

**Recommended Classroom Practices for Flexibility and Accommodation
in Student Attendance and Participation (non-exhaustive)**

SRJC Academic Senate // 3 September 2025

*and in follow up to [Resolution in Support of Students' Flexible Attendance
and Participation at Santa Rosa Junior College](#) [August 20, 2025]*

Introduction On August 20, 2025, the Academic Senate passed a resolution in support of flexibility in attendance and participation classroom policies, and this resource document is provided in follow up. For deeper context as to the need for these actions, please see the [August 20, 2025 Opening Forum Statement of English Faculty Member Michael Hale here](#).

Table of Contents

<i>[Section One] Universal Design for Learning</i>	<i>pages 1 & 2</i>
<i>[Section Two] Meeting the Needs of Undocumented Students</i>	<i>pages 3 & 4</i>
<i>[Section Three] Additional Resources from SRJC Faculty</i>	<i>pages 5 & 6</i>

Highlighted content is of special note

Section One - Universal Design for Learning.

Meeting flexibility and accommodation standards in teaching and learning practices can be achieved through the application of universal design practices and ADA related accessibility standards available through our local resources such as...

[Universal Design for Learning \(UDL\) - Santa Rosa Junior College](#)

[What is UDL?](#)

Universal Design for Learning, or UDL, is an approach to course design that emphasizes that designing a course with fewer barriers benefits everyone. UDL embraces the varied ways that our students learn best, and builds options and multiple means of engaging with the content into the course from the get-go, rather than adding accommodations as-needed. [We recommend watching this video Introduction to UDL from NC State University to get the essentials of UDL.](#)

UDL is summed up with three primary principles:

1. Multiple means of representation of information: provide materials and present concepts in a variety of different ways (audio, video, text, simulations, infographics, etc).
2. Multiple means of student action and expression: include a variety of different activities and assignment formats so that students can express their knowledge in different ways.
3. Multiple means of student engagement: provide multiple ways to interest students in the course content, help them connect it to their lives and educational goals, and

use multiple methods of helping students reflect on their learning and sustain focus on their projects.

You might also consider designing Universal Design practices in your class that reflect the three core principles ([as described by the Iris Center at Vanderbilt University](#) as follows)...

Multiple Means of Engagement

- Inviting students to choose their own topic for an assignment or project
- Incorporating authentic activities that reflect real-world situations
- Generating multiple examples to connect new content to students' backgrounds and experiences
- Creating opportunities for peer interaction and collaboration
- Providing feedback that emphasizes effort and progress

Multiple Means of Representation

- Presenting alternatives to text-based information (e.g., images, videos, interactive media, simulations)
- Displaying video [captions](#)*
- Hyperlinking definitions to new vocabulary in a text
- Offering [text-to-speech](#)* software when decoding is not the focus of instruction
- Providing [graphic organizers](#)* to guide information processing

* = URLs do go to the same destination page

Multiple Means of Action and Expression

- Providing alternatives to physical navigation or response methods using technology tools (e.g., keyboards, touch screens)
- Supplying a variety of task-specific tools (e.g., physical or virtual [manipulatives](#), calculators)
- Offering students varied media options for composition (e.g., text, speech, comics, music, visual art, digital art, video)
- Creating checklists or planning templates for projects

[Click here to engage in the full module on Universal Design for Learning: Designing Learning Experiences That Engage and Challenge All Students via the Iris Center at Vanderbilt University](#)

[continued on next page]

[Section Two] Meeting the Needs of Undocumented Students

Meeting the needs of undocumented students can also be achieved through local and other resources including but not limited to ...

Santa Rosa Junior College Resources

[Undocu · Immigrant · Dream Center Website](#), which includes pages and resources such as

Dream Center Services

Legal Consultation (VIDAS)

Know Your Rights

Undocumented Student Resources

Know Your Rights Videos Created by Humanities and Religious Studies Faculty Member Rafael Vazquez Guzman

- [Spanish version on YouTube available here](#)
- [English version on YouTube available here](#)

Highlighted Resource

[Understanding and Supporting Undocumented Students in Schools](#) [By April Canahuati Menendez and Carola Suárez-Orozco] *Educator Brief* [10pp]: [Harvard Graduate School of Education](#) • Volume 2/Number 7 • October 2024

Excerpt from page six:

- **Create a Safe Space:** Educators should cultivate a classroom and school environment where discussions about sensitive topics, such as immigration, can occur without requiring personal disclosure.
- **Display butterflies**—the symbol of allyship (like the rainbow for the LGBTQ+ students)—so families and students feel safe and supported in your schools and classrooms
- **Respect Privacy.** Teachers must respect students' privacy if they choose to share their status. They should not share this information without the student's clear consent and understanding of how the information will be used.
- **Provide Responsive Pedagogy.** Implement pedagogical strategies that allow students to engage with the material in ways that are personally meaningful, without singling out students based on their immigration status or other identity markers.
- **Support and Resources.** Provide access to counseling and resources that can help undocumented students. Be sure to maintain updated lists. Create (or seek out) resource packs including FAQs on immigration law as it relates to education and information on college access for undocumented students and caregivers.

Lesson Plans:

- [The Re-Imagining Migration Guide to Creating Curriculum: A Planning Tool to Support Quality Teaching for a World on the Move by Project Zero](#)
- [Migration and Refugee Lesson Plans by Pulitzer Center Education](#)
- [Teaching Immigration Lesson Plans and Resources by The Immigrant Learning Center](#)
- [Re-Imagining Migration](#)
- [Here to Stay Toolkit: K-12 & Higher Education Educators & Schools by United We Dream and Here to Stay](#)

Other Additional Resources

FROM UC Riverside

[Undocumented Student Programs Syllabus Language Recommendations](#)
[Faculty: Syllabi & Pedagogical Resources](#)

From Fullerton College

[Undocumented Students - Fullerton College](#)
[Counselor Guide | Grads to Be](#)

[Resources and Support for Immigrant Educators, Students, and Families from United Teachers Los Angeles](#)

[North Bay Rapid Response Network \(NBRRN\) Resources](#)

[ALMAS Libres / Raizes Collective | on Facebook](#)

[The National Immigration Law Center Website](#)

[continued on next page]

[Section Three] Additional Resources from SRJC Faculty
(with thanks to everyone who worked on the resolution)

Examples of Classroom Practices to Support Undocumented Students

1. **Visual Ally Signals:** Post “UndocuAlly” decals, posters, or monarch butterfly imagery in visible areas.
2. **Inclusive Syllabus Statement:** Add messaging affirming support for undocumented students and listing campus resources.
3. **Verbal Assurance:** On day one, briefly let students know you’re a safe person who can listen and provide guidance.
4. **Provide “Know Your Rights”:** Offer printed or digital resources for rights education; update regularly.
5. **Curate Support Resources:** Share legal, financial aid, mental health, and community resource lists.
6. **Invite Guest Speakers:** Host panels or presentations by undocumented students or advocacy organizations.

Additional Considerations for Undocumented Students

1. Assume everyone needs the information about undocumented students.
2. Don’t ask students to self-identify - rather, tell students that this information is for them, their friends, family, or coworkers who need it.
3. If a student discloses their undocumented status, know they are being vulnerable and trusting you with very personal information. Honor the student by validating the courage to share and **COMMUNICATE YOUR COMMITMENT TO MAINTAIN CONFIDENTIALITY. NEVER “OUT” A STUDENT’S STATUS. (From Fullerton College)**
4. Keep red and yellow cards (in multiple languages) in the classroom and offices for students to take easily and discreetly.
5. Classroom doors locked? Students can open the door for each other.
6. Resource information can be on flyers on classroom walls, added to Canvas shells, in offices, tutoring centers, etc.
7. Flexibility with attendance policies - maybe students need to go to an immigration appointment. Maybe they have fear around attending class.
8. Flexibility with grading. Consider allowing students to turn in assignments late.
9. Study our <https://dream.santarosa.edu/> website so that you know what our school offers.
10. Inform yourself at <https://www.northbayop.org/nbrn> . If you are not yet trained as a Legal Observer, consider it.

Examples of Universal Design Practices in a Course Syllabi

Universal Design Principles

I use Universal Design Principles in my courses. This means I give everyone access to additional support, time, and extended, flexible deadlines as supports your success. I also strive to make my course accessible and easy to navigate for persons of all abilities. So, if at any time you cannot access or purchase materials, please do let me know.

Regarding Universal Design & Participation Expectations in my Classes

- **"Due By" DEADLINES** reflect the pace of the course syllabus as designed. It is the deadline to always follow whenever possible. Following **Due By Deadlines** will keep you up to date with the material.
- **"Available Until" DEADLINES** reflect Universal Design Principals in that they are available to everyone and provide DOUBLE the AMOUNT of time needed to complete assigned activities.
 - o You can still be successful in this course using **Available Until Deadlines**, just keep in mind when you use these deadlines, you WILL overlap with other assignments.
 - o Also, you do NOT have to ask me to use the **Available Until Deadline** – when the assignment is still open for submissions, you can submit!
- **HARD DEADLINES [NO EXCEPTIONS, NO EXTENSIONS]**. At the start/end of the semester, there are HARD deadlines required to meet attendance, participation, and final submission related deadlines.

● **Accommodations for Students with Disabilities**

If you have a documented disability, I should ALREADY have your Authorization for Academic Accommodations (AAA letter) from the Disability Resources Department (DRD). If you are NOT already registered with DRD, get in contact with them ASAP at <https://drd.santarosa.edu/>. **DON'T BE SHY – THERE'S NO SHAME IN GETTING WHAT YOU DESERVE!!!**

● **Title IX Policy**

I do not discriminate, neither does SRJC, and neither should you: "The Sonoma County Junior College District does not discriminate on the basis of race, religious creed, color, national origin, ancestry, ethnic group identification, physical disability, mental disability, medical condition, genetic condition, marital status, sex, gender, gender identity, gender expression, genetic information or sexual orientation in any of its policies, procedures or practices; nor does the District discriminate against any employees or applicants for employment on the basis of their age. This nondiscrimination policy covers admission, access and treatment in District programs and activities including but not limited to academic admissions, financial aid, educational services and athletics and application for District employment" (<https://titleix.santarosa.edu/>).