

Flexible Attendance Accommodations

This document is designed to provide faculty and students a framework for developing parameters and a contingency plan for flexible attendance as a reasonable accommodation as verified by Disability Services. The second page includes an agreement form to be completed by the student and instructor. The purpose of this form is to facilitate discussions about how to apply this accommodation to a given course by balancing the student's need for reasonable accommodation and maintaining the academic integrity of the course.

Student Functional Limitations*

Students are encouraged to share specific functional limitations as they apply to the course to enable proactive planning around these accommodations. Accommodations are meant to allow a student to achieve at their potential while mitigating functional limitations of their disability, but are not a guarantee of success. Functional limitations can occur across a wide range of major life activities, including (but not limited to) standing, walking, hearing, seeing, sleeping, speaking, memory, concentrating, etc. Students do not need to disclose their specific diagnosis, but the typical frequency, manner and duration of the impact of their disability are important factors in determining appropriate flexibility with attendance and/or deadlines. Student should **consider** sharing information relevant to the below questions:

- How do your functional limitations impact you outside of class and delay your ability to complete work and/or attend class?
- If your functional limitations are more static and predictable, how do they typically impact you relevant to deadlines and attendance?
- If your functional limitations are more sporadic and intermittent, how often do you typically expect them to occur?
- When flare-ups do occur, what is the typical duration of their impact (hours, days, etc.)?
- Is there any additional information you'd like to share with your instructor?

Flexible Attendance – Contingency Plan

If the student has an approved accommodation of flexible attendance, the following questions may apply to the discussion between instructor and student. This is not an exhaustive list and the student and instructor should discuss any additional questions or concerns with one another.

- How many absences are allowed for this course per the syllabus? _____
- Based on the student's functional limitations and what the instructor deems reasonable to maintain sufficient progress in the course, how many additional absences are appropriate? _____
- Are there any specific dates planned for doctor's appointments which can be shared now?
- When the student identifies an unpredicted or unplanned need for flexibility with attendance, how should the student communicate that need to the instructor?
- Keeping the objectives for a particular meeting in mind, if a course meeting is missed, are there possible options for missed material/objectives to be made up?
- Are there any course sessions which are unable to be made up or replicated, such as labs, in-class discussion or other experiential learning?
- Attendance flexibility does not automatically allow for extended deadlines for assignments or imply make-up dates for tests/quizzes/exams. If a deadline or exam is missed, is a make-up or flexibility reasonable?
- Are there options for instructor notes, peer notes or other materials to be made available for missed course sessions?

If either the student or faculty member believe that the outcome of this discussion is unfavorable or leaves unanswered questions, contact disability@carleton.edu to arrange a conversation with the Disability Services staff for assistance.

Flexible Attendance Accommodations

Flexible Attendance Accommodation Agreement (to be completed by Instructor and Student)

Student: _____

Instructor: _____

Term/Course/Section: _____

The following questions are provided to help guide the conversation between instructor and student in determining how to implement a flexible attendance accommodation. figure out what is reasonable if/when a student misses class related to their disability. Contact the Disability staff (disability@carleton.edu), or check the Disability Services website with additional information on how to navigate this accommodation if any concerns arise.

1. **If in-class participation is essential to the course, please state the number of classes that can reasonably be missed or the number of absences permitted. Be as specific as possible.** (Do not necessarily restate the number of absences allowed for all students in the course.)
2. **How and when should the student notify the instructor of a disability-related absence?** (Depending on the nature of the student's disability, it is reasonable for the student to notify the instructor of a disability-related absence either before or after the missed class.)
3. **What is the process for turning in homework assignments/projects due the day of a disability-related absence?**
4. **What is the procedure for making up a missed quiz, examination, or in-class graded assignment given on the day of a disability-related absence?**

By signing this agreement, the student and instructor agree to the course specific parameters listed above. This agreement is valid only when both the student and the instructor have completed this form in agreement, and only for absences that are disability-related. If there is concern that the student is close to exceeding the parameters of this agreement, both parties will inform Disability Services. Please email the completed form to Disability Services (disability@carleton.edu). Please ensure each person also retains a copy for future reference.

Student Name: _____ **Signature:** _____ **Date:** _____

Instructor Name: _____ **Signature:** _____ **Date:** _____