



About Disability Support Services

Students with documented disabilities may request accommodations through the Disability Support Services (DSS) office. Emily Griffith Technical College collaborates with and empowers students who have disabilities in order to coordinate support services that enable equal access to an education.

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.

Disability Services

- Accommodations for disabilities
- Adaptive technology
- Assistance with navigating the accommodations process
- Assigned Student Success Coordinator to support throughout the programs
- Accommodation letters
- Communication with case managers in the Division of Vocational Rehabilitation or insurance agencies

Disability Support Services

1860 Lincoln St., 6th Floor

Denver, CO 80203

dss@emilygriffith.edu

[720-423-4889](tel:720-423-4889)

Confidentiality Statement

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. Disability Support Services complies with 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 Support Services is 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.

Types of Accommodations

DSS 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 student's disability and how it impacts them in a postsecondary educational environment. Equal access accommodation may be granted in a variety of ways and there may be times when the mode of accommodation made available will not be the student's first preference.

Common/Acceptable Accommodations:

Alternative Testing	Additional time, private room, quiet room, reader/scribe, enlarged print, use of calculator, audible delivery, use of spell checker, etc.
Alternate Format - Textbooks	Digital Audio, scanned/electronic braille, enlarged print.
Deaf/HOH Services	Interpreters & Captionists.
Recording Note-taking	Use of voice recorder. Students may request notes from the Instructor.
Special Furniture	Table, padded chair, adjustable table or desk.
Assistive Technology	Portable devices (reading pens, talking calculators).

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.
- To appropriate confidentiality of all information and documentation information about their disability will only be disclosed to individuals at the college who need to know 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 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.

Rights & Responsibilities of Disability Support Services

Rights:

- To evaluate and 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.

Getting Started

Students with documented disabilities may request accommodations through the Disability Support Services office. The student is responsible for self-identifying, requesting the accommodation and for providing documentation of his/her disability.

1. Once accepted into a program, the student must complete and submit a [Request for Accommodations Form](#).
 - a. Please note the accommodations process takes an average of 3 weeks from the date all documentation is received. Submitting an Accommodation Request and providing documentation as soon as possible after the student is admitted (or 4-6 weeks before the program start date) is recommended.
2. Due to the technical nature of our programs, accommodations may vary by department.
3. The student must provide documentation that clearly identifies the student's disability. There are several ways to submit documentation:
 - a. Upload it when submitting the Request for Accommodations Form.

- b. Email documentation to DSS@emilygriffith.edu.
 - c. Drop off in person to the Welcome Desk at 1860 Lincoln St, 6th Floor. For more information on specific disability documentation guidelines, please refer to the documentation guidelines found in this manual.
4. Prior to an intake appointment, the intake form and documentation will be reviewed by Disability Support Services. If anything is missing, a staff member will contact the student.
 5. After submitting the form, a DSS adviser will reach out with next steps and will likely schedule an intake appointment with the student.
 6. During the appointment, the student will engage in the interactive process. Students are expected to self-advocate and self-identify to ensure that all requests are being addressed.
 7. A letter outlining accommodations will be provided to the student, the instructor, associate dean and any other support staff assisting the student. It is the student's responsibility to provide the letter to new instructors.

Documentation Guidelines

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. Emily Griffith Technical College does not offer any testing for disabilities of any kind.

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 below chart for a partial description of "competent professional."

Documentation Guidelines

Type of Disability	Examples of Diagnosticians	Additional Information That May Be Helpful
Physical Disability & Systematic Illness	Medical Doctor, specialist	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.

Deaf/Hard of Hearing	Audiologist	An audiogram that includes the audiologist's interpretation and audiology report including information about the extent of hearing loss. Information about any prescribed adaptive equipment (hearing aids, FM systems, etc.)
Blind/Low Vision	Ophthalmologist	Information about assistive devices or services currently in use.
Psychiatric/Psychological Disabilities	Clinical psychologist, psychiatrist, medical doctor	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.
Specific Learning Disabilities	Licensed psychologist, neuropsychologist, certified school psychologist, or other appropriate professional certified to administer and interpret class C psychological tests	Names of diagnostic tests and evaluation results used to make the diagnosis, summary of evaluation procedures. Include both IQ assessment and achievement tests. Examples of acceptable tests include the Wechsler Adult Intelligence Scale (WAIS III) or revised version (WAIS-R) with subtest scores, Woodcock-Johnson Psycho-Educational Battery-Revised: Tests of Cognitive Ability, Wechsler Individual Achievement Test (WIAT).
Attention Deficit/Hyperactivity Disorder	Clinical psychologist, neuropsychologist, psychiatrist, or other relevantly trained medical doctors	Date of diagnosis, history or pattern of symptoms, description of evaluation procedures.

Admissions and Future Students

Emily Griffith has multiple ways to ensure that students are ready and prepared for their programs, and then for employment in the fields of study. We evaluate your standardized test scores, high school records, and records at other institutions of higher education both from the US and abroad. If you are not able to meet academic requirements for a program through previous test scores or past education, we offer an [EdReady Learning Path](#). Through the EdReady Learning Path, you'll practice the skills necessary for you to enter the program of your choice. Once you have met your program's target score in the EdReady Learning Path you can submit the results as proof of program readiness. For questions about EdReady, please contact EdReady.Help@emilygriffith.edu or call [720-423-4700](tel:720-423-4700).

Current Students

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.

Classroom Testing

- Classroom Testing accommodations must be discussed during the Intake Appointment and will be stated in the Accommodation Letter. Oftentimes instructors have quiet/private rooms near the classroom where they are teaching. If a student wishes to take a test in the testing center, please let the DSS staff know so it can be arranged in advance.

Testing Policies & Procedures

- The testing 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. The testing center requires a minimum of one weeks notice for scheduling all tests.
- 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, please call [720-423-4700](tel:720-423-4700) or email dss@emilygriffith.edu or notify the staff at the Welcome Desk at 1860 Lincoln St., 6th floor. Only the instructor can give consent to change a date/time for a scheduled exam.

Testing rules

- Arrive on time for your scheduled exam.
- Students are required to bring a valid photo ID.
- 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.

Faculty Rights in Relation to DSS Process

Faculty members have the right to:

- Maintain academic standards for courses/programs.
- Follow all departmental policies around course content and how it will be taught.
- Contact DSS with any questions about accommodations for their course.
- Confirm a student's request for accommodation and ask for clarification about a specific accommodation with DSS.

- Deny a request for accommodation if a student has not been approved by DSS for the accommodation.
- Award grades appropriate to the level of the student's demonstration of meeting the learning objectives of the course and/or mastery of the material.
- Fail a student who does not perform to passing standards.

Faculty members do not have the right to:

- Refuse to provide an approved accommodation for a verified disability.
- Determine what is and is not a reasonable accommodation for a given student.
- Challenge the legitimacy of a student's disability.
- Review a student's documentation, including diagnostic data.
- Offer accommodations to students outside of the DSS process.

Faculty Responsibilities

Faculty members have the responsibility to:

- Understand the laws and Emily Griffith's guidelines regarding students with disabilities.
- Refer students to the DSS team if a student self-identifies and is requesting accommodations.
- Participate in an interactive process of accommodation with the student and DSS.
- Provide requested accommodations to students who have verified disabilities in a timely manner.
- Maintain appropriate confidentiality of records concerning students with disabilities except when disclosure is required by law or authorized by the student (in writing).
- Provide handouts, videos and other course materials in accessible formats upon request and in a timely manner.
- Evaluate students based on their abilities rather than the manifestations of their disabilities.

Service Animals

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. Please refer to [Denver Public Schools Policy on Service Animals in Buildings](#).

Emotional Support Animals

An emotional support animal is any commonly domesticated animal that provides emotional support or comfort to a person with a disability. ESAs have been verified by a medical professional to provide emotional support, comfort or therapy to an individual with a disability. Some examples of the support these animals perform: provide soothing, feelings of security and familiarity. **Emotional Support Animals are not service animals** and are not granted the same rights and protections as service animals. They are not permitted on the Emily Griffith campus.

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.

Resources

1. [Mile High United Way](#)'s 2-1-1 is a free and confidential community referral service that connects callers with resources which provide food, shelter, rent assistance, clothing, child care options and other types of community assistance. Trained referral specialists are multi-lingual and available to help individuals with real-time resources. Students needing assistance outside of academic support can contact the Mile High United Way at *211 or visit their website.
2. [Denver 311](#) provides residents with an effortless, accessible way to navigate city services. Their contact center staff demonstrate unparalleled customer service values, are leaders in innovative problem-solving, and deliver an unprecedented commitment to assist.

3. [Colorado Crisis Services](#) connects people to trained crisis counselors for issues such as relationship problems, family crises, substance abuse, suicidal thoughts and disability. They offer translation services for non-English speakers and make follow-up calls to ensure continued care. Their crisis services are open 24/7 throughout the Denver region, including walk-in centers in Westminster, Lakewood, Littleton, Boulder, Denver and Aurora. Visit [their website](#) to see the locations for crisis services. You can also call them at [1-844-493-8255](tel:1-844-493-8255) or text "TALK" to 38255.
4. [Colorado Department of Education Instructional Accommodations](#) for a Student with a Disability
5. [Colorado Department of Human Services Disability Services](#)