled, or is going to enroll in a private school that is not located in the LEA of the parent's residence, parental consent must be obtained before any personally identifiable information about the child is released between officials in the LEA where the private school is located and officials in the LEA of the parent's residence.

#### 4. Traditional High School Program

The Traditional High School diploma is issued through the Special Services Department. Our program is fully accredited by the Alabama State Department of Education. Our instructors are highly qualified and certified through the Alabama State Department of Education. Each student must fulfill the following

requirements:

- a. Earn 24 required credits based on a 4 X 4 curriculum approved by the Alabama State Department of Education; Credits may be transferred from previous accredited school
- b. Pass the necessary parts (Mathematics, English, Science, and Social Studies) of the Special Services Core Assessment
- c. Follow of the rules of J. F. Ingram State Technical College and the Alabama Department of Corrections

#### 5. Academic Advisement/Counseling

A certified and trained school counselor is on staff ready to assist all of our students in implementing an educational plan. The educational plan includes placement and course selection for earning a State of Alabama High School Diploma. This plan is necessary in helping our students reach their short- and long-term goals, these goals are tailored to the unique needs of each student. The counselor also works with them on test anxiety, exploring careers, deciding on a vocation, and personal issues and concerns. Group counseling sessions focuses on various topics: Self-Respect, Coping with Being Incarcerated, Decision Making Skills, Overcoming Obstacles, and many, many, more.

#### B. Student Activities

1. Ambassadors Club
2. Innovators Club
3. Graduation
4. Resource Fair
5. Freshmen Seminar
6. Honors' Day
7. Graduate Seminar
8. National CTE Honor Society
9. Oratorical & Visual Arts Contest
10. Orientation

#### C. Student Support Services

Student Services assumes a major responsibility of helping to create a positive campus environment that enhances and supports learning. The quality of student life is significantly affected by the availability, variety, and integrity of services and extra academic support programs on campus. It is our undertaking to build alliances between the classroom and campus life, and to provide an opportunity for students to experience the excitement and responsibility that comes from being an active member within the community of higher learning.

The Student Services staff is committed to providing comprehensive services for prospective, current and graduating students making the transition from education to the work environment.

To further our commitment, the objectives of the Student Services Department are as follows:

- Provide pre-enrollment counseling and assessment that assists students in identifying their interests and abilities
- Provide an orientation program that assists students in transitioning to the college and enhances their opportunities for personal, educational and career success
- Provide convenient admission and registration services that facilitate access to the college
- Provide accurate, current and expedient financial assistance counseling and services in a manner that maximize students' ability to attend college
- Provide counseling suitable to the needs of students and a referral service for students whose needs require attention outside of the college
- Provide tutorial services, career information and job placement assistance

- Provide opportunities for students to participate in leadership and cultural experience as a supplement to their educational experience

1. Forms

2. Americans with Disabilities Act of 1990 (ADA)

Services, via the Americans with Disabilities Act of 1990 (ADA), are provided through the Division of Student Development. These services are also in compliance with Section 504 of the Rehabilitation Act of 1973. The college's ADA program is designed to ensure that students with disabilities have the programmatic and architectural access needed for successful integration into college life. Students with disabilities are provided with the "Criteria for Disability Documentation", which was adopted by the Alabama Community College System (ACCS) and implemented by all institutions within the system. Also, students are provided with the steps for filing an ADA grievance, which is contained in the College Catalog and online. Records of accommodations, documentations, and requests for accommodations made by students with disabilities are maintained confidentially in individual student files in the Division of Student Development.

3. Tutorial Program

4. TRIO Program

Student Support Services/ TRIO at Ingram State Technical College is a U.S. Department of Education Grant Program that's designed to assist low-income, first-generation, and disabled participants who are enrolled or accepted for enrollment by the institution to enhance their academic skills and overcome class, social, academic and cultural barriers. The goal of the program is to increase student's retention and graduation rates from college. Participants are eligible to receive a wide range of program services to include but not limited to: academic tutoring, remedial and computer lab instructions, career, academic and financial aid counseling, transfer counseling from 2 to 4 year institutions, and cultural enrichment. Additionally, the program assists students with basic college requirements and serves to motivate students toward the successful completion of their postsecondary education. Any student or prospective student who is interested in these services may contact an Ingram State Student Support Services representative or ask any member of Ingram faculty for more information.

5. Orientation

The Orientation Program plays an important role in the retention of new students and the integration of first semester students into the college environment. The primary goal of the program is to provide the necessary information and services that will assist new students in making a smooth transition to the college experience. The program is designed to give new students an overview of the educational opportunities, to create an atmosphere that is conducive to learning, and to reduce students' apprehension to change. During orientation, student services personnel assist students with completing all required entrance forms.

The dean of students and support services or a designee gives an overview of the student handbook to acquaint new students with the policies, procedures and requirements of the college. During this presentation, students gain an in-depth knowledge of the student code of conduct, grievance procedures, due process of students and standards of academic progress, etc. Also, new students are provided with information to assist them in determining whom to contact for all services available to them. Moreover, to help students establish vocational/occupational goals, students are provided with information sheets and/or brochures that describe their chosen occupational program and program requirements

6. Student Advisement

7. Testing & Assessment

To assist students in formulating and achieving their career, educational, and personal goals, ISTC offers a variety of testing and assessment tools such as: GED, ACT, ACT Workkeys, and TABE.

8. Student Activities

D. Resources

1. E-Learning Center

2. GED Tutoring

3. ACT Workkeys Tutoring

4. Academic Advisement

5. Peer Tutoring