



Wayne  
County  
Community  
College  
District

# DISABILITY SUPPORT SERVICES



# DISABILITY SUPPORT SERVICES

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# DISABILITY SUPPORT SERVICES

## PURPOSE

The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 mandate that colleges and post-secondary institutions make sure that qualified students with disabilities not be denied participation in, or the benefits of, post-secondary education.

The purpose of this document is to serve as a resource for current students at Wayne County Community College District (WCCCD) regarding the services offered by Disability Support Services (“DSS”). Although this document serves as a resource guide, the responsibility for being informed about and making use of the resources and services available at WCCCD is ultimately the students’.

## MISSION

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The mission of the Disability Support Services at Wayne County Community College District is to ensure that students with disabilities are provided with equal access and opportunity to fully integrate into the WCCCD educational community. WCCCD is committed to making higher education accessible to all eligible students with disabilities.

## DISABILITY SUPPORT SERVICES INFORMATION

### DISABILITY SUPPORT SERVICES GUIDELINES

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Wayne County Community College District is committed to both the academic and personal success of our students. Through the Presidents’ offices each campus will provide to students with documented disabilities the academic support services which enable them to adapt to the academic expectations of the classroom by furnishing prescribed auxiliary aids and insuring that instructors afford them recommended academic adjustments.

Students requesting accommodations in the form of academic adjustments and auxiliary aids and services under the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973 must provide documentation of a diagnosed physical, medical or mental impairment that substantially limits a major life activity. Documentation and recommendations must be appropriate to the post-secondary setting. The report must describe the current impact of the disability on the student’s academic performance.

From the time of a student’s initial request for academic adjustments and/or auxiliary aids and services to the final determination of the adjustments and aids that will be provided, the process will be coordinated and led by the DSS Review Committee, the body designated to oversee the provision of academic adjustments and/or auxiliary aids and services to eligible students.

# DISABILITY SUPPORT SERVICES

## GUIDELINES FOR ELIGIBILITY

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Accommodations in the form of academic adjustments and auxiliary aids and services are individually determined each semester for eligible students. It is the students' responsibility to visit the Office of the President of her/his chosen WCCCD campus in order to obtain these services, through the following process:

1. After registration assemble currently applicable appropriate documentation about his/her disability from a professional licensed or otherwise competent to establish a student's diagnosed disability as it relates to available services. The student is responsible for any costs incurred in obtaining documentation of her/his disability. Students are encouraged to register early (at least two weeks prior to the beginning of a semester) to give the District adequate time to determine eligibility and identify services.
2. In a timely fashion, obtain a *DSS Application and Intake form* from the Office of the President at the Campus that he/she plans to attend or is attending. Complete and submit the *Application and Intake form*, together with all documentation intended to establish a disability, to the Office of the President.
3. Upon receipt of the completed application and documentation, The Campus President will review and forward them to the DSS Review Committee, who shall contact the student and schedule an intake meeting.
4. The DSS Review Committee at the District Offices will determine eligibility based on the documentation that the student submits. If the initial documentation is incomplete or inadequate to determine the extent of the disability and accommodations in the form of appropriate academic adjustments and auxiliary aids and services, additional documentation may be requested. In making the determination the Committee will consider input from both the student and College Staff with experience and/or expertise in the area of disability services.
5. Upon the approval of services based on the information presented and discussion occurring during the intake meeting, the student will be notified in writing of the accommodations in the form of auxiliary aids and academic adjustments and services to which he/she will be entitled as approved by the DSS Review Committee. This Written Notice will be issued in a timely manner and include both services that have been agreed to and reasons for the denial of any services requested. The Written Notice of any denial will inform students that they may challenge the denial of a request for academic adjustments and/or auxiliary aids and services by initiating the grievance procedure appearing on page 13 of this DSS Handbook by obtaining and filling out the informal complaint section of the DSS ADA/ Section 504 Grievance Form which is available in the office of any campus president. All documentation (including, but not limited to, the initial, date request for services filled out by the student or staff, documentation supporting eligibility submitted by the student or at the direction of the student, documents showing the reasons for denials (if any), a log showing the process and interactions between College staff and the student, communication with faculty concerning the academic adjustments and/or auxiliary aids and services granted to the student and any other relevant documentation) will be retained in a case file and be available for the student to review upon reasonable request.
6. If it is determined that the student is eligible for academic adjustments and auxiliary aids and services, he/she must submit an accurate and complete Returning Student Accommodation Form to the Campus President each semester. However, the need for current documentation, including diagnostic and comprehensive testing, will be decided on a student by student basis depending on the extent to which a disability may be considered permanent or readily apparent. The purpose for resubmission each semester is to ensure that DSS Staff has accurate information for the timely delivery of accommodations in the form of academic adjustments and auxiliary aids and services, which may change each semester depending on classes taken.

# DISABILITY SUPPORT SERVICES

7. With respect to requests for accommodations in the form of academic adjustments the Committee will engage in a deliberative process for determining what academic requirements are essential and therefore cannot be eliminated or whether a requested modification would fundamentally alter a course or academic program. In making this determination the Committee will consult with the College's Section 504 coordinator and faculty and staff knowledgeable about the program in question and the course requirements and available options and alternatives. An academic adjustment will not be denied unless the Committee makes a rationally justifiable determination that granting the requested adjustment would lower the essential academic standards, fundamentally alter the course in question, constitute the provision of personal services or pose an undue burden for the College; if so, the Committee shall also consider if the essential standard could be altered or modified in a way as not to effect those outcomes. The decision and reasons supporting the decision will be fully documented by the Committee.
8. The student is encouraged to sign a release allowing DSS to communicate in her/his absence with a parent, guardian, person designated in a power of attorney, attendant, or advocate.

## FACULTY LETTERS

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Accommodations in the form of academic adjustments and auxiliary aids and services are provided on an individualized basis. Once the student has been approved by the DSS Review Committee for these accommodations, an accommodation letter will be provided directly to the student to be delivered in person to each of her/his instructors setting forth academic adjustments and auxiliary aids to which the student is entitled. It is the student's responsibility to hand-deliver this letter to each instructor.

Each semester, students must pick up copies of the accommodation letter for each of their instructors from the office of the Campus President. Faculty have no responsibility to provide the prescribed classroom academic adjustments and auxiliary aids or services for students who fail to present them with an accommodation letter.

We recommend that the students meet with instructors privately, present their accommodation letters and discuss academic adjustments and auxiliary aids and services. Students do not have to disclose specific disability information to instructors. Students may choose only to discuss the academic adjustments and auxiliary aids and services for which they are eligible. This should be done immediately after receiving the accommodation letter.

- It is the student's responsibility to hand-deliver this letter to each instructor.
- Students should stay in contact with instructors to provide reminders of planned academic adjustments and auxiliary aids and services. For example, if a student is scheduled to take an exam in the Learning Resource Center, he/she should remind the instructor prior to the exam.
- If the student has any problems receiving academic adjustments and auxiliary aids and services, he/she should contact the Campus President.

The faculty letter will clearly state that no individual instructor will have the unilateral authority to deny a student an academic adjustment and/or auxiliary aid or services approved by those designated to oversee the provision of such accommodations to eligible students. Further, students approved for academic adjustments and auxiliary aids and services will be included in any discussions, meetings, conferences or communications related to the resolution of disputes or disagreements with faculty over what and how adjustments and aids will be provided for a course.

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## PROCESS FOR RETURNING STUDENTS

Each semester before the commencement of classes, a student who has been initially deemed permanently eligible for accommodations in the form of academic adjustments and auxiliary aides and services must complete and submit to the Campus President a Returning Student Accommodation Request for Returning Students form. This form may be obtained from each office of the Campus President.

- If the requested accommodations are the same as in the previous semester, the student must check the box indicating that he/she would like to keep the current accommodations. The Campus President shall forward the Returning Student Accommodation Request Form to Disability Support Services, which will then issue and send to the President's office accommodation letters to be picked up by the student and delivered to each of her/his instructors.
- If the returning student is requesting accommodations that are different from those received in the previous semester, the student should check the box on the Returning Student Accommodation Request Form indicating that he/she would like to change the accommodations he/she is receiving. The student shall attach to the Form and updated documentation supporting any additional accommodations requested. The President's office shall immediately forward the Returning Student Accommodation Request Form to the DSS Review Committee. The student will then be contacted by the DSS Review Committee for further action, including a meeting with the Committee or approval of the accommodation. When issued, appropriate accommodation letters will be forwarded to the president's office to be picked up by the student and delivered to each of her/his instructors.

## CAMPUS DSS CONTACTS:

### CURTIS L. IVERY DOWNTOWN CAMPUS

Denise Shannon  
Campus President  
(313) 496-2758  
dshanno1@wccd.edu  
Voice/TDD:  
(313) 496-2708

### DOWNRIVER CAMPUS

Anthony T. Arminiak  
Campus President  
(734) 946-3500  
aarmini1@wccd.edu  
Voice/TDD:  
(734) 374-3206

### EASTERN CAMPUS

Mark Sanford  
Campus President  
(313) 922-3311  
msanfor1@wccd.edu  
Voice/TDD:  
(313) 579-6923

### NORTHWEST CAMPUS

Furquan Ahmed  
Campus President  
(313) 943-4000  
fahmed1@wccd.edu  
Voice/TDD:  
(313) 943-4073

### TED SCOTT CAMPUS

Anthony T. Arminiak  
Campus President  
(734) 699-7008  
aarmini1@wccd.edu  
Voice/TDD:  
(734) 699-7008

### MARY ELLEN STEMPFLE UNIVERSITY CENTER

Dr. Harvey Dorrah, Jr.  
Provost  
19305 Vernier Road  
Harper Woods, MI 48225  
(313) 962-7150

## ACADEMIC ADJUSTMENTS AND AUXILIARY AIDS AND SERVICES

Consistent with the services identified in the student's notification to faculty letter, an instructor will work with the student and the Campus President to arrange for the services (and, in particular, proctoring) which facilitate test and quiz taking.

### AVAILABLE TESTING ACADEMIC ADJUSTMENTS AND AUXILIARY AIDS OR SERVICES

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- **Extended Time** is based on the time which the class receives to complete the test and is adjusted to meet individual needs based on documentation of disability and functional limitations.
- **Proctoring** is provided to students who would benefit from having a monitor present during exams. Proctoring may be administered through the Campus President or instructor.
- **Voice Recognition Software or Reading** of exams is available to students who require this accommodation. Exams which require a reader or the use of Voice Recognition Software may be administered through the Campus President or instructor.
- **Scribes** write or type exam answers for students who are unable to do so because of their disability. Exams which require a scribe may be administered through the Campus President or the instructor. Students must provide their own paper and pencil.
- **Distraction-Reduced Environments** are testing areas which are quiet and free of traffic. Students who require a distraction-reduced environment due to their disability, may take their exams through the Campus President or through their instructor.
- **Alternative Formats** for testing include enlarged tests. Please notify the Campus President if you require an alternative format when you schedule your test.

### Note Taking

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Note taking service is available for students with significant physical, sensory or processing deficits. It is important to note that this service is **not** intended to take the place of the student's class attendance. A note taker will be assigned to a student after he/she has successfully registered with the DSS Review Committee.

#### The following procedures should be followed by students to receive note taker services:

1. The student must first register, complete an Application, Intake Form and make an appointment with the DSS Review Committee. All submitted documentation and the application packet are forwarded to the DSS Review Committee.
2. The student should bring all submitted and supplemental documentation of the disclosed disability to the initial meeting, where an initial interview will take place and temporary services provided, if deemed appropriate.
3. The DSS Review Committee will determine accommodation eligibility on a reasonably timely basis and will notify students of their acceptance into the DSS Program.

# DISABILITY SUPPORT SERVICES

4. The DSS Review Committee will discuss the types of academic adjustments and auxiliary aids or services needed for the current classes and provide the student with an *Accommodation Letter* detailing the types of assistance necessary for the student to be successful. The DSS Review Committee will make arrangements for any note taking services for which a student is deemed eligible.
5. In the event that a note taker cannot attend a class, the note taker will notify the Disability Services office who will attempt to provide a substitute note taker or alternative format such as a digital recorder for later transcription from the assigned note taker.
6. Students should complete a *Semester Accommodation Form* at the office of the Campus President in subsequent semesters to ensure that appropriate academic adjustments and auxiliary aids and services are provided for that semester's classes.

## Interpreters

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Hearing impaired students who require interpreters are encouraged to register for classes, apply for DSS and provide a class schedule at least six (6) weeks prior to the beginning of classes in order to help ensure access to appropriate interpreter services. Interpreters will be provided in a reasonably timely manner to students who are hearing impaired and require this service in order to participate in the classroom experience.

Although students are encouraged to make timely requests for interpreters and give immediate notice of schedule changes, every effort will be made to respond to all requests for interpreters in a timely manner or assign an interpreter in accordance with a schedule change

Interpreters are also available for academically mandated events or activities on campus. This requires at least one week's notice.

## Lab Assistants

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For students who, due to their disability, require special assistance in a classroom laboratory setting, lab assistants may be provided. A lab assistant may be a classmate or someone provided by the DSS Review Committee, depending on availability. *Lab assistants do not provide personal attendant services.*

## Extended Time, Proctoring, Readers, Scribes, and Distraction-Reduced Environments

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These are also provided for in-class assignments. These assignments are treated as tests and arrangements for them should be made accordingly, as stated above (see Testing Academic Adjustments and Auxiliary Aids or Services).

## Printed Materials Available as Academic Adjustments and Auxiliary Aids or Services

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- **Textbooks in Audio format**

- **Textbooks Enlarged**

Students who need the text in textbooks enlarged must provide a copy of the text and complete a form requesting the service. This service may require several weeks, depending on demand. The DSS Review Committee will coordinate this service.

# DISABILITY SUPPORT SERVICES

- **Classroom Handouts**

Students can request enlarged handouts. The instructor can provide these handouts to the Campus President's office in advance with a written request. If students wish to obtain them for viewing on a computer screen, they must provide their own USB drives or CD's. Allow at least one week for this service.

- **Braille Materials**

If the preferred format testing is Braille, the student should discuss this with the DSS Review Committee. This service will several weeks, depending on demand.

## **Assistive Technology/Equipment Available as Academic Adjustments and Auxiliary Aids or Services**

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Assistive technology and equipment is available for student use for testing and class work. Reserving the equipment may be necessary based on student demand. If a student needs equipment which the College does not have on hand, a written request should be made to the DSS Review Committee for assistance by completing an appropriate Request Form. If the equipment is deemed necessary and appropriate, it will be obtained in a reasonably timely manner. All equipment purchased by WCCCD remains the property of WCCCD. If the equipment is lost or damaged while on loan, the student is responsible for covering the cost.

The DSS Review Committee needs to track equipment use. Therefore, the student will be required to complete an Equipment Loan Form. Some equipment or software, such as Zoom Text, JAWS, Dragon Naturally Speaking and Kurzweil, are available only for use on campus. **All equipment on loan must be returned to the office of the Campus President by the end of the term in which it was signed out.** Please be aware that the College does not provide personal equipment, such as hearing aids or mobility equipment.

### **Technology/Equipment List (subject to change):**

- Dragon Naturally Speaking
- JAWS
- Large Screen Monitors
- Talking Calculator
- TTY
- Tape Recorders
- Zoom Text

## **OTHER SERVICES**

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- **Advising**

Academic Advisors on each campus provide advising services to students with disabilities. If necessary, Academic Advisors can refer students to outside agencies for additional assistance. DSS Staff may act as a liaison between the student and the agency, or the agency and the college. Students may need to sign a release for DSS Staff to consult with an agency. Students with disabilities are also encouraged to take advantage of the services offered by Financial Aid and other college departments.

- **Tutoring**

Tutoring is available in select subject areas, through the Learning Center located at all of the five campuses.

## DOCUMENTATION GUIDELINES

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1. Documentation must be current, preferably within three years. Although some individuals have long-standing or permanent diagnoses, those individuals may be required to provide recent and appropriate documentation from a qualified evaluator. However, the need for current documentation, including diagnostic and comprehensive testing, will be determined on a student by student basis depending on the extent to which a disability may be considered permanent or readily apparent. The purpose for resubmission each semester is to assure that the DSS Staff has accurate information for the timely delivery of academic adjustments and auxiliary aids and services, which may change each semester depending on classes taken
  - A. Documentation must be comprehensive and should include:
    - o A specific diagnosis of a disability.
    - o Description of the current symptoms, fluctuating conditions/symptoms and prognosis.
    - o A summary of assessment procedures used to make the diagnosis.
    - o Medical information which may be important in a college/university environment.
  - B. Recommendation for choosing a qualified professional:
    - o Qualified evaluators are defined as those licensed individuals who are qualified to evaluate and diagnose physical, cognitive or psychological disabilities or who may serve as members of a diagnostic team. These individuals or team members may include physicians, surgeons, dentists, physical therapists, occupational therapists, neurologists, psychologists, psychiatrists and other relevantly trained healthcare professionals qualified to make such diagnoses.
    - o The name, title, and credentials of the qualified professional writing a report of diagnosis should be included, as well as, information about licensure or certification, area of specialization, employment, and the state or province in which the individual practices. All reports should be typed on professional letterhead, dated, and signed.
2. Suggestions of academic adjustments and auxiliary aids and services that might be appropriate at the post-secondary level are encouraged. These recommendations should be supported by the diagnosis and include rationale for each academic adjustment and auxiliary aid and service recommended or requested. The clinician must describe the degree of impact of the disorder on a specific major life activity, as well as the degree of impact on the individual. A link must be established between the requested academic adjustments and auxiliary aids and services and the functional limitations of the individual that are pertinent to the anticipated academic setting. Please note that the DSS Review Committee will make the final determination of eligibility for academic adjustments and auxiliary aids and services.

**NOTE: Submission of documentation is not the same as the request for services. You still must complete the *Service Request Form*. The DSS Review Committee may temporarily accommodate some requests for academic adjustments and auxiliary aids and services until the documentation is complete and has been reviewed.**

## CONFIDENTIALITY STATEMENT

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The DSS Department will not release any information at any point in the disability accommodation process regarding an individual's diagnosis or medical information without his or her informed written consent or under compulsion of legal process. Information will be released only on a "need to know" basis, except where otherwise required by law. All documentation will be stored in a centralized and secure place within the DSS Review Committee office area.

## OTHER INFORMATION

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- **Campus Accessibility**

The College makes every effort to ensure that each campus is accessible. WCCCD staff may provide assistance, as needed, in every office and facility which serves students on campus. In some cases, such as using the library, it may be necessary to make an appointment in advance to ensure that someone is available to assist. Any difficulties with campus accessibility should be reported to the Campus President.

- **Parking Accessible**

Parking is provided in all parking lots at WCCCD. In order to park in designated lots, a student must display a WCCCD parking sticker and a state-issued disability placard on the car windshield.

## TTY/TTD

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Adaptive telecommunication devices are available at all five campuses to enable students with disabilities to effectively communicate with District personnel and staff.

## EMERGENCY EVACUATION PROCEDURES

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Wayne County Community College District is committed to the safety of all its' constituents, including those with disabilities. To insure the safety of all students and staff with disabilities the following procedures must be followed:

1. Students with disabilities that do not impede them from following normal evacuation procedures should follow normal protocols and will be assisted by WCCCD staff where possible and needed.
2. Persons with mobility impairments or who have been injured, should be taken to a safe place, such as the nearest stairwell, until the emergency response team can safely rescue them.

## TRANSFER TO OTHER WCCCD CAMPUSES

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DSS are available to students at each of the WCCCD campuses and other locations where classes are held. If a student has completed the intake process, it is not necessary to complete the process again. However, each semester a student must comply with the requirements for a retuning student to receive services set forth in #7 under **Guidelines for Eligibility** on page three of this Handbook. It is advisable that the student contact the campus President before the beginning of a semester to discuss the academic adjustments and auxiliary aids and services that will be needed for te classes in which he/she is enrolled.

# DISABILITY SUPPORT SERVICES

## TEMPORARY DISABILITIES

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Students with temporary disabilities are also eligible for services through the DSS Department. The same procedures outlined for students with permanent disabilities must be followed in order to receive academic adjustments and auxiliary aids and services that will be needed. Services will only be provided for the duration of the disability as described in the documentation provided to establish eligibility.

## DSS INITIAL AND RETURNING STUDENT RESPONSIBILITIES

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Please note that each semester a returning DSS student must follow the process set forth on pages 4-5 above for receiving services and, like those students eligible for the first time, continue to satisfy the following list of obligations:

1. Meet the college's qualifications and essential academic and institutional standards, with or without disability-related academic adjustments and auxiliary aids and services.
2. Complete the same or equal course requirements that other students complete, with or without accommodation.
3. Provide instructors with the Accommodation Letter from the ACCESS Review Committee and discuss academic adjustments and auxiliary aids and services needs with instructors in private.
4. Comply with the WCCCD's Student Code of Conduct.
5. In the event that a student with a note taker, interpreter or scribe knows he/she is unable to attend a class or exam, DSS staff should be notified immediately in order to give staff the opportunity to contact the note taker, interpreter, or scribe.
6. Students are expected to attend classes regardless of whether a note taker or interpreter is present. The DSS staff will make every attempt to get a replacement when notified of their absence.
7. When a note taker is not available for a student, alternative methods will be sought, which may include the use of a digital tape recorder.
8. Students who are receiving financial aid should know that dropping a class will have an impact on the financial aid award received. If classes are dropped after the refund period, students will be responsible for re-payment of any unused financial aid funds.
9. Students who enroll in a class late, are advised that they do so at their own risk. Some students may find it very difficult to catch up with back assignments.

## **GRIEVANCE PROCEDURES**

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If any student, employee or third party ("Person") believes that Wayne County Community College District, its employees, its students, or a third party has engaged in acts of discrimination (other than those arising from applications for employment or admission) under or have not otherwise applied the principles and/or regulations of (1) Title VI of the Civil Rights Act of 1964; (2) Title IX of the Education Amendment of 1972; (3) Section 504 of the Rehabilitation Act of 1973; or the ADA, the student may submit a complaint (which shall be referred to as a grievance through this text) to the District's Equal Opportunity Compliance Coordinator ("EOCC") at the following address:

**Wayne County Community College District**  
**Vice Chancellor for Human Resources**  
**Second Floor - 801 W. Fort, Detroit, MI 48226**  
**Telephone: 313-496-2765**

The appropriate procedures must be followed by the student in order for a grievance to be thoroughly reviewed for merit. The grievance procedures (steps) are outlined below:

### **Grievance Procedure for EOCC Complaints**

The Person who believes he/she has a valid basis for a grievance shall discuss the grievance informally on an informal/verbal basis with the EOCC, who shall in turn investigate the complaint and reply with an answer to the grievance. At any time the Person may forego the informal process and begin formal procedures according to the steps enumerated below.

- Step 1 A written statement of the grievance signed by the Person shall be submitted to the EOCC within five (5) business days of receipt of the answer to the informal grievance, or thirty (30) business days after the Person becomes aware or reasonably should have become aware of the complaint, whichever is later. If the complaint is not filed within that time, the complaint will not be considered. The EOCC shall conduct an impartial investigation of the complaint and provide to the Person the opportunity to present her/his own witness and written evidence and reply in the form of a determination in writing to the Person student within ten (10) business days, which may be extended for good cause (e.g. to conduct interviews and to allow the Person to submit the names of witness and other evidence) for an additional Ten (10) business days upon proper notice to the Person.
- Step 2 If the Person wishes to appeal the decision of the EOCC, the student may submit a written and signed appeal to the Chancellor of the District within ten (10) business days after receipt of the EOCC's response. Failure, by the Person, to appeal the complaint from Step 1 to Step 2 within the ten (10) business day time limit shall leave standing the reply of the EOCC to the complaint.

The Chancellor (or a designee) shall meet with all parties involved and conduct an impartial investigation, allowing the Person to present witnesses or other evidence, within ten (10) business days, to be extended by an additional ten (10) business days for good cause, to formulate a conclusion, and provide a written determination to the Person within an additional ten (10) business days.

- Step 3 If at this point the grievance has not been satisfactorily settled, further appeals may be made to the Office of Civil Rights of U.S the Department of Education at the address provided above.

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Additionally, Persons may at any time file a complaint directly with the Office for Civil Rights of the Department of Education by submitting such complaint to:

**U.S. Department of Education  
Office for Civil Rights, Cleveland Regional Office  
1350 Euclid Avenue, Suite  
Cleveland, Ohio, 44115  
(216) 522-4970  
TDD: (800) 877-8339  
www.ed.gov/ocr**

## **General Principles of Grievance Procedure**

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1. The Wayne County Community College District will take all appropriate steps to prevent the recurrence of any discrimination that it finds and to correct the discriminatory effects on the complainant and others, if appropriate.
2. Retaliation is prohibited against any Person who files a bona fide complaint of discrimination, participates in the investigation of a complaint of discrimination or opposes a discriminatory employment or education practice or policy. The Wayne County Community College District will take all necessary steps to protect students, employees and third parties from such retaliation. In accordance with this policy, every reasonable effort will be made to prohibit retaliation and conduct a complete and thorough investigation of any alleged acts or retaliation in a timely manner and to provide prompt corrective action if retaliation is found to have occurred. All complaints of retaliation shall be subject to the grievance procedure set forth above.
3. Persons shall have a right to review and receive a copy of the final report of any investigation conducted pertinent to any complaint of discrimination.

## **THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)**

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The Family Educational Rights and Privacy Act of 1974, FERPA is a federal law that states: (a) that a written institutional policy must be established, and (b) that a statement of adopted procedures covering the privacy rights of students is made available. The law provides that the institution will maintain the confidentiality of student's educational records. WCCCD accords all the rights under the law to students who are declared independent. No one outside the institution shall have access to, nor will the institution disclose, any information from the student's education records without the written consent of the student except to personnel within the institution, to officials of other institutions in which the student seeks to enroll, to persons or organizations providing the student with financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.