

Disability Accommodation Policies and Procedures



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DAWSON COMMUNITY COLLEGE DISABILITY POLICY

At Dawson Community College (DCC), we welcome and support diverse student body. DCC is committed to ensuring that students with disabilities have equal access to participate in all programs of study. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, Dawson Community College provides reasonable and appropriate accommodations to ensure equal access to all programs and activities to qualifying individuals with a documented disability who are otherwise able to satisfy the requirements related to their status as students at the College. DCC's goal is to integrate students with disabilities into the college and to help them achieve equal opportunity and to be able to participate in and benefit from the programs and activities enjoyed by all students.

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REGISTERING WITH THE DISABILITY SERVICES

Dawson Community College provides academic accessibility to students who have disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Students with disabilities who request accommodations need to register with Disability Services. It is the student's responsibility to initiate the request for services. Students are encouraged to request accommodations at least *three weeks* before the beginning of classes. Students can make an appointment to meet with Disability Services (406-377-5302) disability@dawson.edu.

Accommodations will be determined based upon the documentation of the disability and the student's self-report during an intake interview with Disability Services.

After accommodations have been established, students with disabilities will be issued a letter of accommodation verifying that they are registered as a student with a disability and listing the accommodations for which they qualify.

It is in the best interest of students requiring classroom accommodations to notify the instructors before the semester begins so that if there are any problems there is time to negotiate a resolution. Students may request help from Disability Services to facilitate this process.

Students Taking Online Classes

Students taking online classes who are unable to register in person can request accommodations by contacting the Disability Services at 406-377-5302 or disability@dawson.edu before class(s) begins. The meeting can be conducted by telephone or video chat. The accommodations will be determined based upon the students' self-report and appropriate documentation of the disability.

DEFINITION OF DISABILITY

According to Section 3 of the Americans with Disabilities Act of 1990 (ADA), the term "disability" means, with respect to an individual,

- A. Having a physical or mental impairment that substantially limits one or more of the major life activities of such individual;
- B. Having a record of such an impairment; or
- C. Being regarded as having such an impairment.

Examples of major life activities include walking, sitting, standing, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.

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DOCUMENTATION GUIDELINES

The Association on Higher Education and Disability suggests the following Seven Essential Elements of Quality Disability Documentation

1. The Credentials of the Evaluator(s)

The best quality documentation is provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. A good match between the credentials of the individual making the diagnosis and the condition being reported is expected (e.g., an orthopedic limitation might be documented by a physician, but not a licensed psychologist).

2. A Diagnostic Statement Identifying the Disability

Quality documentation includes a clear diagnostic statement that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression or prognosis of the condition. While diagnostic codes from the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Classification of Functioning, Disability and Health (ICF) of the World Health Organization are helpful in providing this information, a full clinical description will also convey the necessary information.

3. A Description of the Diagnostic Methodology Used

Quality documentation includes a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Where appropriate to the nature of the disability, having both summary data and specific test scores (with the norming population identified) within the report is recommended.

Diagnostic methods that are congruent with the particular disability and current professional practices in the field are recommended. Methods may include formal instruments, medical examinations, structured interview protocols, performance observations and unstructured interviews. If results from informal, non-standardized or less common methods of evaluation are reported, an explanation of their role and significance in the diagnostic process will strengthen their value in providing useful information.

4. A Description of the Current Functional Limitations

Information on how the disabling condition(s) currently impacts the individual provides useful information for both establishing a disability and identifying possible accommodations. A combination of the results of formal evaluation procedures, clinical narrative, and the individual's self-report is the most comprehensive approach to fully documenting impact. The best quality documentation is thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency and

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pervasiveness of the condition(s).

While relatively recent documentation is recommended, in most circumstances, common sense and discretion in accepting older documentation of conditions that are permanent or non-varying is recommended. Likewise, changing conditions and/or changes in how the condition impacts the individual brought on by growth and development may warrant more frequent updates in order to provide an accurate picture. It is important to remember that documentation is not time-bound; the need for recent documentation depends on the facts and circumstances of the individual's condition.

5. A Description of the Expected Progression or Stability of the Disability

It is helpful when documentation provides information on expected changes in the functional impact of the disability over time and context. Information on the cyclical or episodic nature of the disability and known or suspected environmental triggers to episodes provides opportunities to anticipate and plan for varying functional impacts. If the condition is not stable, information on interventions (including the individual's own strategies) for exacerbations and recommended timelines for re-evaluation are most helpful.

6. A Description of Current and Past Accommodations, Services and/or Medications

The most comprehensive documentation will include a description of both current and past medications, auxiliary aids, assistive devices, support services, and accommodations, including their effectiveness in ameliorating functional impacts of the disability. A discussion of any significant side effects from current medications or services that may impact physical, perceptual, behavioral or cognitive performance is helpful when included in the report. While accommodations provided in another setting are not binding on the current institution, they may provide insight in making current decisions.

7. Recommendations for Accommodations, Adaptive Devices, Assistive Services, Compensatory Strategies, and/or Collateral Support Services

Recommendations from professionals with a history of working with the individual provide valuable information for review and the planning process. It is most helpful when recommended accommodations and strategies are logically related to functional limitations; if connections are not obvious, a clear explanation of their relationship can be useful in decision-making. While the post-secondary institution has no obligation to provide or adopt recommendations made by outside entities, those that are congruent with the programs, services, and benefits offered by the college or program may be appropriate. When recommendations go beyond equitable and inclusive services and benefits, they may still be useful in suggesting alternative accommodations and/or services.

Note: Educational Testing Services tests such as the Praxis, which is used for teacher licensure and certification by states departments of education and other certification agencies, have specific documentation criteria. The guidelines state that documentation

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on file for the applicant must:

- clearly state the diagnosed disability or disabilities
- describe the functional limitations resulting from the disability or disabilities
- be current — i.e., completed within the last 5 years for LD, last 6 months for psychiatric disabilities, or last 3 years for ADHD and all other disabilities (NOTE: this requirement does not apply to physical or sensory disabilities of a permanent or unchanging nature)
- include complete educational, developmental, and medical history relevant to the disability for which testing accommodations are being requested
- include a list of all test instruments used in the evaluation report and relevant subtest scores used to document the stated disability (this requirement does not apply to physical or sensory disabilities of a permanent or unchanging nature)
- describe the specific accommodations requested
- adequately support each of the requested testing accommodation(s)
- be typed or printed on official letterhead and be signed by an evaluator qualified to make the diagnosis (include information about license or certification and area of specialization).

ALTERNATIVE TESTING PROCEDURES

Students who receive alternative testing accommodations as determined by the Disability Services should do the following:

- **Inform the instructor** that you are registered as a student with a disability and receive alternative testing as an accommodation.
- **Schedule exams at least one week in advance** and note on the test request form any special accommodations needed. This ensures that we have time to get the test from the Instructor and that a testing room and special accommodations are available. (Assistive technology, software, equipment, etc.) Test request forms available online. Go to [Website](#) and click on *Forms*, then on *Testing Accommodation Requests for tests in alternative space*.
- **Arrive at the scheduled time.** Tests are often scheduled back-to-back in the testing rooms, and you may not get your full time if another test is scheduled immediately following yours.
- **Notify instructors and Disability Services** if a test time needs to be changed due to a conflict with other classes.

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- Instructors must give permission for a student to make up a test if the student is unable to take the test during the scheduled time.
- The rules of the classroom apply in the testing rooms. Smoking breaks are not appropriate. Use the restroom before testing. (Some physical conditions are accommodated by restroom availability.)
- All possessions must be left outside the testing area. This includes backpacks, coats, hats, cell phones, etc. There are hooks in the hallway outside the testing rooms. Students may request secured areas for valuables.
- If supplemental materials are permitted for tests (calculator, open book, open notes, etc.), ask the instructor to include that information in writing with the test. Students found with unauthorized instructional materials will be referred to the instructor.
- The Disability Services and staff are not authorized to modify instructions given by the instructor.
- To request **extra time for tests in online classes** go to [Website](#). Download a copy of the *Online Testing Request for Online Tests* request form. The form needs to be completed for each class and copies need to be sent to the Online Specialist, the instructor, and Disability Services. This should be done at the beginning of the semester or as soon as you determine the request necessary.

ALTERNATIVE TEXT PROCEDURES

Students who are eligible for alternative text, as determined by Disability Services, should follow these procedures:

- In order to receive your materials in a timely manner, you should request your textbooks at least three weeks in advance of when you will need them. You need a separate request form for each of your books. You may copy the request form that is available in Disability Services office or request extra copies. It is also available online at [Website](#) under "Forms" "Alternative Text Request Form."
- Disability Services will contact the publisher to see if the book is available in electronic format. If it is, we will get the book and convert it to an MP3 unless you prefer E-text. In order to comply with copyright laws, we will need a copy of your sales slip.
- If an electronic version of the book is not available from the publisher, Disability Services will need your copy of the book to create the alternative text. Boss Office Supply will chop the binding off the book. The pages are scanned, edited and turned into an MP3 file. The

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print shop will bind the book with plastic coiled rings, and we can generally get it back to you within 48 hours.

- Provide a copy of the syllabi to Disability Services so that edited materials can be provided in the order in which they are needed.

NOTE TAKER PROCEDURES

- We encourage you to arrange for your own note takers. When you do, bring us a schedule highlighting the classes for which you receive notes and give us the names of the note takers in those classes.
- Discuss with your note taker how you would like to receive a copy of the notes. Paper and a copy machine are available for you to use free of charge for class notes.
- If you want Disability Services to help you with the notetaking process, you need to bring a class schedule with the classes highlighted for which you would like a note taker. It is preferred that students submit a request for note taker at least two weeks before the beginning of the semester to allow proper time to locate a volunteer, though requests will be accepted throughout the semester. A note taker request letter will be printed and you need to pick up the letter(s) before the first day of class and ask the professor(s) to read the letter during class to find a volunteer. (The letter is designed to be confidential.)
- You must attend class to receive notes. Notify the Disability Services immediately if you have an emergency or if you withdraw from class.
- If you have any problems with the notetaking process, please notify Disability Services as soon as possible. If you are not receiving notes, let us know so we can work with you to find a solution.
- The note takers are volunteers. They do not receive any compensation for taking notes, and they should be treated with courtesy and respect. Cultivate a good relationship by telling your note taker thank you!

Note takers agree to the following terms:

- Disability-related information is considered confidential. At no time will I discuss disability-related information about students who have qualified for accommodation services with anyone except Disability Services and designated staff, unless the student has given me permission.
- If I am going to be absent from class, I will notify the qualified student and the instructor ahead of time. If there is an emergency, I will call Disability Services at 406-377-5302.

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REMOTE CAPTIONING PROCEDURE

What is Remote Captioning?

Remote Captioning is a speech to text transcription system that provides real-time communication access to students who need alternative or additional support. Remote captioning can be either a word-for-word transcription that produces a transcript similar to in-classroom CART services of a classroom meeting or a meaning for meaning transcript depending on what type of equipment the service provider is using. (CART vs. C-Print)

Scheduling

It is suggested that you request Remote Captioning accommodations a minimum of four weeks prior to the start of each semester in order to facilitate arrangement of captioning by the first day of class. The number of students using captioning, and the location of classes, may necessitate the purchase of additional equipment which can take up to four weeks for delivery.

Disability Services coordinates with the captioning company and the Information Technology Department. Each classroom is tested with the captioning equipment and each instructor receives information about using remote captioning. The captioning company arranges for a Captionist for each class. This is a time-consuming process, which is why we require students to request the accommodation at least four weeks prior to the beginning of the semester. If you change your schedule before or after the start of the semester, notify Disability Services immediately to ensure continuity in Remote Captioning accommodations.

Dawson Community College cannot guarantee that captioning equipment can be taken down, moved, and set up within ten minutes, so students need to take that into consideration when scheduling classes back-to-back.

We also request that you provide copies of your syllabi to Disability Services so class materials may be provided to the Captionist.

Absences and Class Cancellations

When a student receives Remote Captioning accommodations, Dawson Community College expects the student to attend all classes throughout the semester. If you must miss a class, please give Disability Services 24 hours' notice. It is understandable that, in some situations, you may not be able to provide 24 hours' notice; however, failure to provide any notice is considered a "no show." Three "no shows" can result in a temporary suspension of services until the student meets with Disability Services. Students who do not attend class will not receive transcripts for that class period.

Additionally, if you receive information about class cancellations, test days, or other issues related to attendance and for which you do not require Remote Captioning, please notify Disability Services immediately.

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Technical Problems

When technical problems occur you should attempt to contact Disability Services immediately at 406-377-9400. We will try to resolve the issue quickly. There may be instances, however, when we will not be able to resolve the problem. The captioning company and Dawson Community College do not warrant that the services will be error free or uninterrupted.

Student Responsibilities

You may not distribute Remote Captioning notes to other students under any circumstances.

Remote captioning produces transcripts of the professor's lecture and are therefore considered intellectual property. Students can email a copy of the transcript to themselves for use as a personal study tool.

Remote captionists transcribe, to the best of their ability, all spoken utterances in the classroom, including lecture and asides. *The student is responsible for all information on the overhead, board, and/or handouts.* This includes the spelling of vocabulary words. The captionist will provide summaries of films and readings when it is technically possible.

Please note: The external classroom microphone may not pick up every student's question. If the Captionist cannot hear the question, it is the responsibility of the student to ask that the question be repeated.

Student Conduct

We expect students who receive Remote Captioning accommodations to pay full attention during class. Please do not study, email, or engage in other such activities when receiving Remote Captioning accommodations.

EQUIPMENT USAGE

Dawson Community College will provide a laptop and wireless microphone for each class session. The equipment provided to you by the Disability Services or IT is property of Dawson Community College. You may use the equipment for Remote Captioning only.

SIGN LANGUAGE INTERPRETER PROCEDURES

- Students who are deaf or hard-of-hearing should provide documentation of disability and resultant need of interpreter services at least four weeks prior to registration for the upcoming semester in order to give Disability Services time to facilitate interpreting by the first day of class.
- In the event that an interpreter is not available, staff will tape and transcribe the lectures.
- Scheduling and registration must be completed as early as possible in consultation with Disability Services. Please make an appointment at least four weeks before the beginning

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of the semester to meet with Disability Services in order to discuss your schedule so appropriate arrangements can be made to assign an interpreter.

- If a student misses three classes without notifying Disability Services prior to the beginning of class, interpreter services will be discontinued until the situation is reviewed in a meeting which includes the student, the Interpreter, and Disability Services. At that time, the student will need to complete an interpreter request form for all future classes
- If you are aware that you will miss a class, please give Disability Services at least 24 hours' notice. If you will be late for a class, please notify your interpreter and Disability Services if possible. If the interpreter is unaware that you will be late, he or she will wait in the class for fifteen minutes before leaving. If a sudden family emergency occurs or if you wake up ill and are unable to attend class, please call Disability Services immediately. Dawson Community College provides the interpreter at no cost to you, so it is important that you are considerate in letting the college know when you won't need an interpreter. Email disability@dawson.edu.
- When presentations are being made, a copy of the speech and/or paper is to be given to the interpreter at least 24 hours in advance in order to prepare for voicing your presentations.

ASSISTANCE ANIMAL

Dawson Community College enforces a no-pets policy in its residence halls. In accordance with the Americans with Disabilities Act, Assistance animals are permitted in campus housing facilities for persons with documented disabilities. "Assistance animals are not pets. They are animals that do work, perform tasks, assist, and/or provide therapeutic emotional support for individuals with disabilities.

There are two types of assistance animals: (1) service animals, and (2) other animals that do work, perform tasks, provide assistance, and/or provide therapeutic emotional support for individuals with disabilities (referred to in this document as a "support animal").

- An animal that does not qualify as a service animal or other type of assistance animal is a pet for purposes of the FHA and may be treated as a pet for purposes of the lease and the housing provider's rules and policies."¹
- Under the ADA, "service animal means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.

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- Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition.

The work or tasks performed by a service animal must be directly related to the individual's disability.”¹ A service animal is any guide dog, signal dog or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including but not limited to guiding individuals with impaired vision, alerting individuals with impaired hearing, providing minimal rescue or protection work, pulling a wheelchair or fetching dropped items.”¹ A support animal is not a service animal and unlike service animals, in some cases, support animals will not need to accompany the individual with the disability at all times.

Service dogs are not considered "pets" and are explicitly covered under state and federal civil rights laws. See Montana Code Annotated, Title 49 Human Rights:

MCA 49-4-214. Right to be accompanied by service animal -- identification for service animals in training. Therapy or companion animals are not service animals and are not covered under the ADA and requests will be looked at on an individual basis with clinical documentation.

Requirements of Assistance Animals and Their Partners/Handlers

A) Identification and Other Tags: The assistance animal must have tags or some other method indicating ownership and rabies clearances. It is suggested that service animals be fitted with appropriate identifying equipment, such as a harness, cape or backpack. Minimal equipment is a leash by which the animal is kept under control.

B) Health and Vaccinations: All animals must comply with local, county, and/or state vaccination and health requirements. Animals to be housed in campus housing must have an annual “clean bill of health” from a licensed veterinarian including current vaccinations and immunizations.

C) Leash: The animal must be on a leash at all times. Exceptions will be made for service animals where a leash is not feasible.

D) Under Control of Partner/Handler: The partner/handler must be in full control of the animal at all times. The care and supervision of a service animal is the sole responsibility of its partner/handler. The animal must be maintained and used at all times in ways that do not create safety hazards for other people.

E) Cleanup Rules: The partner/handler must (a) always carry equipment sufficient to clean up the animal's feces whenever the animal and partner/handler are off the partner's property; (b) never allow the animal to defecate on any property, public or private except the partner's own property), unless the partner/handler immediately removes the waste; (c) be responsible for the proper disposal of the animal's feces and for any damage caused by the waste or its

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removal. If the partner/handler is physically unable to perform these tasks, the partner/handler must contact the Disability Services office.

F) Training Certification: If an animal is certified by a training program stating that the animal has successfully completed training, a copy of the certificate must be filed with the Disability Services.

G) Disruption: The partner/handler of a service animal that is unruly or disruptive to the extent that the animal poses a direct threat to the health or safety of other students, or the animal's presence fundamentally alters the program, may be asked to remove the animal from the college facilities. Concerns about a service animal's behavior will be handled on a case-by-case basis, and if the improper behavior happens repeatedly, the partner/handler may be required to take steps to mitigate the behavior before bringing the animal back into any university facility. Mitigation may include muzzling an animal, obtaining refresher training for both the animal and the partner, or other appropriate measures.

H) Residence Hall Arrangements: The partner/handler is responsible for maintaining his/her residence hall room in a clean and orderly fashion so as to minimize the presence of pet hair and animal dander. Any damage caused by an assistance animal will be the responsibility of the partner/handler. Food dishes are to be cleaned and empty when not in use by a service animal. Service animals must be housebroken and the handler must take effective action to control an out of control service animal or the person with a disability can be asked to remove the service animal from the premises.²

EVACUATION PROCEDURES

Students with disabilities need to become familiar with evacuation procedures and rescue assistance areas in each building. Students should be aware of at least two exits from each floor where they have a class (the elevator cannot be one of them).

In an **on campus** emergency, notify authorities immediately using the following numbers:

- **City Services: #911**
- **Disability Services: # 406-377-9400 or Cell # 406-359-9023**
- **Director of Housing: # 406-377-9445 or Cell # 406-359-903**
- **Director of Maintenance: # 406-377-9451 or Cell # 406-939-2154**

Be aware of the location of pull alarms in each building.

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If you know that someone needs evacuation assistance, notify rescue personnel immediately.

Keep Doors to Stairwells Closed

Some Dawson Community College fire alarms are also equipped with flashing lights since deaf students may not hear the audio emergency alarms. It may be necessary to communicate with the hard-of-hearing student by writing a note to explain the emergency.

Students who are visually impaired may need to take someone's elbow and be escorted to the nearest emergency exit.

Wheel Chair Evacuation Areas

It is the responsibility of people in wheelchairs to check out the locations of exits. Please contact or Disability Services (406) 377-9400 if you have any questions.

Location of Rescue Assistance Areas

Students have the responsibility to verify the location of rescue assistance areas upon arrival at Dawson Community College.

Students needing evacuation assistance should:

- *Be familiar with exits.*
- *Notify your instructors and classmates if you know that you will need assistance during an emergency evacuation.*
- *Ask someone to notify rescue personnel of your location if you need assistance.*

In an emergency, students should ask to have emergency personnel notified immediately of their location. KEEP DOORS TO STAIRWELLS CLOSED.

Emergency Numbers

Glendive City services including police, fire, and ambulance ---- 911

Hospital Emergency Health Care -----Glendive Medical Center 406-345-3306

ADA COMPLAINT RESOLUTION PROCEDURE

(This procedure replaces all previous procedures for investigation of complaints of discrimination.)

I. Scope

The Disability Services reviews complaints by students regarding discrimination and/or

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harassment on the basis of physical or mental disability relating to disability accommodations in the classroom and physical access to facilities. This would include:

- Student-to-student complaints (example, a student complains that another student gets an advantage because of a disability-based accommodation)
- Student-to-faculty accommodations complaints (example, a student and a faculty member disagree on an agreed upon disability-related accommodation)
- Student-to-college accessibility complaints (example, a student encounters a barrier on the Dawson Community College campus, such as an inoperative automatic doors, icy sidewalks, blocked access ramp, etc.)

The Dean of Human Resources & Advancement investigates student complaints of unlawful discrimination and/or harassment on the basis of race, color, religion, sex, national origin, sexual orientation, age, physical or mental disability, or veteran status of any faculty, staff or visitor. Contact the Vice President of Human Resources & Advancement/EEO-AA, 300 College Drive (Room 112), Glendive, MT 59330, (406) 377-9412 for information regarding filing a complaint.

The Dean of Academic & Student Affairs can either review complaints from students when they relate specifically to the Code of Student Conduct (student-to-student offenses or acts of discrimination) or assist Disability Services or Human Resources in the review of student complaints when they are made toward staff (as outlined in V. Transfer of Function).

II. Filing Process

Complaints must be filed with the Disability Services. A complaint should be filed within 180 calendar days of the most recent incident. The College will consider requests to extend this period where the complainant can show he or she needed additional time due to circumstances beyond his or her control.

The complainant will meet with Disability Services to discuss options (informal, formal) for proceeding. The complainant is not required to follow the informal procedure before filing a formal complaint. The respondent (the individual accused of discrimination) will be notified of the complaint within 10 working days after it is filed.

III. Options

Informal. Discuss allegations and concerns with respondent (the accused) and attempt to resolve the situation. The respondent is reminded that Dawson Community College expects all to adhere to our equal opportunity policies. Respondent is put on notice that behavior has been questioned, and informal resolution sought, if possible. If attempts to resolve the situation are not successful, the complainant may pursue a formal complaint.

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Formal. A full written report describing the alleged discrimination is filed with Disability Services disability@dawson.edu. Assistance will be arranged if needed. The report must contain the grievant name, address, the date and a description of the alleged act. Disability Services will review report received from the complainant. After review of the complaint, **Disability Services will take the necessary steps to resolve the complaint.**

Appeal. A finding may be appealed in writing to Disability Services by either party within 10 working days of receipt of determination. A party may appeal a decision based on discovery of new evidence previously unavailable or a significant irregularity in the procedural process which could affect the outcome of finding. The appellant should be as specific as possible in setting out basis for appeal; general dissatisfaction with the decision will not be sufficient. The determination of Disability Services will be forwarded to the President for final approval.

At any time, prior to filing a charge, or while a complaint proceeding is in progress, a complainant may file their complaint with the appropriate external agencies.

IV. Time Line for Investigation Process

Disability Services will complete its investigations as expeditiously as possible. The investigation shall normally be completed within 45 working days from the filing of a formal complaint, including notification of the parties of the outcome of the investigation. In extraordinary circumstances, Disability Services reserves the right to extend this time to a reasonable period. All parties will be notified if such an extension is necessary. Many factors can interfere with an investigative fact-finder's commitment to complete a determination promptly, including unavailability of witnesses or the complexity of the issues involved or new evidence resulting in an appeal. Disability Services will maintain contact with the Complainant and Respondent throughout the course of the investigation to keep them up to date on the process.

V. Confidentiality

Dawson Community College takes any allegation of discrimination, harassment, and/or retaliation seriously and is committed to protecting the integrity of the investigation process including confidentiality and the due process rights of all individuals. Note that all those involved (the respondent, the complainant, and the witnesses) have privacy interests. Therefore, outside the scope of the investigation, all parties are requested not to publicize or divulge the nature of the proceedings, or the identity of those involved.

VI. Right to Advisor

The complainant and the respondent each have the right to bring an advisor to the investigative meeting. If either party chooses to exercise this option, please give Disability Services prior notice that an advocate will attend. If either the complainant or the respondent's advisor is a person degreed or qualified in law, Disability Services must be notified within three business days of the hearing.

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VII. Transfer of Function

If a complaint, whether informal or formal, is directed against the Disability Services, the functions assigned to the Disability Services by these procedures will transfer to the Dean of Academic & Student Affairs or to the Dean of Human Resources & Advancement.

The Office for Civil Rights serves student populations, promotes equal educational opportunities, and resolves complaints of discrimination under federal civil rights laws. They can be contacted at:

Office for Civil Rights, Seattle Office

U. S. Department of Education 915 Second Avenue, Room 3310 Seattle, WA 98174-1099

Telephone (206) 220-1600 Facsimile: (206) 607-1601 E-mail: OCR.Seattle@ed.gov

¹ <https://www.hud.gov/sites/dfiles/PA/documents/HUDAsstAnimalNC1-28-2020.pdf>

² https://www.ada.gov/service_animals_2010.htm