



LARAMIE COUNTY  
COMMUNITY COLLEGE  
Cheyenne | Laramie | Online

# **Disability Support Services**

## **Student Handbook**

### **Cheyenne Campus**

Pathfinder Building, Suite 207

Phone: 307.778.1359 • Fax: 307.778.1262

### **Laramie Campus**

Phone: 307.772.4254 • Fax: 307.778.1262

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## **LCCC Mission Statement**

The Mission of Laramie County Community College is to transform our students' lives through the power of inspired learning.

## **Objectives**

1. To facilitate the highest levels of educational excellence and potential quality of life for students with disabilities
2. To support the institution's academic standards
3. To achieve the high levels of competence and integrity in all areas of assistance to students with disabilities. This support is guided by the consistent use of objective, professional judgment in all areas, especially when addressing the confidential nature of a student's disability
4. To continually participate in professional activities and educational opportunities designed to strengthen the personal, educational, and vocational quality of life for students with disabilities. This includes the on-going development of strategies, skills, research, and knowledge pertinent to the highest quality of disability service delivery
5. To be actively engaged in supporting and clarifying institutional, state, and federal laws, policies, and procedures applicable to the delivery of services for students with disabilities

## **Confidentiality**

All documentation provided to DSS will be kept strictly confidential. Student disability and accommodation related information is kept separate from academic files. No information, except as provided by law, will be released to anyone, including parents, without the student's written consent. While disability information will not be shared, information about accommodations may be shared among DSS Staff, instructors, and staff when appropriate. Confidentiality requirements are dictated by the Federal Education Right to Privacy Act (FERPA).

## **Nondiscrimination Statement**

Laramie County Community College is committed to providing a safe and nondiscriminatory educational and employment environment. The college does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, political affiliation, sexual orientation or other status protected by law. Sexual harassment, including sexual violence, is a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972. The college does not discriminate on the basis of sex in its educational, extracurricular, athletic or other programs or in the context of employment.

The college has a designated person to monitor compliance and to answer any questions regarding the college's nondiscrimination policies. Please contact: Title IX and

ADA Coordinator, Room 205A, Clay Pathfinder Building, 1400 E College Drive, Cheyenne, WY 82007, 307.778.1217, [TitleIX\\_ADA@lccc.wy.edu](mailto:TitleIX_ADA@lccc.wy.edu).

## Who is Eligible?

LCCC provides services to all qualified students with disabilities as defined by law.

No otherwise qualified individual with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance (Section 504 of the Rehabilitation Act of 1973 as amended, 29 U.S.C. § 794)

A qualified individual with a disability means:

...an individual who, with or without reasonable accommodations to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential requirements for the receipt of services or the participation in programs or activities... (Americans with Disabilities Act of 1990 42 U.S.C. §12131 [Sec. 201.]

## The definition of a disability includes a person who:

- has a physical or mental impairment which substantially limits one or more of such a person's major life activities
- has a record of such impairment, or
- is regarded as having such impairment. (Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. [Part 104])

A "qualified" person with a disability is defined as one... "who meets the academic and technical standards requisite to admission or participation in the education program or activity."

Section 504 of the Rehabilitation Act of 1973 protects the rights of qualified individuals who have disabilities such as, but not limited to:

Blindness/visual impairment  
Cerebral Palsy  
Deafness/hearing impairment  
Epilepsy/seizure disorders  
Orthopedic/mobility impairment  
Specific learning disability  
Speech/language disorders  
Tourette's syndrome

Attention Deficit Hyperactivity Disorder  
Spinal cord injury  
Psychiatric disability  
Muscular Dystrophy  
Multiple Sclerosis  
Arthritis  
Cancer  
Traumatic Brain Injury

## Accommodation Process

### 1 – Initial Request for Accommodations

To set up an accommodations appointment, contact the DSS Office.

LCCC Campus/Online  
Kevin Yarbrough  
Program Assistant  
307.778.4385  
[kyarbrough@lccc.wy.edu](mailto:kyarbrough@lccc.wy.edu)

ACC Campus  
Kelly Humphrey  
Dean Student and Academic Services  
307.772.4254  
[khumphrey@lccc.wy.edu](mailto:khumphrey@lccc.wy.edu)

### 2 – Disability Documentation Guidelines

In order to provide reasonable, effective and appropriate academic accommodations for students with disabilities at LCCC, the DSS Office requires students to provide recent, relevant and comprehensive medical documentation of the disability and the disability's impact on the student's participation in a course, program, or activity.

*“A reasonable accommodation is a modification or adjustment to a course, program, service, or activity that enables a qualified student with a disability to obtain equal access. Equal access means an opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly situated student without a disability. Only the peripheral requirements of courses, programs, and activities are subject to modification; essential elements of courses, programs, and activities must remain intact.”*

#### **~ Section 504 of the Vocational Rehabilitation Act & the Americans with Disabilities Act (ADA)**

The student will also have the opportunity to discuss the impact of the disability on his or her academic performance, as well as discuss what accommodation has worked and what has not been effective in the past. Once documentation is in place, the process of determining reasonable and appropriate accommodations is very interactive between the DSS Staff and the student to ensure agreement and understanding of the accommodations that will be provided.

The documentation provided by the student must include the following information:

#### Documentation from Professionals

- Documentation reflects a specific diagnosis or condition and the current functional limitations or academic barriers presented by the disability; i.e., how does the disability create a barrier for the student academically?
- Include a DSM-V code where appropriate.

- If medications are taken, identify the side effects that impact academic performance.
- Typed letters on official letterhead, psycho-educational evaluation reports (with scores), or neuropsychological evaluation reports (with scores) are preferred. Letters must be signed by an evaluator qualified to make the diagnosis, and include information about license or certification, background and area of specialization.
- Documentation must be dated and signed by the physician or evaluator.

[Click here](#) for Request for Documentation of Disability form.

#### Incomplete or Insufficient Documentation of Disability

- Hand written notes on prescription (Rx) pads are not sufficient.
- Individualized Educational Plans (IEP) and 504 Plans, although providing historical evidence of services and accommodations, are generally not considered sufficient documentation, unless they contain required information. However, can be used as a supplement to more current documentation.

For guidelines related to a specific disability ([click here](#))

\*\*Students must meet with the DSS Staff each semester or any time they want to add a course or make changes to their accommodations to ensure continuity and quality of services.

### **3 – Accommodation Letter**

Once appropriate documentation has been received, evaluated and accommodations have been agreed upon, an Accommodation Letter will be generated by the DSS Staff. The Accommodation Letter lists the student's approved accommodations. The DSS Staff and the student will jointly agree upon the best way(s) for the Accommodation Letters to be shared with each of the student's instructors. While students are encouraged to personally share the letters with their teachers to provide an opportunity for the teacher and student to discuss any questions either might have about the course and accommodations, it is also understandable that a student might wish to have assistance in delivery of the letters through the DSS Office. DSS Staff, the student, and the faculty will sign two copies of the letter – one for the student, one for the instructor of each class. DSS retains an electronic copy.

In some cases, such as testing accommodations, students will need to discuss with their instructor the logistics for taking a test i.e. where and when the student will be taking the exam.

Accommodations begin when the instructor receives the accommodation letter, and thus are not made retroactively if a student has not arranged for accommodations and only later in the course decides to seek them out.



Accommodations listed on the Accommodation Letter may change during the course of a student's enrollment due to changes in disability status, disability documentation or program standards and requirements. Students must request accommodation changes by notifying the DSS Office by phone, email or in person.

***Under provision of the ADA regulations, students are guaranteed equal opportunity with no guarantee of specific outcomes. In addition, LCCC reserves the right to define the essential skills for its various degree programs and certificates; to refuse services to students who do not meet the standards establishing them as a person with a disability; and to refuse services to students who do not produce acceptable documentation or who do not follow procedures for accessing services.***

## Common Academic Accommodations

Some of the academic accommodations that the LCCC provides to students with disabilities may include but are not limited to:

- Accessible classroom/location/furniture
- Accessible Parking
- Testing Accommodations
- Note takers
- Assistive Technology Software
- Alternate Format Materials
- Scribes and readers
- Sign language interpreters
- Transcribers

[Accessible Classrooms](#) – LCCC strives to ensure all classrooms are accessible. In the event that an area is not accessible to a student, DSS Staff will work with college administrators to move the class or even to an accessible location.

[Accessible Parking](#) – Students with physical disabilities may obtain a temporary parking pass from the DSS Office. Make and model of car as well as license plate information is required. This permit allows students to park in accessible parking on campus only.

[Alternative Format Textbooks](#) – Students with visual impairments, learning disabilities or other conditions that affect access to print materials may be eligible for books in alternative format.

Alternative format includes textbooks and other printed class materials in digital format or Braille. When possible DSS works with Access Text to obtain books in alternative format. Books that are not available in alternative format or from other sources are created in-house. For locally-produced media, DSS Staff strive to provide media to students in a timely fashion, materials will be available for students to pick up in 7-10 business days. Course packets, handouts, etc. can also be produced in digital formats.

Students must be currently registered in the course they are requesting books for. Student must purchase course materials and provide proof of purchases for all books requested in alternate format. Students will also need to provide a jump drive to obtain book files. Talk with a DSS Staff member about programs to access files.

**Note Taking Assistance** – Qualified students with disabilities may request note takers through the DSS Office. Students should speak with a DSS Staff member to determine eligibility for note taker services.

Often the note taker is a student in the course. Under special circumstances a specified note taker may be placed in the class.

Students using note taker services will agree to the following:

1. To attend class as scheduled (students should not expect to receive notes for classes not attended)
2. To arrange a method of receiving notes
3. To let DSS Staff know if notes are inadequate
4. To provide the note taker with carbonless paper (available in the DSS Office)

Students using note takers should also understand that the note taker is responsible for note taking in class only. The note taker agreement does not include assistance with out-of-class assignments, homework or alternative testing arrangements.

**Preferential Seating** – DSS Staff will send a letter to instructors letting them know of a student's need to be placed in a particular area of the classroom. Instructor and student should work together to decide on the best location.

**Reader/Scribe Services** – Students with qualifying documentation should make arrangements for reader/scribe services prior to the first day of class or at least 48 hours before an exam. Readers may be allowed to read in the classroom, lab, and/or testing environment. Scribes are responsible for writing down information as dictated by the student in class, lab, and/or during testing situations. Readers/scribes cannot do any of the following: explain, re-word, and assist with choosing answers on a test, tutor or teach any class materials, do personal tasks or errands, or serve as a go-between for the student and the instructor.

**Sign Language Interpreters** – Students who primarily communicate through sign language. Students should reach out to the DSS Staff as soon as they register for classes or change their schedule in any way to ensure services are provided. After three no-shows, no-call, services may be suspended until the student meets with the DSS Staff.

Interpreting Services for advising, tutoring, field trips, or some extra-curricular activities would be scheduled at least three school days before the event. Services cannot be guaranteed unless scheduled in advance.

[Real Time Transcribing](#) – Students who qualify for transcribing services work with DSS Staff to set up a training session to make sure all equipment is working. Students are responsible for letting the transcriber and DSS Staff know when they will not be attending classes. After three no-shows, no-call, services may be suspended until the student meets with DSS Staff. Within 24 hours of the class, students will receive a roughly edited transcript of the lecture. DSS Staff will provide necessary equipment for transcribing services.

For more information, related to utilizing sign language interpreting or transcribing services, [click here](#).

[Testing Accommodations](#) – The most common testing accommodations include extended time, testing in distraction-reduced room, tests in alternate formats, and the use of adaptive equipment. The need for testing accommodations is indicated on the Accommodation Letter to Instructors. Students are responsible for arranging testing accommodations with their professor and/or the DSS Office. Assistive technologies are also available for students to utilize during tests or exams (per documentation). Students need to contact DSS and the instructor at least one week prior to their testing date to arrange for accommodations if applicable. If a student requires a reader or scribe for the exam students must schedule a day and time with the DSS Office as well as a quiet room with the exam lab. Students need to know the date, time, course, and type of exam, i.e. fill in the blank or essay when scheduling an exam. If exams are not scheduled in advance with the DSS Office and the exam lab, services cannot be guaranteed.

[Assistive Technology](#) – DSS offers a variety of assistive technology including Dragon Naturally Speaking and Jaws. Voice recorders, assistive listening systems and Smartpens can be checked out, software programs are on various computers throughout campus. Check with DSS Staff for more information.

[Assistive Listening Devices \(ALD\)](#) – Students or other individuals who have a hearing impairment or learning disability affecting auditory discrimination (including attention-related disabilities), may benefit from the use of assistive listening devices in classes or at college-sponsored programs.

ALD is a portable, wireless and battery-powered frequency modulation (FM) system. In each class or event, the presenter wears the lapel microphone unit and the student retains the receiver unit. The presenter's voice transmits through the system clearly, distinctly and directly to the student. The volume may be adjusted according to the individual's preference.

DSS has a number of ALDs for students to check out for the semester. Students must fill out an equipment check-out form. If equipment is not returned at the end of the semester, students will be responsible for the cost of the device.

[Smartpens](#) – Smartpens record audio while you take written notes, allowing you to sync your notes and lecture instantly. Smartpens are a great tool to help you study, organize,

and even share your notes. Smartpens are available for check out on a semester-by-semester basis. If equipment is not returned at the end of the semester, students will be responsible for the cost of the device.

[Voice Recorders](#) – Students qualifying for a tape recorder in class can check them out from the DSS Office. Students are required to fill out a “Tape Recorder Lecture Agreement” form. Students must fill out a property check-out form. If equipment is not returned at the end of the semester, students will be responsible for the cost of the device.

## **Residence Hall Accommodations**

Students requesting accommodations in the Residence Halls, need to fill out the ‘Disability Verification for Housing’ form (found [here](#)). In order to provide reasonable, effective and appropriate housing accommodations to students at LCCC who have disabilities, the DSS Office requires students to provide recent, relevant and comprehensive medical documentation of the disability and the disability’s impact on the student’s living habits. Documentation should include: 1) a clear statement of the condition(s), including diagnosis; 2) current functional limitation(s) imposed by the impairment and description of how it substantially limits a major life activity; 3) description of how a shared space will adversely impact the student’s ability to live in the residence hall (in the case of a single room request); and 4) supporting information regarding whether this accommodation is best conceptualized as medically necessary/required in order for the student to have equal access to the residence hall. Please note that a request for a single room due to wanting a quiet place to study may not meet eligibility criteria for single room based on disability.

[Campus Dining](#) – Campus dining offers many options and is capable of accommodating many different dietary needs. Occasionally, students have special dietary needs based on documented health conditions which may affect their ability to participate in the dining program. Students who wish to request a meal plan accommodation should complete and submit the Dietary Accommodation Request ([Click here](#) for the Dietary Accommodation Request, Appendix C)

[Room Accommodations](#) – There are limited housing spaces available for accommodations and priority will be given to individuals who qualify under the Americans with Disabilities Act Amendment Act (ADAA) and Section 504 of the Rehabilitation Act of 1973. Documentation is reviewed on the order that it is received. All disabilities must be documented by a licensed and board certified provider with the expertise in the area of diagnosis and submitted to the DSS Office.

Please note that providing DSS with medical or support information does not guarantee a recommendation of a special housing accommodation request. The DSS Office will review situations where the documentation clearly demonstrates that the accommodation is a medical necessity.

Students who wish to request a housing accommodation will need to complete and submit “Disability Verification for Housing” form (found [here](#)) and submit documentation from a qualified health professional. Guidelines for documentation can be found [here](#).

Requests for single rooms will be reviewed, although the provision of a single-room as an accommodation is **not common**. Because the Residence Halls have suite style living, a single room does not guarantee privacy or a quiet environment. A single room also does not guarantee an allergen-free environment. A single room will not prevent a student from having to interact and negotiate living arrangements with other students, such as alone time, sleep patterns, and study schedules.

## **Emotional Support Animals**

Housing & Urban Development (HUD)/Fair Housing regulations provide that emotional support animals be considered a reasonable accommodation in campus housing. Since HUD/Fair Housing regulations only apply to housing facilities, the animals are not allowed in other areas of campus. In order for an accompanying emotional support animal to be considered a reasonable accommodation, sufficient documentation meeting the requirements of current HUD/Fair Housing regulations must be provided.

These include the following:

- A. The existence of a disability.
- B. A relationship between the disability and the relief the animal provides.
- C. A showing of necessity in order for the resident to use and enjoy an on-campus residence.

In order to receive permission to have an emotional support animal in LCCC Housing, the student must work with the DSS Office.

Once the emotional support animal is approved, students will sign an Emotional Support Animal Agreement.

## **Service Animals**

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

Service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal’s work or the individual’s disability prevents using these

devices. In that case, the individual must maintain control of the animal through voice, signal, or other effective controls.

[https://www.ada.gov/service\\_animals\\_2010.htm](https://www.ada.gov/service_animals_2010.htm)

### Service Animal Use on Campus

- A service animal is allowed to accompany an individual with a disability to most areas on campus where students are generally allowed to go.
- LCCC reserves the right to enforce all relevant rules for the use of service animals through policy and procedure regulations, student code of conduct, and applicable laws.
- The handler has full responsibility and liability for the behavior of their animal and is responsible for any damage or injury that the animal may cause.
- The care and supervision of the service animal is the responsibility of the handler. The animal must be under the control of this individual at all times. In addition, the handler is responsible for the cleanup of all animal waste and must ensure compliance with any specially designated animal toileting areas.
- The handler has full responsibility to ensure that the animal is not disruptive to any program, service, learning environment, or college activity. If the animal is disruptive, they may be asked to leave. The student with the disability will still be welcome.

**If someone is allergic or afraid** – If an individual reports a medical condition(s) that is affected by a Service or Assistance Animal, (respiratory disease, asthma, and severe allergies) the University will consider the needs of all parties in meeting its obligation to provide reasonable accommodations.

Generally, allergies and fear of dogs may not be valid reasons for denying access to handlers with Service or Assistance Animals, without attempting to accommodate the parties through a separation or other arrangements. An individualized assessment is required for each situation.

**Laboratories, Animal Facilities, and Research Areas** – There may be areas where a Service or Assistive Animal poses a substantial and direct threat to health and safety that cannot be reduced or eliminated by a reasonable accommodation. These areas may include laboratories, animal research areas, medical facilities and food preparation areas. An individualized assessment is required before the Service or Assistive Animal is denied entry. An individualized assessment may include the nature, duration and severity of the risk, the probability of harm or injury, and the availability of modifications to minimize the risk. Departments may require reasonable safety precautions such as booties and/or lab coats for Service or Assistive Animals in such areas.

## **Wheelchairs and Manually-Powered Mobility Aids**

Individuals with mobility disabilities are permitted to use electric and manually powered wheelchairs, other manually-powered mobility aids, such as walkers, crutches, canes, braces, or other similar devices specifically designed for use by individuals with mobility disabilities in any area open to pedestrian use. LCCC does not provide personal devices for student use.

## **Other Power-Driven Mobility Devices (OPDMD)**

Individuals with mobility disabilities are also permitted to use OPDMDs other than wheelchairs, unless the college can demonstrate that the devices cannot be operated in accordance with legitimate safety requirements. According to the ADA National Network “an OPDMD is any mobility device powered by batteries, fuel, or other engines that is used by individuals with mobility disabilities for the purpose of locomotion, whether or not it was designed primarily for use by individuals with mobility disabilities”

OPDMDs may include golf carts, electronic personal assistance mobility devices, such as the Segway® Personal Transporter (PT), or any mobility device that is not a wheelchair, which is designed to operate in areas without defined pedestrian routes. This pertains to a range of devices not primarily designed for individuals with mobility impairments, but which may be used by individuals with disabilities as their mobility device of choice. LCCC DSS, Security, and Facilities Departments will determine whether a particular device can be allowed in a specific facility, and will consider, among other things, the following factors: the type, size, weight, dimensions, and speed of the device; the facility’s volume of pedestrian traffic; and the facility’s design and operational characteristics.

LCCC personnel shall not ask an individual using a wheelchair or OPDMD questions about the nature and extent of the individual’s disability, but may ask a person using OPDMD to provide a credible assurance that the mobility device is required because of the person’s disability.

If use of the OPDMD is permitted, LCCC shall accept the presentation of a valid, State-issued, disability parking placard or card, or other State- issued proof of disability as a credible assurance that the use of the other power-driven mobility device is required because of the individual’s mobility disability. If no card is available, LCCC may accept as a credible assurance a verbal representation, not contradicted by observable fact, that the OPDMD is being used for a mobility disability.

## **Personal Attendants**

LCCC is not responsible for locating or paying for personal attendants. The College recognizes that in some instances, personal attendants may be necessary (per appropriate documentation). While on campus, students needing assistance in getting to various buildings, toileting, dispensing of medications, etc., should make arrangements to have their own personal attendant. Requesting such services from

non-trained individuals on campus could pose a threat to those providing assistance and the individual with the disability and, therefore, those types of requests cannot be accommodated.

To ensure that students with disabilities are recognized as independent class members, the following guidelines have been established for personal care attendants. Personal attendants will:

- Attend to the needs for which he/she was hired (e.g. personal care duties such as turning pages, retrieving books, taking off coats, etc.). DSS, not the personal attendant, will ensure that all classroom accommodations (such as note taking or in-class writing) are provided.
- Serve as the student's voice, when appropriate, without offering his/her own perspective.
- Attendants should not actively participate in the class or in conversations between the student and faculty, staff or other students.
- Demonstrate appropriate classroom behavior.
- Maintain any confidential information about the student.
- Abide by LCCC's Student Code of Conduct (found [here](#))
- Abide by all College parking regulations.
- Not give unauthorized assistance to any student (personal care attendant is not responsible for the student's progress or behavior).
- Not provide reading/scribing assistance in a testing situation—the student is responsible for scheduling this accommodation through the DSS Office (An attendant can be present during a test, if documentation supports this request, but the exam lab proctor must be present to administer the test). Violations of any of these guidelines may result in the dismissal of the personal attendant and/or the student.

Timely notification presented to the DSS Office is required if an attendant will need to accompany a student to class. This will enable the DSS Office to include this in the accommodation letter to faculty.

## **Medical Emergencies**

When a medical emergency occurs at LCCC, it is protocol to call 911 and alert campus security. DSS encourages students with health related disabilities to alert faculty and staff they are frequently in contact with of a specific condition. DSS can help facilitate this conversation and help faculty and staff know what happens in the event a student needs medical attention.



## Appendix A

### Guidelines for Documenting Disability by Category

#### Attention Deficit/Hyperactive Disorder (ADHD) or Attention Deficit Disorder (ADD)

- Summary of assessment procedures and evaluation instruments used to determine the diagnosis. A summary from a physician who has been treating the student for ADHD is also acceptable.
- Information regarding medications prescribed and possible side effects that may impact academic performance.
- Information regarding functional limitations or barriers connected to the ADHD or ADD in the academic environment is crucial; i.e. "How does ADHD or ADD impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program.

#### Autism Spectrum Disorder

- Summary of assessment procedures and evaluation instruments used to determine the diagnosis. A summary from a professional practitioner who has been treating the student is also acceptable.
- Information regarding medications prescribed and possible side effects that may impact academic performance. Information regarding functional limitations or barriers connected to Asperger's Syndrome or Autism Spectrum Disorder in the academic environment is crucial; i.e. "How does the Asperger's or Autism Spectrum disorder impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program.

#### Blind or Low Vision

- Letter or report from an ophthalmologist or optometrist.
- Letter or documentation from an agency specializing in working with and assisting individuals who are blind or have low vision, i.e. Division of Blind Services. Information regarding functional limitations or barriers connected to the student's vision loss in the academic environment is crucial; i.e. "How does vision loss or blindness impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program.

- A visual impairment is defined by the State of Florida as disorders in the structure and function of the eye as manifested by at least one of the following: visual acuity of 20/70 or less in the better eye after the best possible correction, a peripheral field so constricted that it affects one's ability to function in an educational setting, or a progressive loss of vision which may affect one's ability to function in an educational setting. Examples include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

### Deaf or Hard of Hearing

- Letter or report from an audiologist or otolaryngologist.
- Information regarding functional limitations or barriers connected to the student's hearing loss in the academic environment is crucial; i.e. "How does the deafness or loss of hearing impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program (sign language interpreter, real time captioning, note takers, etc.).
- A hearing loss is defined by the State of Florida as a loss of thirty (30) decibels or greater, pure tone average of 500, 1000, and 4000 (Hz), unaided, in the better ear. Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, and high or low tone hearing loss or deafness, and acoustic trauma hearing loss or deafness.

### Orthopedic

- Letter from a physician qualified to diagnose and treat the condition.
- Identifying the specific orthopedic condition is preferred.
- Information about side effects of medications prescribed for treatment.
- Information regarding functional limitations or barriers connected to the student's medical disability in the academic environment is crucial; i.e. "How does the disability impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program.

### Other Health Disabilities

- Letter from a physician qualified to diagnose and treat the condition.
- Identifying the specific medical condition is preferred.

- Information about side effects of medications prescribed for the treatment. Information regarding functional limitations or barriers connected to the student's medical disability in the academic environment is crucial; i.e. "How does the disability impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program.

#### Psychological/Emotional/Behavioral

- Letter from a physician, psychologist, psychiatrist, licensed social worker, or licensed mental health counselor, qualified to diagnose and treat the condition.
- Identifying the specific psychological/emotional/behavioral disability is preferred.
- Information about side effects of medications prescribed for treatment.
- Information regarding functional limitations or barriers connected to the student's psychological/emotional/behavioral disability in the academic environment is crucial; i.e. "How does the disability impair the student's ability to learn?"
- Recommended reasonable accommodations that will provide effective access to the student's academic program.

#### Specific Learning Disability

- Psycho-educational evaluation or neuro-psychological evaluation.
- Evaluations based on adult norms are preferred.
- If evaluations are more than 5 years old or based on children's norms, an addendum may be requested. This to confirm academic barriers are still present and/or if additional academic barriers are presented.
- IQ evaluation narrative, scores, and sub-test scores are helpful in determining reasonable accommodations.
  - Recommended IQ evaluation:
    - Wechsler Adult Intelligence Scale (WAIS-IV)
    - Reynolds (RAIS)
- Academic Achievement evaluation narrative, scores, and sub-test scores are required in determining reasonable accommodations.
  - Recommended Test for Achievement:
    - Woodcock-Johnson WJ-III (Achievement Test)

- Cognitive Processing narrative, scores, and sub-test scores are helpful in determining reasonable accommodations.
  - Recommended Test for cognitive processing: Woodcock-Johnson WJ-III – Cognitive Battery
- **\*Brief screening measurements are not sufficient.** Information regarding functional limitations or barriers connected to the student’s learning disability in the academic environment is crucial; i.e. “How does the specific learning disability impair the student’s ability to learn?”
- Recommended reasonable accommodations that will provide effective access to the student’s academic program.

### Speech/Language

- Letter from a physician or practitioner qualified to diagnose and treat the disorder.
- Identifying the specific speech/language disorder is preferred.
- Information regarding functional limitations or barriers connected to the student’s speech/language disability in the academic environment is crucial; i.e. “How does the disability impair the student’s ability to learn?”
- Recommended reasonable accommodations that will provide effective access to the student’s academic program.

### Traumatic Brain Injury

- Psycho-educational evaluation or neuro-psychological evaluation is helpful in determining reasonable accommodations.
- IQ evaluation narrative, scores, and sub-test scores are helpful in determining reasonable accommodations.
- Academic Achievement evaluation narrative, scores, and sub-test scores are helpful in determining reasonable accommodations.
- Cognitive Processing narrative, scores, and sub-test scores are helpful in determining reasonable accommodations.
- Evaluations based on adult norms are preferred.
- If the above evaluations are not available, a letter from a physician or practitioner qualified to diagnose and treat a TBI.
- Information regarding functional limitations or barriers connected to the student’s TBI in the academic environment is crucial; i.e. “How does the TBI impair the student’s ability to learn?”

- Recommended reasonable accommodations that will provide effective access to the student's academic program.

Reasonable accommodations are determined by examining:

- The barriers resulting from the interaction between the documented disability and the campus environment;
- The possible accommodations that might remove barriers;
- Whether or not the student has access to the course, program, service, activity or facility without accommodations;
- Whether or not essential elements of the course, program, service, activity, or facility are compromised by the accommodation.

The DSS Office at LCCC that reasonable accommodations are individualized and flexible, based on the nature of the documented disability and the environment. Accommodations will be continued only if they are shown to be effective in providing equal access and/or the student receiving accommodations uses them responsibly. The student should make an appointment prior to the start of each semester to discuss ongoing or new accommodations.

## Appendix B Documentation Form

Laramie County Community College

### Request for Documentation of Disability

Disability Support Services (DSS) Fax (307) 778-1262, Phone (307) 778-1359  
1400 East College Dr. Cheyenne, WY 82007

Student Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip: \_\_\_\_\_

Birthdate: \_\_\_\_\_ Phone: \_\_\_\_\_

**I authorize the professional designated below to complete this form and return it to LCCC, Disability Support Services**

Student Signature: \_\_\_\_\_

**Please indicate which licensed/certified professional you authorize to provide this information:**

Name of Licensed or Certified Professional: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ License Number: \_\_\_\_\_

Please send our office information pertaining to 1) the diagnosis of this student's disability and 2) the type of functional limitations the disability may cause in an educational setting.

Diagnosis A: \_\_\_\_\_

Date of Diagnosis: \_\_\_\_\_

Severity: Severe  Moderate  Minor

Is the condition permanent? \_\_\_\_\_ Temporary, until: \_\_\_\_\_

Diagnosis B: \_\_\_\_\_

Date of Diagnosis: \_\_\_\_\_

Severity: Severe  Moderate  Minor

Is the condition permanent? \_\_\_\_\_ Temporary, until: \_\_\_\_\_

**Identify the major life activities or functions that are limited by the disability(ies).**

	Degree of Impairment					Degree of Impairment			
	None	Mild	Moderate	Severe		None	Mild	Moderate	Severe
Mobility on Campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Manual Tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Memory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attention/Focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Writing Notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning/Organizing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sitting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Processing Oral Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Processing Visual Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Laramie County Community College  
**Request for Documentation of Disability**  
Disability Support Services (DSS) Fax (307) 778-1262, Phone (307) 778-1359  
1400 East College Dr. Cheyenne, WY 82007

Please list any situation(s) that exacerbates the condition:

Recommendations for effective and reasonable accommodations in the educational setting:

I understand that the information provided will become part of the student record, subject to the Federal Family Education Rights and Privacy Act.

\_\_\_\_\_

Signature

\_\_\_\_\_

Title/License

\_\_\_\_\_

Date

## Documentation Requirements

Documentation should be from a licensed/certified professional qualified to diagnose/assess and identify that student's disability. **Documentation must include: Diagnosis, how disability substantially limits one or more life activities, situations that exacerbate the condition, recommendations for effective and reasonable accommodations in the educational setting.**

(High school students or recent graduates, submit most recent IEP and one of the following...)

Type of Disability	Type of Documentation Needed
<p><b>Acquired Brain Injury</b> (<i>deficit in brain functioning resulting in loss of cognitive, communicative, motor, psychological, and/or sensory/perceptual abilities</i>). Seek documentation from: Neurologist, Neuropsychologist or Physician</p>	<p>Cognitive rehabilitation report/neurological assessment/medical report documenting the disability OR Description of the injury and impact on cognitive functions. How might the injury affect the person's participation and performance in a college/school setting? Recommended accommodations.</p>
<p><b>Developmentally Delayed Learner</b> (<i>below average intellectual functioning and potential for measurable achievement in instructional and employment settings</i>). Seek documentation from: Psychiatrist or Psychologist</p>	<p>Psychological report documenting disability limitations, exacerbating conditions, and recommended accommodations, OR Psychological-Educational Report from prior high school</p>
<p><b>Deaf or Hard of Hearing</b> (<i>loss of hearing function which impedes language, educational, social, and/or cultural interactions</i>) Audiologist or Certified Otologist</p>	<p>Current audiogram documenting the disability, OR Have the licensed or certificated professional complete the LCCC DSS Disability Documentation form</p>
<p><b>Learning Disability</b> (<i>average to above average intellectual ability; severe processing deficit; severe aptitude-achievement discrepancy; and measured achievement</i>). Seek documentation from: Educational or Clinical Psychologist, School Psychologist or Psychiatrist</p>	<p>Psychological report documenting the disability, limitations, exacerbating conditions, and recommended accommodations, OR If you have recently finished high school, then request that a "Psychological-Educational Report" be sent to LCCC DSS IEP's rarely include the type of diagnostic information listed above</p>
<p><b>Mobility Impairment</b> (<i>serious limitation in locomotion and/or motor function</i>). Seek documentation from: Physician</p>	<p>Medical report documenting the disability, limitations, exacerbating conditions, and recommended accommodations, OR Have the licensed or certificated professional complete the LCCC DSS Disability Documentation form.</p>
<p><b>Psychological Disability</b> (<i>persistent psychological/psychiatric disorder; emotional or mental illness</i>). Seek documentation from: Psychiatrist, Psychologist MFCC or MSW or Physician</p>	<p>Psychological report documenting the disability, limitations, exacerbating conditions, and recommended accommodations, OR Have the licensed or certificated professional complete the LCCC DSS Disability Documentation form.</p>
<p><b>Speech and Language Impairment</b> (<i>disorders of voice, articulation, rhythm, and/or receptive and expressive processes</i>). Seek documentation from: Speech and Language Pathologist</p>	<p>Speech/Language report documenting the disability OR Have the Licensed or Certificated professional complete the LCCC DSS Disability Documentation form.</p>
<p><b>Visual Impairment</b> (<i>total or partial loss of sight</i>). Seek documentation from: Ophthalmologist or Optometrist</p>	<p>Current vision test documenting the disability OR Have the Licensed or Certificated professional complete the LCCC DSS Disability Documentation form.</p>
<p><b>Other Disability</b> (<i>does not fall into any of the above disabilities but indicates a need for support services</i>). Such as: Chronic medical conditions, autism spectrum, ADHD, ADD or other conditions, seek documentation from: Psychologist, Psychiatrist, or Physician</p>	<p>Medical or professional report documenting the disability, limitations, exacerbating conditions, and recommended accommodations, OR Have the Licensed or certificated professional complete the LCCC DSS Disability Documentation form.</p>



## Appendix C



### Disability Support Services

LARAMIE COUNTY COMMUNITY COLLEGE  
1400 East College Drive  
Cheyenne, Wyoming 82007  
(307)778-4385, Fax (307)778-1262

## Dietary Accommodation Request (Student Request)

---

Name:

Student ID Number:

Phone Number:

Address:

What is your food allergy or medical diagnosis?

What is the impact or limitations associated with this allergy or medical condition?

What accommodations are you requesting related to your food allergy or medical condition?

Does this medical condition also impact you in the classroom? If so, please explain.

I understand that my request for dietary accommodations or modifications is not complete until medical professional has also provided verification of my specific medical condition.

I agree that DSS Office may collaborate with LCCC Dining Services and share my name, contact information and relevant dietary information in order to determine appropriate dietary modifications.

Signature:

Date:



**Disability Support Services**  
LARAMIE COUNTY COMMUNITY COLLEGE  
1400 East College Drive  
Cheyenne, Wyoming 82007  
(307)778-4385, Fax (307)778-1262

## Dietary Accommodation Request (Qualified Health Professional)

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Student Name:

Date of Birth:

The student listed above is requesting accommodations or modifications related to their food allergy or other medical condition with regard to special dietary restrictions. In order to consider this request for a reasonable accommodation related to their disability, Laramie County Community College requires verification of the student's medical condition from a health care provider familiar with the student's current condition and functional limitations.

What is the student's food allergy or medical diagnosis?

What is the impact or limitations associated with this condition?

Are there specific dietary restrictions or precautions that should be considered?

What is the expected duration, stability or progression of the student's condition (is this temporary or permanent)?

Does this condition also impact the student in the classroom? If so, please explain.  
Is there additional information we should be aware of in order to properly accommodate the student related to their condition?

**Certifying Professional:**

Printed name:

Signature:

License number:

Address:

Telephone:

*The requested documentation will be maintained by the DSS Office per FERPA guidelines, and will only be utilized to determine the student's request for meal modifications.*

Please send the completed form, or responses addressed on your office letterhead to:

**Laramie County Community College**

**Disability Services for Students**

1400 E College Dr

Cheyenne WY 82007

Tel: (307) 778-1359

Fax: (307) 778-1262

TTY: (307) 778-1266

[dss@lccc.wy.edu](mailto:dss@lccc.wy.edu)

## Appendix D

### Using Sign Language Interpreters and Transcribers

#### Attendance

It is important to attend classes as scheduled. However, if you will be late or absent, contact the DSS Office so the service provider can be informed.

Students who use interpreters or transcribers (service providers) are responsible to inform the DSS Office when they will not need the service provider. If it is a last minute cancellation, the service provider may be able to be reassigned. If we have advanced notice, we can cancel the service provider so please let us know as soon as possible when you know a scheduled service provider is not needed.

It is also important to contact us if your service provider is late or absent.

If you will be late and you do not contact us, the service provider will wait fifteen (15) minutes for a one-hour class and twenty (20) minutes for classes that are longer than one (1) hour. After that, the service provider will leave.

It is also important to contact us:

- Before you register for classes
- After you register for classes to request services
- If you need an interpreter for a special event (meeting, tutoring, other activity)
- If you are having a hard time in a class
- If you want to withdraw from a class
  
- If you will miss a class or special event and need to cancel your interpreter or speech to text provider
- If your class schedule changes, let us know (at least three (3) days in advance (e.g. if the teacher cancels a Friday class, let us know by Tuesday at the latest)
- If your classroom location changes
- If you have a problem with your services (for example, if you are not satisfied with your interpreter, speech to text provider, or notetaker)
- If you have a problem with your accommodations
- If you think you are getting close to graduation

#### Registration

We strongly suggest that you register for classes as soon as registration opens. After registration, it is your responsibility to inform DSS as soon as possible or at least two (2) weeks before the start of the term that interpreters will be needed for specific classes. If you do not register for classes and inform DSS at least two (2) weeks before the start of the term, we cannot guarantee that you will have service providers during the first two (2) weeks of classes. However, we will do our best to assign service providers as soon as possible. It is important that you and a DSS Staff member work together to determine

other reasonable accommodations that may be needed. The accommodations depend on your documentation and the courses you are enrolled in.

### **Accommodation Letter**

Your accommodations are listed on the Accommodation Letter. If you do not present your letter to your instructor, your instructor does not have to give you accommodations. It is your responsibility to pick up your and deliver your accommodation letters.

### **During class**

Questions and comments for the instructor and other students should be addressed directly to them, not to the service provider. The service provider will voice the questions and interpret or caption the answers. Service providers will not answer the questions themselves.

### **Service Providers Outside Class**

You may need a service provider to access LCCC resources, such as tutoring, computer labs, support labs, the library, or for class field trips, meetings and other campus events. To request a service provider, contact the DSS Program Assistant.

Interpreter/Speech-to-Text Request Form at least three (3) school days before the event. If you do not submit the form at least 3 school days before, we will do our best to assign a service provider but we cannot guarantee that one will be available.

### **Exams**

Not all exams can or need to be interpreted. The Program Coordinator will decide after talking with you and your instructor whether an exam should be interpreted. If there are two (2) interpreters assigned to the class and the exam will be interpreted, both interpreters are not needed on exam day. Please notify us of exam days so the appropriate changes can be made on the service provider schedule.

### **Service Provider Issues/Dispute Resolution**

It is advisable that students and service providers maintain a professional relationship. When there is a problem that arises, please report this to the DSS Office.

### **Resolving Conflict**

#### **If you have a conflict with your service provider**

- Please notify the Program Assistant or DSS Coordinator as soon as possible
- The Program Assistant or DSS Coordinator will meet with you and the service provider in an attempt to mediate the conflict and reach a solution
- If there is still a conflict, contact the Dean of Students.

## **Changing Your Service Provider**

Service providers will not be changed without measurable, probable cause. If after meeting with the Program Assistance and the DSS Coordinator and your service provider you are still not satisfied and wish to have a new service provider placed in your class:

- Tell the DSS Coordinator that you are not satisfied
- The DSS Coordinator will observe the service provider in class to see how he or she can improve.
- If no improvements have been made after the next few class meetings and you are still not satisfied, the Program Assistant will assign a new service provider for your class if available
- If you are still not satisfied, please contact the DSS Coordinator or the Dean of Students.

## Appendix E

<b>Americans with Disabilities Act (ADA) Student Grievance Procedure</b>	Procedure Number	3.20P
	Effective Date	March 18, 1999

### 1.0 PURPOSE

This grievance procedure is established to meet the requirements of the Americans with Disabilities Act (ADA) of 1990 as amended and Section 504 of the Rehabilitation Act of 1973 as amended. This grievance procedure is designed to provide a process for students who believe their rights as a student with a disability have been violated in the provision of services, activities, programs, or benefits by LCCC.

Students with disabilities are required to request accommodations through the LCCC Disability Support Services (DSS) office and make every effort to resolve problems on an informal basis with that office prior to filing a formal grievance. If attempts to resolve issues at the informal level are not possible, a formal grievance should be filed in writing to the ADA Coordinator, the Vice President of Student Services. The College will make every effort to ensure that problems are fully explored while the privacy of the student involved is respected. Alternate formats of filing complaints will be made available for a person with a disability, upon request.

The right of a person to a prompt and equitable resolution shall not be impaired by the person's right to other remedies such as filing an ADA complaint with a federal department or agency. Use of this grievance procedure is not a prerequisite to other options.

### 2.0 REVISION HISTORY

Adopted on: 3/18/99

Revised on: 2/28/11, 11/12/13, 5/22/15 (replaced Policy/Procedure 6208)

### 3.0 PERSONS AFFECTED

Students, faculty and staff are affected by this procedure.

### 4.1 DEFINITIONS

- A. *Section 504 of the Rehabilitation Act* – Extends civil rights to people with disabilities. It allows for reasonable accommodations based on a student's specific disability and essential elements of the college's educational program, course or activity.

- B. *Americans with Disabilities Act (ADA)* – The Americans with Disabilities Act of 1990, prohibits discrimination on the basis of disability.
- C. *ADA Coordinator* – Person designated by the president to represent student ADA concerns. The Vice President of Student Services is the student representative for formal ADA grievances
- D. *Complainant* – Is the person filing a complaint in accordance with the Informal Grievance Process.
- E. *Discrimination* – The unjust or prejudicial treatment of a student with a disability.
- F. *Respondent* – Is the person against whom the formal grievance is filed.
- G. *Working Days* – Any day the College’s administrative offices are open.
- H. *Alternate Format* – Written statements may be presented in alternate formats such as tape recordings, personal interviews, large print, or Braille upon request.
- I. *Accessible Format* – Written responses may be delivered in different formats such as large text, Braille or audio format, upon request.

## 5.1 PROCEDURES

### A. Informal Grievance Procedures

The informal grievance procedure is a verbal process that must be started within twenty (20) working days of the alleged discrimination.

- 1) It is strongly recommended that the complaint be discussed initially between the persons involved. Most misunderstandings and problems can be resolved in this manner. The initial complaint should be made to the student Disability Support Services (DSS) Coordinator. The DSS Coordinator has ten (10) working days from the date of notification to resolve the complaint. A written record will be filed in the DSS Office.

### B. Formal Grievance Procedure

If the complainant has been unable to resolve the complaint or problem using the Informal Grievance Procedure, the complainant may proceed with the steps below:




- 1) The Formal Grievance Procedure begins with a written (or alternate format) statement, which must be filed within ten (10) working days after the failure to resolve the complaint informally.
- 2) The written (or alternate format) statement from the grievant to the ADA Coordinator shall contain the following:
  - a. A description of the alleged events and action(s) of all parties involved
  - b. The date of the alleged occurrence
  - c. Solutions which were proposed and why they were unacceptable
  - d. Detailed description of the remedy sought.
  - e. The complaint should be addressed to:

LCCC ADA Coordinator  
 Office of the Vice President for  
 Student Services 1400 E.  
 College Drive  
 Cheyenne, WY 82007

- c. Relief or Remedy Sought by the Complainant
  - 1) In reviewing the grievance, the ADA Coordinator shall request written (or alternate format) statements from the respondent or anyone else directly involved. These individuals have five (5) working days after the date the request is received from the administrator to submit any statements they wish to be considered. The ADA Coordinator has the right to request additional information as needed. A decision of the findings will be sent to the grievant in an accessible format and respondent within ten (10) working days of the receipt of submitted and requested information (including face-to-face interviews if necessary).
  - 2) The ADA Coordinator will maintain files and records of the grievance.
    - a. The decision of the ADA Coordinator (Vice President of Student Services) is final as pertained to this grievance process.

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REQUIRED APPROVALS	NAME/SIGNATURE	DATE
Originator(s) Name(s)	Judy Hay, Student Services Vice President	4/14/15
Approval by President's Cabinet		4/14/15
Ratified by College Council	Chad Marley, College Council Co-chair	5/22/15
Approval by President (Signature)		5/22/15