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Thank you for choosing St. Louis Community College as you undertake the next steps in your educational path. The Access Offices at each of our locations are here to provide you with the knowledge and support you need.

You will find that we have dedicated staff to serve you in a one-on-one, confidential setting where we take the time to get to know you and your needs as a student. Our staff has extensive experience in disability services and are focused on meeting our goal of creating an equitable and accessible environment in all learning opportunities, programs, resources, and facilities.

Making key connections during your time in college will have a positive impact on your achievement, retention, and graduation. Among our current and past students are scholarship recipients, student government leaders, graduate students, club members, peer tutors, Access Office staff members, and more!

We look forward to meeting you and supporting you in your educational pursuits!

Sincerely,

The Access Offices
St. Louis Community College
A NOTE ABOUT ACCOMMODATION APPROVAL AND USE

This handbook is a comprehensive document, and therefore includes some accommodations which you are not currently approved to use. In order to use an accommodation, students must first be approved by their Access Specialist.

CONFIDENTIALITY AND RELEASE OF INFORMATION

- The Access Office views all materials pertaining to a student's disability as confidential. All disability-related information is housed in the Access Office.

- The Family Educational Rights and Privacy Act of 1974 (FERPA) and the Americans with Disabilities Act (ADA) do not allow faculty or others access to disability-related information (e.g. diagnosis, medications).

- The Access Office will retain all disability documentation for five years after students leave St. Louis Community College.

- No disability information will be released without a signed FERPA consent form.
1. **Set up a meeting with the Access Office most convenient for you.**
   You can do this by emailing, calling, or stopping by in person.

2. **At the Access Office meeting, you will:**
   - Discuss your goals and interests with the Access Specialist,
   - Complete a short application for Access Services,
   - Review accommodations that would serve you best,
   - Provide documentation: (see documentation guidelines)
   - Review the policies and procedures of the Access Office.

3. You will receive an email listing the accommodations that you have been approved for.

4. **Obtain your Instructor Notifications from the Access Office.**
   - The Instructor Notifications are what you will present to your professors.
   - It is recommended that students request a one-to-one meeting with their instructor or visit during office hours early in the semester to discuss accommodations.

5. **Discuss your specific requests and follow applicable procedures.**
   - When meeting with the instructor, make specific accommodation requests. You do not need to disclose the specific nature of your disability to your instructor. If you are uncomfortable identifying your disability, keep the conversation focused on the accommodations for which you are eligible.
   - If you would like assistance in this process, just inform your Specialist.

6. **Maintain communication & ask questions!**
   - With your assigned Access Specialist – Schedule follow-up appointments as needed.
   - With your instructor - Stay in contact throughout the semester and provide reminders of planned accommodations.
   - You should immediately alert your assigned Access Specialist and/or instructor if you are having difficulties with any accommodation, service or class.
1. Analyze your classes.
   Look at the requirements/design of each of your classes and consider your particular disability-related needs when determining which accommodations are appropriate. Some accommodations may not be appropriate or necessary for every class.

2. Request and obtain Instructor Notifications from the Access Office.

3. Meet 1-on-1 with your instructor.
   - Present your Instructor Notification memos to your instructors.
   - It is recommended that students request a one-to-one meeting with their instructor or visit during office hours early in the semester to discuss accommodations.

4. Discuss your specific requests and follow applicable procedures.
   - When meeting with the instructor, make specific accommodation requests. You do not need to disclose the specific nature of your disability to your instructor. If you are uncomfortable identifying your disability, keep the conversation focused on the accommodations for which you are eligible.
   - If you would like assistance in this process, just inform your Specialist.

5. Maintain communication & ask questions!
   - With your assigned Access Specialist – Schedule follow-up appointments as needed.

   • With your instructor - Stay in contact throughout the semester and provide reminders of planned accommodations.

   • You should immediately alert your assigned Access Specialist and/or instructor if you are having difficulties with any accommodation, service or class.
St. Louis Community College strives to create a positive and non-burdensome process for our students. We acknowledge that our students are the primary and best source of their disability information.

There are multiple ways to provide the Access Office with documentation of your disability. Documentation should provide proof of diagnosis and/or prior accommodations. The following are examples of documentation that could be submitted for consideration:

- IEP/504 plan
- Full evaluation/Diagnostic report
- Accommodation letter from previous postsecondary institution
- Letter from a healthcare professional, on letterhead, which confirms a diagnosis and identifies current educational impacts of the disability
- Disability verification form sent by the Access Office to appropriate professional at your request

The Access Office will review and consider all pieces of documentation submitted. Documentation will assist the Access Office in understanding how the disability impacts you in an academic setting, as well as how the current impact of the disability relates to the accommodations requested.

Reviewing documentation is a collaborative process and is handled on a case-by-case basis. The eligibility determination process is typically not a same day process. Once documentation is received, it will be reviewed in order of receipt; therefore, it is recommended that documentation be submitted well in advance of any accommodation related needs. Typically, documentation is processed and the student will be notified within one to two weeks of receipt.

The following information is helpful, but not required, in order to determine the best possible accommodations and supports:

- Severity of the disability
- Medication or treatment currently prescribed
- Recommended accommodations that may assist the student in minimizing the impact of the disability in an academic setting

**NOTE:** Students who have readily observable disabilities (e.g. wheelchair user, white cane user,) do not need to submit documentation. Instead, we ask that you contact the office or stop by to schedule your initial meeting.
TEMPORARY DISABILITIES/COURTESY SERVICES

The Access Office provides support to students who have a temporary disability (i.e. inability to write because of a broken bone or inability to sit comfortably in class because of recent surgery).

TYPES OF ASSISTANCE
The type of assistance is determined on a case-by-case basis and may be dependent upon documentation. Services may include the following:

- Classroom support such as readers, writers and note takers
- Notetaking devices, digital recorders and notetaking paper
- Alternate seating
- Referrals to appropriate resources or agencies

HOW TO RECEIVE SERVICES
- Contact the Access Office as soon as possible if support is needed.
- We will work with you to complete an application for temporary services and a Verification of the Need for TemporaryCourtesy Services Form, should we require additional information from your physician.

The Access Office understands that temporary disabilities are often unplanned, so we will work with you to put services in place as soon as possible.

NOTIFYING YOUR INSTRUCTOR

An Instructor Notification Memo is a letter that you provide to your professors.

- The memo lists your accommodations but does NOT indicate your disability.
- One memo is printed for each of your instructors.
- The memo gives your professor important information about how to provide accommodations, handle your information confidentially, and laws pertaining to disability.

The Process
- In order to obtain your initial memo, you must make appointment with the Access Office to have your accommodations set.
- Should you need additional accommodations, you must make another appointment to discuss the request with your Access Office.
- Please notify the Access Office when you have enrolled in courses for the next semester so that your memos can be generated.
- If you are taking classes on more than one campus, please let us know.
Important Notes:

- Instructor Notification is a student-driven process. This means that you will obtain your memos from the Access Office and deliver them to your professors (see below for assistance).
- Memos are not automatically created or distributed.
- You may begin using services at any time during the semester—you do not need to wait for the start of classes for the next term.
- Students using accommodations are held to the same academic and behavioral standards as their peers who are not using accommodations.
- You may choose not to use accommodations for one or all of your classes, in which case, you do not need to notify the instructor*

Self-Advocacy and Communication are Essential
We understand that when you start school, advocacy is new. We also understand that some disabilities make it difficult to have conversations (i.e. anxiety, speech or language disabilities, among others). If you feel that your disability prohibits you from engaging in a conversation with your professors, set an appointment with your Access Specialist and we will support you through the process.

Talking Points
Here are some ideas of things to discuss with your professor:

- **Tests:** Multiple choice, essay, entire class period, pop quizzes
- **Lectures:** Charts/graphs, visual content, PowerPoints
- **Materials:** Readings other than textbook, library reserves, videos
- **Participation:** Group work, participation points, attendance requirements

Having this information will help you and your professor determine best options for your accommodations such as note-taking, testing out-of-class, and audio or captioned materials. Work with your Access Specialist to create talking points specific to your needs and your classes.

**WHAT SHOULD A STUDENT DO IF THERE ARE PROBLEMS RECEIVING ACCOMMODATIONS?**
You should immediately communicate with the instructor and with the Access Office to resolve any problems.

*We encourage you to notify your instructor of accommodations, even if you think you will not need any services in a particular class. Remember that you will not have the option to re-take an exam with accommodations.
ASSISTIVE TECHNOLOGY AND ALTERNATE FORMAT

St. Louis Community College provides adaptive software and/or equipment aimed at providing access to all courses and programs.

**STLCC has an Assistive Technology Coordinator to inform and train you** on the technologies and equipment available such as speech-to-text, screen readers, adaptive keyboards, digital recorders, and screen magnifiers or CCTV’s. The Assistive Technology Coordinator will meet with you to help determine appropriate adaptive services and strategies to meet your needs.

Some assistive technology is available for check out from the Library. Students must understand that they are financially responsible for the equipment while it is checked out. If the equipment is lost or returned damaged the student will be held responsible for repair or replacement costs.

**ALTERNATE FORMAT**

Alternate format materials include instructional materials, textbooks, and/or other reading materials presented in formats that are accessible by individuals with disabilities. Alternate formats include large print, Braille, symbolized text, audio, and electronic texts.

**TEXTBOOKS**

Students are encouraged to use all available means to obtain their textbooks in an alternate format. You may find that your required textbook already has an accessible electronic version upon purchase.

Some external resources for alternate textbooks are:
- Learning Ally www.learningally.org

Bookshare is free to students with documented need for alternate format. These resources don’t always have the most current version of the textbooks that students may be seeking but frequently what they have is acceptable.

If you are unable to locate alternate format textbooks, ask the Access Office for assistance. Purchase your books. Early class registration and book purchase will help to get the materials back to you as quickly as possible. If the alternate format textbook is not available in time for the first day of classes, provide a course syllabus so the office can work to provide what is immediately needed. Students should plan accordingly and be prepared for the possibility of a wait for alternate format requests at the beginning of each semester.
ATTENDANCE & DEADLINE MODIFICATIONS

DETERMINATION OF MODIFIED ATTENDANCE
The Access Office will work with you and your instructors in developing a plan to modify the attendance, deadline and participation policies. These agreements should be completed as early in the semester as possible, ideally within the first few weeks of the course.

An Attendance and Deadline Modification adjustment must be reasonable, meaning it cannot compromise the essential design and learning outcomes of the course. Reasonableness is determined by the course design.

THINGS TO CONSIDER:
Implications for Financial Aid
How the attendance tracker is utilized
Effect on completion rate
On-line course offerings (though taking courses on-line may not eliminate the need for accommodation, it may provide some benefit)

STUDENT RESPONSIBILITIES
• Present your Instructor Notification memo to the instructor at the beginning of the semester
• Discuss with your instructor how attendance, make-up exams, due dates and participation are designed in the course and what reasonable modifications can be made due to your disability.
• Notify the instructor regarding every absence due to disability
• If unable to contact each instructor, notify the Access Office
• Obtain the material and notes from missed classes
• Complete all assignments and examinations
• Meet all of the academic course requirements
• Be prepared to consider other options for the course if grades are affected by extended absences

STUDENTS NEED TO KNOW
• Instructors are not obligated to re-teach material missed due to not attending class
• Instructors will not waive essential or fundamental course requirements regardless of student’s disability
• All students will be graded according to the criteria in the syllabus
• Unlimited absences will not be permitted
• Communication with the instructor is essential; he/she is not obligated to modify attendance requirements until the student presents an Instructor Notification memo
• Instructors have the right to request a doctor’s note
• It may be difficult to accommodate attendance in a class that requires participation or hands-on activities
MEDICAL WITHDRAWAL
In cases where absences will affect the ability of the student to demonstrate skills required to pass the course, the student/Access Office will consult with the instructor in regard to the advisability of a medical withdrawal from all courses. In the event of a medical withdrawal, the student must follow the college’s medical withdrawal procedures. Upon student request, the Access Office will help the student apply for a medical withdrawal.

CALCULATOR USE

• Calculator usage as an accommodation on exams is limited to a basic 4-function calculator, with no graphing capability, for Pre-Algebra (MTH 020).

• Students should discuss with their instructors what type of calculator is appropriate for more advanced classes.

• If other students in the class are not allowed to use a calculator, the instructor may prefer that the student complete the test or in-class assignment out of class.

• A calculator may not be an appropriate accommodation when:
  • The provision of a calculator fundamentally alters the nature of the exam.
  • The test is designed to measure skills that the calculator would eliminate.

Due to the specific nature of some disabilities (visual impairments, physical impairments), a calculator may be the only way that students can have equal access.

Students who need accessible furniture (adjustable tables, cushioned chairs, etc.) need to follow the following process every semester:

FURNITURE

1. After registering for classes, contact your assigned Access Specialist with your schedule for the upcoming semester (including room assignments) and the specific accommodations needed.

2. Your Access Specialist will work with campus facilities to arrange for furniture placement. This process may take several days.

3. Notify your Access Specialist as soon as possible if your furniture request has not been met within 3 business days, or you encounter a problem with the furniture.
Communication access to classes, programs and services offered at STLCC:

- Interpreters-hired through STLCC
- Speech-to-text transcription services (such as CART, Typewell)
- Captioning
- Video phones
- FM systems

WHAT SHOULD I KNOW ABOUT MY SPEECH-TO-TEXT TRANSCRIPTOR IN THE COLLEGE SETTING?

- Speech-to-text transcription is available in two ways:
  - Remote services: while this happens in real time, the transcriber is not on campus and therefore requires the use of remote technology provided by the college in the classroom.
  - On-site services: the transcriber is in the same environment as the student, typically sitting next to the student.

- Speech-to-text transcription is available in two different forms:
  - Word for word transliteration (such as CART)
  - A synthesis of the message, complete but not necessarily word for word (such as Typewell)

If you contact Deaf Services and inform us that you are running late, the interpreter or transcriber will wait.

MEDIA
The student should ask the instructor if online videos, such as YouTube videos, will be shown in class and/or posted in Blackboard. If so, captions may need to be added and the Access Office can provide guidance to instructors on how to make sure captioning is available in a timely manner. It may become necessary, at times, for instructors to provide a suitable alternative (such as a written transcripts).
NOTE TAKING

You and the instructor should meet to discuss the best method for obtaining class notes. This could happen in a number of ways, the most common options being:

- Notes and copies of PowerPoints may be provided by the instructor
- A volunteer from class may be identified to share notes
- The instructor may require assistance from the Access Office in obtaining a note taker for the class (see Support Persons)
- Use of technology (Audio recording, photo of whiteboard, Livescribe Smartpen, laptop, etc.)
  - After you no longer need the recording, delete it from your device.
  - Recordings should be used for your personal study and not shared with others

Talk with your instructor and your Access advisor about:
- How comfortable you are with an announcement in class regarding the need for a volunteer
- Identifying yourself to the volunteer sharing the notes
- What you should do if your volunteer is absent or stops attending class
- Special considerations for the notes (printed, dark ink, typed, extra spaces)

The Access Office has tips and suggestions for students willing to be peer note takers. We also recommend that you meet with your instructor occasionally to review the notes you have received to check for accuracy and quality.
PERSONAL CARE ATTENDANTS

STUDENTS ARE EXPECTED TO:

- Secure an impartial PCA prior to attending any college-related activity i.e. placement testing, enrollment and class
- Direct the activities of the personal care attendant while at the College.
- Have a backup or alternative plan of action should the regular PCA be unavailable to work with you.

A PCA IS EXPECTED TO:

- Follow all applicable College policies, rules, regulations, and procedures.
- Whenever possible, assist the student before and after class but wait outside the classroom.
- Allow the student to take responsibility for his/her own progress or behavior.
- Refrain from asking questions of faculty, staff, or others on behalf of the student
- Refrain from intervening in conversations between the student and faculty, staff or other students
- Refrain from discussing any confidential information about the student with faculty, staff, or students.

REDUCED COURSE LOAD

Some students may request a reduced course load as an accommodation when full-time attendance is a requirement for a college program or activity (e.g. A+ scholarship, participation in athletics).

- Students should consider how this will effect:
  - Scholarship requirements
  - Degree requirements
  - Class sequence
  - Length of time to complete degree

Note: It is the student’s responsibility to know the requirements of his/her specific programs, activities, and services. If there are questions, the student should contact the appropriate department or outside agency.

Access Office approval of a reduced course load does not guarantee acceptance by the programs, activities, and services in which he/she is participating. The student should be working with the departments and programs to determine how this might affect him/her.
SERVICE ANIMALS

- Service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities.

- In addition to the provisions about service dogs, the Department’s revised ADA regulations have a new, separate provision about miniature horses that have been individually trained to do work or perform tasks for people with disabilities.

- Under the ADA, State and local governments, businesses, and nonprofit organizations that serve the public generally must allow service animals to accompany people with disabilities in all areas of the facility where the public is normally allowed to go.

For more information: [https://www.ada.gov/service_animals_2010.htm](https://www.ada.gov/service_animals_2010.htm)

SPELLING ACCOMMODATIONS

When spelling is essential to the class, the Access Office, faculty, and student should work together to determine whether a reasonable accommodation can be found. The student is encouraged to contact the Access Office and faculty to begin this process as far in advance as possible of any test or assignment.

What are examples of spelling accommodations?
- Permission to use an instructor-approved "word list"
- Reasonably close approximation of words
- Permission to use spell checking technology
- Permission to have the work proofed, prior to submission
- No penalty for spelling errors

- For homework assignments and out-of-class projects, the student is responsible for turning in papers free of spelling errors.
- For in-class assignment and tests, the student should receive spelling accommodations.
IN-CLASS SUPPORT PERSONS
Some approved accommodations may require the Access Office to assign an In-Class Support Person, such as an interpreter, speech-to-text transcriber, visual describer, lab assistant, paid note-taker/writer, and others. The type and amount of assistance will vary from situation to situation. Each In-class Support Person’s assignment is unique and it will be important for the student to have a clear understanding of the specific accommodations being provided in class.

Expectations of the student using In-Class Support Persons:
- Discuss approved accommodations with the instructor, including those that will be provided by the In-Class Support Person.
- Throughout the term, direct all questions and concerns related to the course material, assignments, and requirements directly to the instructor of the course.
- Give direction to the Support Person with regard to specific accommodations
- If you need to miss class, notify the Access Office as far in advance as possible. *Multiple absences without notification, may result in suspension of services.*
- If you are late for class, your Support Person will wait:
  - 10 min. for 1 hr. Class
  - 15 min. for 1 1/2 hr. Class
  - 20 min. for 2 hr. Class
  - 30 min. for 3 hr. Class

OPTIONS FOR TAKING EXAMS:
Exam accommodations may include, but are not limited to:

- Extended time
- Distraction reduced space
- Computer use
- Assistive technology
- Accessible formats (e.g. Braille, Microsoft Word, enlarged print)
- Reader or scribe
- Access to restrooms
1. Take your exams in-class, without accommodations.
   - *This is the default option that requires no action on your part.*

2. Take your exams with accommodations that are arranged by the instructor. *
   - *Discuss arrangements with the instructor.*

3. Schedule to take your exams through the Assessment Center or Campus Access Office. **

**GENERAL POLICIES APPLICABLE TO ALL TESTING:**
- Students must provide their instructors with a copy of the IN denoting testing accommodations
- Students must provide a copy of their IN to the campus testing center (where applicable)
- Tests should be taken when the entire class is scheduled to take the test (if possible).
- Tests need to be scheduled at least **2 business days in advance**
- Rescheduling a test requires the instructor’s permission and a *new* request at least two business days prior to the new test date.
- If you are more than 15 minutes late to a test, you may be asked to re-schedule
- If the test is not re-scheduled, the amount of time allowed for testing will be reduced by the amount of time you are late
- Instructors are the only ones who can authorize additional test items (e.g. formula card, note card, etc.), the proctor is not authorized to allow students to bring items into the testing session
- Students are expected to adhere to all college policies and procedures.

*Instructors may be able to provide the testing accommodations without assistance from Access When providing accommodations, instructors must be aware of what the student requires and ensure that testing takes place in an appropriate environment.

**Ask the Access Office at your campus regarding specific testing instructions.

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**EMERGENCY PREPAREDNESS**

Emergency preparedness is important. Even if you register with the Access Office, there is no way for us to know where you are at all times. That’s why we highly encourage all staff, faculty and students to have general awareness of their surroundings and follow recommendations for handling an emergency.

For each new semester or new situation, please consider how you would prepare for an emergency, including:

- [Receiving campus alerts](#) to give yourself the most time to respond to emergencies
• Ensuring you have cell phone service and programming campus police numbers into your phone
• Knowing where accessible and safe exits exist
• Finding a specific person who can provide help during an emergency
• Devising two plans, one for when you have help available, and one for when you are on your own

PARKING: CLOSE-UP/ACCESSIBLE

• Only vehicles with State certified disabled placards or plates are legally allowed to park in designated accessible parking spaces including staff lots.

• Copies of the State applications must be obtained from the Missouri Department of Revenue.

• Contact the campus police in the event you need close-up temporary parking.

PROBLEMS?

Contact the Campus Police:

Florissant Valley  314.513.4300
Forest Park       314.644.9700
Meramec          314.984.7667
Wildwood         636.422.2000

ADA GRIEVANCE PROCEDURES

St. Louis Community College and the Access Offices support you in your right to file a grievance when you believe you have been denied equal access in the form of appropriate accommodations, modifications, auxiliary aids or effective communication or suffered discriminatory harassment as described in Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act (ADA) of 1990 The general grievance procedures, which apply to all students, are available to students with disabilities. The grievance procedures listed below are additional procedures that apply to students with disabilities who feel their rights have been violated under 504 and ADA.
Grievance Process

We’re committed to the elimination of arbitrary or unreasonable practices that result in discrimination. All groups operating under the policies of the college, including all employees, student governments and programs sponsored by the college are governed by this policy of non-discrimination. In accordance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act and Board of Trustee policy, the college does not discriminate on the basis of disability.

Grievance procedures for the prompt and equitable resolution of complaints are set forth in the College's designated Administrative Procedures.

Informal Complaint Process

If you run into an accessibility issue with us, we’d love the chance to fix it first. While not necessary in order to file a grievance, we encourage you to consider the informal process before taking formal action.

1. Request a conference with a member of the Access office and other appropriate employees (i.e., this includes the instructor if the complaint is about a classroom accommodation that was or was not provided)
2. If the matter is not resolved, you can request a reconsideration through the normal administrative channels (department chair, dean, vice president for academic affairs or administrative dean, as appropriate).

Formal Grievance

Follow these steps to file a formal grievance:

1. Complete an ADA/504 Formal Grievance Form with the ADA Compliance Officer located at the same campus where the alleged violation occurred within 15 working days of the date of the occurrence. The complaint shall contain the:
   1. Name
   2. Address
   3. Telephone number
   4. Email address (if applicable) of the person filing it
   5. Description of the alleged violation with as much detail as possible, including the date of the occurrence, the person(s) and department involved
2. The ADA Compliance Officer will inform the ADA Coordinator of the filing of the complaint
3. The complaint will then be forwarded by the ADA Compliance Officer to the appropriate campus department, for conference and resolution efforts with the complainant, using normal administrative channels (department chair, dean, vice president for academic affairs or administrative dean, etc., as appropriate). Resolution efforts shall not exceed 20 working days after the filing of the complaint.
4. Within 10 working days after the conclusion of the 20 working day period or the date of the final
departmental resolution effort, whichever date is earlier, the dean, vice president or administrative dean,
etc., as appropriate, shall render a written decision and forward a copy to the complainant.

5. If the complainant is not satisfied with the decision and wishes to file an appeal, the complainant shall notify
the ADA Compliance Officer within 10 working days of the date of the decision.

6. The ADA Compliance Officer will conduct an investigation and attempt to resolve the grievance. The
investigation will afford all interested persons and their representatives, if any, an opportunity to submit
evidence relevant to a complaint. The ADA Compliance Officer will notify the complainant and ADA
Coordinator of his/her decision within 15 working days after receipt of the appeal.

7. You do not need to be present at any conference except when you request another person represent you. A
representative may represent you at the conference, provided you’re also present, at the discretion of and
to the extent permitted by the college.

    If after these steps, you don’t feel as if the problem was addressed, you can appeal to the appropriate
College officer (campus president, vice chancellor or chancellor, as appropriate), whose decision will be
final.

    You need to submit your written appeal to the appropriate College officer within 10 working days of
issuance of the ADA compliance officer's decision.

    The appropriate College officer will conduct an investigation within 10 working days after receipt of the
appeal request, which may include a conference. They will render a decision and the reasons for it in
writing within 20 working days following the receipt of the appeal request. They may affirm, reverse or
modify the ADA compliance officer's decision in whole or in part.

    Dates may be extended with the permission of all parties concerned.

    Grievance Number: __________
All student grievances will follow the procedures listed in Administrative Procedure G6.1**. Additional information may be attached to this form. This form must be filed with the applicable ADA Campus/CC Compliance Officer within fifteen (15) working days of the date the alleged grievance occurred.

* A Student is defined as an individual with a disability or perceived disability who has been accepted to the College and is either enrolled in classes or taking appropriate action to enroll in classes. “Working days” will mean calendar days but will not include Saturday, Sunday, college-designated holidays or semester breaks.

Location: FP ☐ FV ☐ MC ☐ CC ☐ HNEC ☐ SCEC ☐ WW ☐

Name: ______________________________

Address: ______________________________

Telephone Number: ___________ Student ID No.: __________________

E-mail address: ______________________________

Step 1: Write the Nature of Grievance or Description of Grievance (include names, dates, and details; how was equal access denied?):

Date Alleged Grievance Occurred: __________

Remedy Sought (How will remedy provide equal access?): ______________________________

Signature of Grievant ________________________ Date __________

Grievance Received by ADA Campus/CC Compliance Officer (Date & Signature): ________________________

Signature of Appropriate Administrator or his/her designee ________________________ Date __________
Grievant to initial on appropriate line to acknowledge notification of decision

(Grievant initials) _________ Agrees OR _________ Disagrees _________

Signature of Grievant ________________________________ Date _____________

(It is the responsibility of the grievant to notify the ADA Campus/CC Compliance Officer if he/she wishes to appeal the aforementioned decision within ten (10) working days of the appropriate administrator’s decision.)

I wish to appeal the decision of my grievance. ________________________________

Signature of Grievant ________________________________ Date _____________

See Part II

Part II

St. Louis Community College

ADA/504 Formal Grievance Form

For Students

Step 2: If the grievant is not satisfied with the decision at Step 1, the grievant may file a written appeal within ten (10) working days of the administrator’s decision to the ADA Campus/CC Compliance Officer. The ADA Campus/CC Compliance Officer shall conduct an investigation and render a decision within fifteen (15) working days after receipt of the appeal.

Grievance Received by ADA Campus/CC Compliance Officer: Signature _________________ Date ______

Decision: ____________________________________________________________________________
Signature of ADA Campus/CC Compliance Officer __________________________ Date ________

Signature of ADA District Coordinator __________________________ Date ________

Signature of Grievant __________________________ Date ________

I wish to appeal the ADA Compliance Officer’s decision of my grievance.

Signature of Grievant __________________________ Date ________

**Step 3:** A written appeal to the President/Vice Chancellor (as appropriate to location) must be filed within ten (10) working days of the ADA Campus/CC Compliance Officer’s decision. The appeal shall include a copy of the original grievance and decisions rendered in Step 1 and Step 2.

Grievance Received by: President/Vice Chancellor Signature __________________________ Date ________

The President/Vice Chancellor or his/her authorized representative shall conduct an investigation and confer with appropriate persons within ten (10) working days after receipt of the appeal. The President/Vice Chancellor shall render a written decision and the reasons for the decision within twenty (20) working days following the receipt of the appeal request. The decision of the President’s/Vice Chancellor shall be final.

**Decision:** ____________________________________________________________

Signature of President/Vice Chancellor __________________________ Date ________

**A complete copy of this grievance procedure is available at http://www.stlcc.edu/pol/slccprocedures.pdf, Administrative procedure G6.1 and the current Factfinder Student Handbook.**

If you need accommodations to complete the form, or an alternate format, please contact the Services for Students with Disabilities Office/Access Office, disAbility Support Services, or designated staff at the College Center.

**Distribution:** Grievant – Campus President/Vice Chancellor – Campus/College Center ADA Compliance Officer – ADA District Coordinator – Campus Access Office/Designated College Center Office

05/23/18 DMR
Our ADA Compliance Officers

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Title</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

Non-Discrimination Statement
St. Louis Community College is committed to non-discrimination and equal opportunities in its admissions, educational programs, activities and employment regardless of race, color, creed, religion, sex, sexual orientation, national origin, ancestry, age, disability, genetic information or status as a disabled or Vietnam-era veteran and shall take action necessary to ensure non-discrimination.