Mission

Disability Support Services at Emily Griffith Technical College is committed to providing academic accommodations and support in an effort to create an equal opportunity to participate in and enjoy programs and services at the College.

Authority

Denver Public Schools and The Executive Director of Emily Griffith Technical College (EGTC) have assigned authority to the Disability Support Services Coordinator to review student documentation, verify the presence of disability, and determine the need for any reasonable accommodations to be provided by the College to ensure equal access to educational opportunity. The provision of services to students with disabilities is a cooperative and collaborative effort of all staff and faculty. Campus departments are encouraged to contact Disability Support Services (DSS) when questions arise or when policies are created which may impact students with disabilities. DSS assists departments, faculty, and staff in supporting legal obligations to ensure that EGTC remains compliant with the spirit and the letter of federal and state laws.

Philosophy

Mutual Respect: Offer a welcoming environment that treats all students as individuals in a courteous, friendly, fair, helpful and respectful manner.
Customer Satisfaction: Strive to meet the needs of students with disabilities by providing an environment which values the persons we serve.
Awareness: Work to identify and remove attitudinal barriers which prevent students with disabilities from being full and equal participants in all facets of their college experience.
Retention: Assist the institution’s retention of students with disabilities.
Student Advocacy: Empower students to become full partners in their college experience.
Community Outreach: Work to develop a community that supports appropriate educational, social and career opportunities for students with disabilities by developing and maintaining relationships with resources both on and off campus.
Introduction

Because each person’s situation is unique, the DSS office asks that any interested student meet with DSS. Documentation requirements vary by situation. The Disability Support Services Coordinator will talk to the student about documentation during the initial conversation. No student should delay meeting with DSS out of concern for not having appropriate paperwork.

Rights & Responsibilities of Disability Support Services

Rights

- To evaluate and/or identify functional limitations of a student’s disability
- To determine appropriate academic adjustments and accommodations needed for courses, programs, services, and College activities;
- To request and receive from student, current documentation that supports requests for reasonable accommodations, academic adjustments, and/or auxiliary services;
- To deny a request for reasonable accommodation, academic adjustments, and/or auxiliary services if the documentation demonstrates that they are not warranted, or if the individual fails to provide appropriate documentation;
- To select among equally effective reasonable accommodations, academic adjustments, and/or auxiliary services
- To deny a request for an unreasonable accommodation, adjustment, and/or auxiliary service or one that imposes an undue hardship or fundamental alteration on a program or activity of the College

Responsibilities

- To provide information to students with disabilities in accessible formats upon request;
- To ensure that qualified students receive academic adjustments and accommodations for courses, programs, activities, and services in the most integrated and appropriate settings;
- To evaluate students on both their abilities and disabilities;
- To maintain appropriate confidentiality of records and communication, except where permitted/required by law.
Rights & Responsibilities of Students with Disabilities

Rights

• To an equal opportunity to participate in and benefit from employment, courses, programs, services, or activities offered through the College

• To an equal opportunity to work and to learn, and to receive reasonable accommodations, academic adjustments, and/or auxiliary aids and services

• To appropriate confidentiality of all information regarding their disability and to choose to whom information about their disability will be disclosed, except as disclosures are required/permitted by law

• To information, reasonably available in accessible format

Responsibilities

• To meet qualifications and maintain essential institutional standards for courses, services, or activities;

• To self-identify as an individual with a disability when an accommodation is requested, and to seek information, counsel, and assistance as necessary;

• To demonstrate and/or document (from an appropriate professional) how the disability limits their participation in courses, programs, services, or activities;

• To follow published procedures for obtaining information, services and reasonable accommodations

Confidentiality of Information

Information presented to this office in support of the student’s request for consideration and accommodation as a person with a disability is considered private and sensitive and will be handled accordingly. This information in the disability service office is part of the student’s Family Educational Rights and Privacy Act (FERPA) record; as such, disability-related information will be shared with other institutional personnel only when there is a legitimate educational interest.

The Office of Disability Services has been assigned the responsibility for receiving and holding disability-related information regarding students in order to guard against the unintentional disclosure of sensitive information. It is generally inappropriate for copies of the student’s documentation of disability to be requested or held elsewhere on campus.
DOCUMENTATION OF DISABILITY

Accommodations are determined on a case by case basis, so the documentation needed will vary depending on the type of disability and what accommodations are being requested. Documentation of disability is required before any official accommodations may be authorized by DSS.

Students are responsible for providing documentation of disability, and for any costs incurred in obtaining that documentation. The age of acceptable documentation varies depending on the type of disability. For disabilities that remain stable over time, older documentation may be acceptable. EGTC does not offer any testing for disabilities of any kind.

Taken together, documentation should detail the disability, the functional limitations that disability imposes, its impact upon the student’s academic experience, and recommendations for accommodating individuals in an academic setting. An impairment is a disability if it substantially limits the ability of an individual to perform a major life activity compared to most people.

In accordance with currently recognized best practice of disability support offices in higher education, EGTC recognizes three kinds of documentation when evaluating a student for special accommodations for disabilities:

1. Student’s self report to Disability Support Staff at the College
2. Direct observation by staff, instructors, and other school personnel
3. Written documentation provided by competent professionals trained in disability assessment. This documentation should state a diagnosis, describe the resulting functional limitations, describe the tools and results used to assess the disability, address the stability of the condition over time, recommend accommodations, and provide complete contact and credential information of the diagnostician on letterhead. Documentation of disability such as an IEP or 504 Plan from high school may be submitted, as well. Please see the following chart for a partial description of “competent professional.”
<table>
<thead>
<tr>
<th>Type of Disability</th>
<th>Examples of Disabilities</th>
<th>Examples of Diagnoses</th>
<th>Additional info that may be helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health or Physical Disabilities</td>
<td>Mobility impairments, Cancer, Diabetes, etc.</td>
<td>Medical Doctor, Specialist</td>
<td>Information about treatment, medications, and assistive devices currently prescribed or in use. Information about current medications and any potential side effects that may impact the student in the educational environment.</td>
</tr>
<tr>
<td>Auditory or Hearing Impairment</td>
<td>Hearing loss, Deafness</td>
<td>Audiologist</td>
<td>An audiogram that includes the audiologist's interpretation and audiology report including information about the extent of the hearing loss. Information about any prescribed adaptive equipment (hearing aids, FM systems, etc.).</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>Low vision, blindness</td>
<td>Ophthalmologist</td>
<td>Information about assistive devices or services currently in use.</td>
</tr>
<tr>
<td>Psychological Disabilities</td>
<td>Depression, Generalized Anxiety Disorder, Personality Disorders, etc.</td>
<td>Clinical psychologist, psychiatrist, medical doctor</td>
<td>A DSM-IV (or successive editions) diagnosis; summary of present symptoms, description of any effects the diagnosis may have on the student's ability to access the educational environment, information about current medications and any potential side effects that may impact the student in the educational environment.</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>Specific learning Disability, Dyslexia, Dysgraphia, Dyscalculia</td>
<td>Licensed psychologist, neuropsychologist, certified school psychologist, or other appropriate professional certified to administer and interpret class C psychological tests</td>
<td>Names of diagnostic tests and evaluation results used to make the diagnosis; summary of evaluation procedures. Include both IQ assessment as well as achievement tests. Examples of acceptable tests include the Wechsler Adult Intelligence Scale (WAIS-III) or revised version (WAIS-IV) with subtest scores. Woodcock Johnson Psycho Educational Battery-Revised: Tests of Cognitive Abilities, Wechsler Individual Achievement Test (WAIT).</td>
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<tr>
<td>Attention Deficit Disorder (ADD) and Attention Deficit/Hyperactivity Disorder (ADHD)</td>
<td>ADD, ADHD</td>
<td>Clinical psychologist, neuropsychologist, psychiatrist, or other relevantly trained medical doctors</td>
<td>Date of diagnosis, history or pattern of symptoms, description of evaluation procedures.</td>
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</tbody>
</table>
ACADEMIC ACCOMMODATIONS

DSS at EGTC will provide accommodations as mandated under the ADA and Section 504 of the Rehabilitation Act. Since each disability and the particular circumstances surrounding each request for accommodations is unique, it is impossible to predict which accommodations will be provided to any given student. The following is a list of potential accommodations which may be granted based on the students’ disability and how it impacts them in a postsecondary educational environment. Equal access accommodation may be granted in a variety of ways and while EGTC will attempt to respond to the student’s wishes, there may be times when the mode of accommodation made available will not be the student’s first preference.

Entrance Requirements
All requests for accommodation are evaluated individually based upon the individual student’s circumstances. In general, accommodations designed to ensure equal access for all students with disabilities do not raise or lower the entrance requirements. Testing accommodations (see below) for use during the entrance assessments, however, are quite common. Please discuss this with your Disability Support staff.

Student Testing Accommodations

Testing Accommodations are provided to allow students with disabilities an equal opportunity to demonstrate their academic abilities. Students who wish to use testing accommodations must follow these policies and procedures:

Entrance Exam Testing:
- All student entrance exam accommodations must be arranged through the Advisor in the DSS office at least 5 business days prior to taking the tests in order to provide the appropriate testing conditions.
- The advisor will ensure that the student is registered with DSS and approved for testing accommodations.
- If you are experiencing difficulties arranging your testing accommodations, please contact the advisor in DSS department for assistance.

Classroom testing:
- Complete your request to schedule your classroom exam using the Exam Scheduling System at least 5 business days prior to the test date. This will provide the center with appropriate processing time. This will not apply if students have not be given sufficient notice to schedule the exam 5 days prior to the test. Accommodations will be given according to testing center availability if students were not given proper notice.
• The test center will make every effort to administer the test during the scheduled classroom test time. If this is not possible, the test will be administered as close as possible to the designated test time.
• If the student does not show up for the scheduled exam, the exam will be returned to the instructor. Make-up exams must be authorized by the instructor.
• If an emergency occurs and you are unable to take your exam on the scheduled date/time, contact your instructor and DSS as soon as possible. Only the instructor can give consent to change a date/time for a scheduled exam.

Test rules:
• Arrive on time for your scheduled exam.
• Students are not permitted to study during the scheduled exam.
• Visits to the restroom are only permitted during emergency situations.
• All personal exam materials, such as notes or calculators must be specified and documented by the instructor or they will not be checked out to students or permitted in the testing center.

Reduced-Distraction, Readers, Scribes for Exams
If a student is authorized for reduced-distraction testing environment, a reader, and/or a scribe and would like to use this service(s) for tests, he/she must schedule the test with the Student Success Center or Testing Center.

Readers
• Readers will only read what is on the printed page and cannot be asked to interpret, define, explain or reword questions, but may be asked to repeat/re-read information.
• Readers need feedback from you to be effective. Let your reader know what reading tone, rate, etc. works best.

Scribes
• Scribes will write down verbatim what is dictated. The scribe is not responsible for organizing or paraphrasing the student’s thoughts into a final draft.
• Scribes are responsible for general spelling and punctuation.
• At any time, the student will have the opportunity to review what the scribe has written either by reading or having it read to them.
• If there are corrections, the student will direct the scribe to make them.

Alternative Format Texts & Materials
Students who request alternative text are responsible for following the policies and procedures outlined below.
1. Alternative text material may only be requested by students registered with DSS who have been approved for this accommodation.
2. The student must be enrolled in the course for which the alternative format material is being requested.
3. Due to copyright restrictions the student must purchase a copy of all required textbooks and provide a receipt or other proof of purchase to DSS (unless text included in course cost) before any alternative text materials will be provided to you.
4. Alternative text requests should be submitted as soon as possible prior to the beginning of the course. Requests made fewer than 2 weeks prior to beginning of the course may not be honored. Course textbook information is available on the EmilyGriffith.edu website by clicking on “Online Bookstore.”

5. Alternative text material may be provided in stages based on the course syllabus and direction from the requesting student.

6. If we do not have a requested textbook in our archives, and we cannot acquire it directly from the publisher, we may require the student to provide the textbook to scan. In the process of scanning books, the pages will be cut from the binding. When the conversion process is completed, the pages will be comb-bound and returned to the student.

7. In the event that a student drops the class, or there is a change in textbooks, the student should notify DSS immediately.

8. In order to access electronic materials while off-campus, students are responsible for acquiring either free or commercial screen reading software. DSS will work with students to achieve competency in using such software upon request (appointment required).

9. When the request is completed, DSS will send an e-mail notification to the student’s e-mail account of record. Students will be expected to bring a USB drive in order to transfer the electronic files. Other arrangements in providing the files to the student will be considered if it is problematic for the student to come to campus.

10. The student agrees not to reproduce or distribute any alternative text materials nor can anyone else be allowed to do so. Any further reproduction or distribution is considered copyright infringement.

Course Substitution
Due to the vocational, hands-on nature of our programs, substitution of one course for another is not often a viable solution. Requests will be evaluated on a case by case basis.

Note Taking
A small percentage of classes at EGTC may include a lecture-based teaching component. Students with an accommodation to receive notes on the lecture may be accommodated in a variety of ways, depending upon the needs of the student and the structure of the course. Those ways may include receiving a copy of instructor notes or PowerPoints, receiving a copy of notes taken by a peer, or recording the lecture on an audio device provided by the student or the College.

Flexible Attendance Accommodation
In vocational skill training, accommodating attendance variation is not often a viable solution for students who are struggling to keep up with their class load and fulfill the expectations set out for all students. The fundamental nature of many programs at EGTC relies upon student participation as an essential method of learning. Most faculty and/or departments have established strictly enforced policies regarding the number of absences that will be allowed before a student faces sanctions. Because some students with disabilities may have medically-related conditions of an episodic nature or other established reasons that their
disability may make it difficult for them to fulfill the typical attendance requirements, DSS has established the following procedure for considering requests for leniency in such classroom attendance policies:

1. Students with disabilities should request consideration of this accommodation from Disability Support Service at the beginning of each semester in which the accommodation is requested; the determination of the curricular impact and appropriateness of such request will be considered for each class individually. Documentation must be provided that indicates both why the student may need to miss classes and to what extent. While it is understood that the student cannot always predict accurately the number or percent of absences anticipated, the student is asked to provide some indication of the scope of the request.

2. DSS will evaluate the request and the documentation provided to determine whether the student has provided justifiable disability-based reasons for requesting consideration in attendance requirements. If it is determined that the reasons provided do not constitute a need for accommodation in this regard, the student will be notified of this decision.

3. If it is determined that the request is justified by impact of the student’s disability, then faculty from each class in which the student is enrolled for that semester will be contacted by DSS to request information on any established attendance policies for the class and the importance of attendance/participation to the curricular integrity and learning process. Class attendance for traditionally offered classes is considered a significant aspect of participatory learning. All requests for extension or leniency in attendance requirements will be evaluated carefully, with due consideration given to the following information to be offered by faculty:
   a. Is there regular classroom interaction between the instructor and students and among the students themselves?
   b. Do student contributions in class constitute a significant component of the learning process?
   c. Does the fundamental nature of the course rely upon student participation as an essential method of learning?
   d. To what degree does a student’s failure to attend class constitute a significant loss of the educational experience of other students in the class?
   e. What is the level of leniency allowed to students without disabilities who have legitimate reasons for missing additional classes (e.g. death in the family, car accident)?
   f. What does the course description and/or syllabus indicate about attendance?
   g. What is the method by which the final course grade is calculated?

4. If it is determined that it is not possible to consider leniency regarding attendance policies for a given course, the student will be so informed and will be given the opportunity to discuss other accommodation options; if the accommodation is deemed appropriate, both the student and the faculty member will be provided with a letter explaining both the established boundaries of the accommodation and the responsibilities of both faculty and student in carrying out this accommodation. Specifically:
   a. Students are responsible for contacting the faculty member as soon as possible when a disability-related absence will occur/has occurred and, as necessary, informing the faculty member as to when the student will return to class. If the student is unable to reach the faculty member directly, the student or someone
acting on his/her behalf may contact. Information will then be relayed to the faculty member through DSS.

b. This accommodation potentially provides relief from requirements for physical attendance in classes. The student is responsible for any material covered or work done during such disability-necessitated absences; neither extension of deadlines for assignments due, nor arrangements for making up tests and exams missed during such absence are to be assumed in this assigned accommodation. These must be negotiated individually with faculty as need arises.

c. If, at any time, the faculty member believes that the student’s absences from class threaten the academic integrity of the curriculum or the accomplishment of learning objectives, the faculty member should contact AS SOON AS POSSIBLE. After consulting with the faculty member, DSS will contact the student to review available options.

Faculty are not obligated to re-teach material missed due to a student not attending class.
Flexible Assignment Deadlines

Extension of deadlines as an ongoing and pre-arranged accommodation in response to disability is not often a viable solution for students who are struggling to keep up with their class load and fulfill the expectations set out for all students. If it is determined that the request is justified by the episodic and unpredictable nature of the student’s disability (and thus difficulty in predicting the impact on time and concentration), such accommodation might be deemed appropriate. Students who seek approval for an accommodation for an extended deadline will need to follow these policies and procedures:

- Review course syllabus (attendance/late assignments/exam make-up policies) with instructors.
- Schedule an appointment with the Disability Support Services Coordinator if you require additional flexibility (exceptions) to the stated course syllabus policies.
- Faculty determine the degree of flexibility regarding assignments, as well as makeup policies.
- The accommodation of flexibility for extension of assignment due dates is meant to provide periodic flexibility, if possible, when this flexibility does not compromise the fundamental requirements of the course.

Not every assignment or course component can be provided an extension. If an exacerbation of the student’s condition occurs towards the end of the semester, the student will need to contact the Disability Support Services Coordinator immediately to discuss what options may be available to complete courses and options need to be considered individually. Students should refer to the current Student Handbook for additional details on drops, withdrawals, and tuition and fee refund appeals.

Assistive Technology Policies

Some students may receive an accommodation that includes assistive technology. In such a case the student takes responsibility for returning that technology to the DSS office in the same condition as originally lent. Students will be billed for lost or damaged equipment, and students with outstanding balance due will have a Treasurer’s hold placed on their student registration until such time as balance is paid or a plan for payment has been instituted and payments begun.

DSS does not purchase assistive technology in the form of software or hardware that becomes property of the student. Students are encouraged to identify resources and accommodations that will help them succeed in the work force, and to personally invest in those technologies that make them most employable beyond the walls of EGTC.

Assistive technology in the form of software may be installed by authorized personnel on some campus computers as needed. Such computers will be marked “Reserved” and identified to students for whom they are intended.
Service Animal Policy

Service animals are defined as animals that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person’s disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA and are not allowed in the classroom.

In compliance with the ADA, service animals are welcome in all buildings on campus and may attend classes, meetings, or other events. Students with disabilities desiring to use a service animal on campus are invited to contact DSS to register as a student with a disability. The Disability Support Services Coordinator will evaluate the disability and recommend any additional accommodations appropriate to the functional limitations of the disability.

Requirements of Service Animals and Their Owners Include:
1. Dogs must be licensed and vaccinated in accordance with City of Denver regulations.
2. Other types of animals must have vaccinations appropriate for that type of animal.
3. Service animals must be in good health.
4. Under the ADA, service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal's work or the individual's disability prevents using these devices. In that case, the individual must maintain control of the animal through voice, signal, or other effective controls.
5. Service animals must be clean/free of odors.
6. The owner is encouraged to provide DSS with information about their service animal usage in order to enable our office to support their use; and, to be able to respond to any concerns that may arise.
7. Reasonable behavior is expected from service animals while on campus. If a service dog, for example, exhibits unacceptable behavior, the owner is expected to employ the proper training techniques to correct the situation. The owners of disruptive and aggressive service animals may be asked to remove them from College facilities. If the improper behavior happens repeatedly, the owner may be told not to bring the service animal into any facility until he/she takes significant steps to mitigate the behavior.

Areas Restricted to Service Animals

The College may prohibit the use of service animals in certain locations due to health or safety restrictions, where service animals may be in danger, or where their use may compromise the integrity of certain research. Such restricted locations include, but are not limited to, food preparation areas, mechanical rooms/custodial closets, wood/metal/machine shops, areas
where protective clothing is necessary, and/or other areas where the animal's presence may constitute a danger or a fundamental alteration of the program or activity conducted in the area. Access to restricted areas may be granted on a case-by-case basis by contacting DSS. The College will pursue an interactive process to determine whether or not admission of the service animal will be granted or denied.

Removal of Service Animals
The College has the authority to remove a service animal from its grounds or facilities if the service animal becomes unruly or disruptive, unclean, and/or unhealthy to the extent that the animal's behavior or condition poses a direct threat to the health or safety of others or otherwise causes a fundamental alteration in the College's services, programs, or activities. If such behavior or condition persists, the owner may be directed not to bring the animal into public campus areas until the problem is rectified.

Policies Regarding Personal Services
Under ADA and Section 504 of the Rehabilitation Act a postsecondary institution is not required to provide accommodations that would be considered personal services. EGTC DSS does not provide the following services, including, but not limited to:

1. Administering medicine and storing of medical supplies (i.e. oxygen tanks, etc.)
2. Assisting with personal hygiene (catheter bags, etc.)
3. Feeding or opening of food/drink items
4. Assisting with personal clothing
5. Personal aides and mobility aides (including wheelchairs)
6. Typing, writing and proofing papers (assistance available at the Student Success Center)
7. Tutoring (assistance available at the Student Success Center)
8. Psychological counseling (referrals to community resources may be available from the DSS office)
9. Personal assistive technology for home use
10. Transportation to and from school
11. Assistance in personal matters
Section 504/ADA Grievance Procedures

I. Policy Statement
EGTC has adopted an internal grievance policy for prompt and equitable resolution of complaints alleging any action prohibited by federal regulations implementing Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA). Section 504 and ADA state, in part, that "no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such an entity".

II. Scope and Application of Grievance Procedure
A student who believes that he or she has been subjected to discrimination on the basis of disability or has been denied access or accommodations required by law shall have the right to invoke this Grievance Procedure. In general, this Grievance Procedure is designed to address the following types of concerns:
   A. Disagreements or denials regarding requested accommodations
   B. Alleged inaccessibility of a program or activity
   C. Alleged harassment or discrimination on the basis of a disability
   D. Any other alleged violations of the ADA and/or Section 504.
This Grievance Procedure, however, is not intended and shall not supersede other College policies and procedures which may exist for addressing other issues of concern for which separate College policies and procedures exist, including, for example, grade appeals.
All grievances must be filed within thirty (30) days of the event or action giving rise to the student's complaint(s). As an initial matter, all grievances shall be reviewed to determine whether they are submitted within a timely manner and/or whether they contain all required information. The College shall not review a grievance which is untimely or fails to contain all required information, including a clear statement of all grounds for the grievance. To facilitate a clear and prompt resolution, once initiated, a grievance shall not be expanded beyond the issues presented in the student's initial complaint. The College reserves the right to redirect a grievance to the proper grievance procedure or to any other appropriate review procedure.

III. Grievance Procedure
A student shall first attempt to resolve his or her complaint informally by following the steps listed below.
2. The student needs to schedule a meeting with the Disability Support Services Coordinator. The Coordinator or his or her designee will review the matter, allowing all interested parties an opportunity to submit relevant information, statements and documentation. The Coordinator or his or her designee will make a decision regarding the appeal within ten (10) working days of the meeting and notify the student via his or her e-mail address of record.
3. If the student is not satisfied with the result of the meeting with the Coordinator, the student can request an ADA Grievance form. This form should be completed and submitted to the Director of Student Services within ten
(10) working days from the date of the student’s receipt of the decision resulting from the meeting with the Disability Support Services Coordinator.

4. After the Director of Student Services receives the grievance form, he/she will conduct a review of the student grievance. This review may involve meeting with the student, staff from DSS, an instructor or other staff members. By filing an appeal with the Director of Student Services, the student thereby gives the Director permission to review the student’s documentation and file.

5. The Director of Student Services will make a final decision regarding the ADA grievance within thirty (30) working days of receiving the ADA Grievance form. This decision will be communicated to the student in writing via their e-mail address with a copy provided to the Disability Support Services Coordinator and other appropriate College staff.

IV. Formal Grievance Procedure
If the grievance is not resolved informally, then the student shall have the right to invoke the appropriate formal grievance procedure. Information regarding filing a formal grievance can be found at the Office of Civil Rights.

V. Resort to Other Procedures.
Those who believe they are victims of unlawful discrimination, harassment, or retaliation, may also initiate outside legal action through private sources or the appropriate state or federal enforcement agencies. It is recommended that where time allows (before applicable statutes of limitations have run out) the internal grievance procedures of the College be used prior to using a grievance system outside the College.

The grievant may choose to file a complaint externally at any point before, during, or after the internal College proceedings.

Contact Information

EGTC Disability Support Services Coordinator
720-423-4742

EGTC Student Services Director
720-423-4859

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U.S. Department of Education
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