



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 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 accommodations 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. Disability information will not be shared, however, information about accommodation will be shared among DSS staff, instructors, and staff to provide accommodation.

## **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 117, Student Services Building](#), 1400 E College Drive,  
Cheyenne, WY 82007, 307.778.1217, [TitleIX\\_ADA@lccc.wy.edu](mailto:TitleIX_ADA@lccc.wy.edu).  
Updated: 3/2016

## 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

## Responsibilities

Students with disabilities have the responsibility to:

- Meet qualifications and maintain essential institutional standards for courses, programs, services, activities, and facilities
- Identify as an individual with a disability when an accommodation is needed and seek information, counsel, and assistance as necessary
- Provide appropriate documentation of the disability and how it limits participation in courses, programs, services, activities, and facilities
- Follow established procedures for obtaining reasonable accommodations, academic adjustments, and/or auxiliary aids and services
- Check student assigned email for updates on Disability Support Services process, protocol, policy, accommodations, and communication from DSS.
- Meet and abide by LCCC's academic, conduct, and technical standards
- Students are also responsible for contacting the Office for Students with Disabilities if reasonable academic adjustments or accommodations are not implemented in an effective or timely way.
- **Contact DSS each semester for accommodation.**

LCCC has the responsibility to:

- Provide information to faculty, staff, students and guests with disabilities in accessible formats upon request
- Ensure that courses, programs, activities, and facilities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings
- Evaluate students on their abilities and not their disabilities
- Provide or arrange reasonable accommodations, academic adjustments, and/or auxiliary aids and services for students with disabilities in courses, programs, activities, and facilities
- Maintain appropriate confidentiality of records and communication

## What is Reasonable Accommodation?

The Americans with Disabilities Act (1990) stipulates that postsecondary institutions are responsible for providing necessary accommodations when a student discloses a disability.

*“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.”*

The student will have the opportunity to engage in interactive processes to determine accommodation and academic performance, including previous support and efficacy.

Not all students with similar disabilities benefit equally from similar or identical auxiliary aides, services, or accommodation.

All LCCC Staff, Faculty, and Programs are encouraged to apply Universal Design.

## Accommodation Process

### 1 - Initial Request for Accommodations

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

LCCC Campus/Online  
Andrea Clubb  
DSS Coordinator  
307.778.1359  
[aclubb@lccc.wy.edu](mailto:aclubb@lccc.wy.edu)

ACC Campus  
Jaime McKim  
Student Specialist  
307.772.4254  
[jmckim@lccc.wy.edu](mailto:jmckim@lccc.wy.edu)

### 2 - Disability Documentation Guidelines

In order to provide reasonable, effective, and appropriate academic 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 participation in a course, program, or activity. The documentation must be current, within five years maximum in most cases, and must be completed by a Professional with a valid licensure for diagnosis.

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

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

- 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-IV 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 documentation form.

## Incomplete or Insufficient Documentation of Disability

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

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

### 3 - Accommodation Letter

Once appropriate documentation has been received, evaluated, and accommodations have been agreed upon, an Accommodation Letter will be generated by DSS Staff. The Accommodation Letter lists the student's approved accommodation. The DSS Staff and the Student will jointly agree upon the best way(s) for the Accommodation Letter to be shared with each of the student's instructors. While students are encouraged to personally share the letters with their instructors to provide an opportunity for the instructor and student to discuss any questions either may have about the course or the accommodations, it is also understandable that a student may wish to have assistance in delivery of the letters through the DSS Office. DSS Staff, the student, and the instructor will sign two copies of the Accommodation Letter, one for the Student and one for the instructor of each course. DSS retains an electronic copy. **DUE TO THE COVID-19 PANDEMIC, UNTIL FURTHER NOTICE, ALL ACCOMMODATIONS WILL BE SHARED VIRTUALLY IN AN ATTEMPT TO MITIGATE VIRAL SPREAD. DSS WILL PROVIDE PAPER COPIES TO STUDENTS UPON REQUEST. STUDENTS WILL BE COPIED ON ACCOMMODATION NOTICES VIA LCCC STUDENT EMAIL.**

**Accommodation begins when the instructor receives the Accommodation Letter virtually. Accommodation is never provided retroactively. A student may seek accommodation at any time during a term.**

Accommodation listed in the Accommodation Letter may change during 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. Changes will be reflected with an updated Accommodation Letter.

***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 student 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 Adjustments**

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. If an area is not accessible to a student, DSS staff will work with college administrators to move the class or student event to an accessible location

**Accessible Parking** – Students with physical disabilities may obtain a temporary parking pass from DSS. 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.

**Alternate Format Materials and Books** – 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. 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 college 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 for which they are requesting alternate format materials. Students must purchase course materials and provide proof of purchases for all materials and books requested in alternate format. Students must provide a USB drive to obtain book files.

**Note Taking Assistance** – Only qualified students with disabilities may request note takers through DSS. Students should speak with their DSS Coordinator to determine eligibility for note taker services. Often the note taker is a student in the course. Under exceptional circumstances a specified notetaker may be placed in the class. 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.

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 know if notes are inadequate
4. To provide the note taker with carbonless paper (available in DSS office)

**Preferential Seating** – DSS staff will notify via accommodation letter of a student's need to sit in a particular area of the classroom. Instructor and student work together to determine seating.

**Reader and Scribe Services** – Students with qualifying documentation must schedule with DSS for reader/scribe services prior to the first day of class AND least 48 hours (about 2 days) before each 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 Interpreting** – Students who primarily communicate through sign language may be provided an interpreter. Students should reach out to the interpreter coordinator as soon as they register for classes or change their schedule in any way to ensure services are provided. After three no-shows, no-calls services may be suspended until the student meets with DSS staff.

Interpreting Services for advising, tutoring, field trips, or some extra-curricular activities must be scheduled at least 3 school days before the event. Services cannot be guaranteed unless scheduled in advance.

**Transcription** – 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. DSS Staff will provide necessary equipment for transcribing services.

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

**Test and Exam Accommodation** – Testing accommodations include extended time, testing in distraction-reduced room, tests in alternate formats, and the use of adaptive equipment. The need for testing accommodation is indicated in 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 accommodation. 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 private with the exam lab at least forty-eight hours in advance of the exam. Students need to know the date, time, course, and type of exam when scheduling an exam. If exams are not scheduled in advance per policy with the Instructor, DSS Office, and the exam lab, services will not be guaranteed.**

**Assistive Technology** – DSS offers a variety of assistive technology. DSS has a number of ALDs for students to borrow 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. Voice recorders, assistive listening systems, and Smartpens can be checked out. There are software programs on various computers throughout campus. DSS can support students in finding and accessing this technology. **ALL CHECKED OUT MATERIALS/DEVICES MUST BE RETURNED AT THE END OF EACH SEMESTER, OR HOLDS MAY BE PLACED ON STUDENT ACCOUNTS UNTIL MATERIALS/DEVICES ARE RETURNED OR PAID FOR.**

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. In each class or event, the presenter wears the lapel microphone, and the student retains the receiver. 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.

Smartpens record audio while students take written notes, allowing students to sync notes and lecture instantly. Smartpens are a great tool to help students study, organize, and even share notes. Smartpens are available for loan 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.

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.

**The waiver of a prerequisite courses is not considered by DSS, but by Faculty or Administration only.**

## Residence Hall Accommodations

Students requesting accommodation in the Residence Halls need to fill out the 'Disability Verification for Housing' form (found [here](#)). 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.

LCCC maintains housing space for accommodation. 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 in the order it is received. All disabilities must be documented by a licensed provider with expertise in the area of diagnosis and submitted to the DSS office prior to consideration. Please note that providing DSS with medical or support information does not guarantee a recommendation of a special housing accommodation request. The interactive process and documentation must clearly demonstrate that accommodation is a necessity.

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

The provision of a single room accommodation is **not common**. Because the Residence Halls have community 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, hygiene preferences, and study schedules.

Campus dining offers many options and accommodates 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)

## Emotional Support Animals

Laramie County Community College understands the importance of providing reasonable accommodations in its housing policies and practices where necessary for individuals with disabilities to fully participate in the housing program.

Fulfilling this commitment, LCCC recognizes the necessity of “Service Animals” as defined by the Americans with Disabilities Act Amendments Act (ADAAA) and “Assistance Animals,” a broader term covered under the Fair Housing Act (FHA) pertaining to individuals with mental health disabilities. Laramie County Community College reserves the right to amend this policy at any time as circumstances require.

**Emotional Support Animal (ESA):** An Emotional Support Animal (ESA) is an animal that is prescribed by a healthcare or mental health professional to an individual with a mental health disability as part of the individual’s treatment plan. An Emotional Support Animal differs from a service animal in that the animal does not assist the person with activities of daily living, nor does it always accompany the individual.

### **Emotional Support Animals (ESA) in LCCC Housing.**

LCCC maintains a “no pets” policy in the residence halls. However, in accordance with Federal law (Fair Housing Amendments Act), LCCC will consider requests for accommodations to the housing policy to allow students experiencing significant mental health problems to keep an Emotional Support Animal (ESA) with them in-residence. **No Emotional Support Animal may be kept in LCCC housing at any time prior to the individual receiving approval as reasonable accommodation pursuant to this policy.**

### **Process for Requesting Emotional Support Animals in LCCC Housing**

The procedure for requesting an Emotional Support Animal follows the general procedures set forth in the Housing Accommodations Policy for the college and the requirements set forth below. **However, to the extent the requirements and procedures in this Policy conflict with the Housing Accommodations Policy, this Policy shall control.**

1. Students will meet with the DSS Coordinator and provide the following information as part of the interactive process:
2. Student will provide a current (within one calendar year) prescription from a licensed provider for the emotional support animal. The prescription must include:
  - a. Diagnosis
  - b. Rational/mitigation of the symptoms of the disability for the individual (how the ESA supports the disability)
  - c. Duration of the therapeutic or treatment relationship between the prescribing individual and the student, including the date of the last visit with the provider
3. A current (within one calendar year) record of vaccinations and licenses required by Laramie County for the animal, to be shared with Residential Living and Learning.
4. A current (within one calendar year) record of a veterinary examination, indicating the health of the animal, a statement that animal does not pose a threat to those around them, and confirmation that living in communal, confined space will not be detrimental to the animal, to be shared with Residential Living and Learning.
5. An emergency contact who does not live on campus and who can take care of the animal if needed, to be shared with Residential Living and Learning.
6. DSS will also collect a picture of the animal at that time, to be shared with Residential Living and Learning.
7. A signed agreement as to the policies of ESA care on campus (waste disposal, location of the ESA, bathing, care).

8. Students will then meet with the Director of Residential Living and Learning. LCCC's Residential Living and Learning Department (housing) requires that an individual approved to have an Emotional Support Animal pay a cleaning deposit totaling **\$250**. The entire deposit is refundable at the conclusion of the lease agreement.

### **Criteria for Determining Reasonability of Emotional Support Animal**

In most cases, DSS will approve the presence of only one ESA per student, to fulfill the intent of the FHA (Fair Housing Act) requirements in providing support to the student with a mental health disability. **Laramie County Community College has determined that the residence hall setting, in most cases, is not an appropriate environment in which to raise a young puppy. Emotional support animals must be at least 12 months of age, be spayed or neutered, and have received their first rabies vaccination before they can live in-residence in LCCC housing.**

*For all requests for Emotional Support Animals, Disability Support Services will consult with the Department of Residential Living and Learning in making determinations on a case-by-case basis of whether the presence of an Emotional Support Animal is reasonable. A request for an Emotional Support Animal can be denied as unreasonable if the presence of the animal: 1) imposes an undue financial and/or administrative burden; 2) fundamentally alters LCCC housing policies; and/or 3) poses a direct threat to the health and safety of others or would cause substantial property damage to the property of others, including college property.*

Laramie County Community College may consider the following factors, as well as others, as evidence in determining whether the presence of the animal is reasonable or in the making of housing assignments for individuals with Emotional Support Animals:

1. The size of the animal is too large for available assigned housing space.
2. The animal's presence would force another individual from individual housing (e.g., serious allergies).
3. The animal's presence otherwise violates an individual's right to peace and quiet enjoyment.
4. The animal is not house broken or is unable to live with others in a reasonable manner.
5. The animal's vaccinations or licensure are not current.
6. The animal poses or has posed in the past a direct threat to the safety or health of the individual or others such as aggressive behavior towards or injuring the individual or others, the animal is venomous, or potential transmission of zoonotic diseases; or
7. The animal causes or has caused excessive damage to housing beyond reasonable wear and tear, including pest infestation.

Laramie County Community College will not limit room assignments for individuals with disabilities who have been approved for an Emotional Support Animal to any particular residence hall.

### **Access to Housing Facilities/Animal Living Quarters**

An Emotional Support Animal must be contained within the owner's privately assigned individual living accommodations (e.g., room, suite) except to the extent the individual is taking the animal out for natural relief.

### **Dominion and Control**

Notwithstanding the restrictions set forth herein, the Emotional Support Animal must be properly housed and restrained or otherwise under the dominion and control of the owner at all times. No owner shall permit the animal to go loose or run at large. If an animal is found running at large, the animal is subject to capture and confinement and immediate removal from LCCC housing.

### **Standards for Approved Emotional Support Animals and Service Animals in Residential Halls**

1. 1.The owner/controller must abide by current city, county, and state ordinances, laws, and/or regulations pertaining to licensing, vaccination, and other requirements for animals. It is the individual's responsibility to know and understand these ordinances, laws, and regulations. LCCC has the right to require documentation of compliance with such ordinances, laws, and/or regulations.
2. To reside on campus, animals must be in good health and be licensed in compliance with city, county, and state laws. All animals housed in the residence halls should be spayed or neutered prior to entering the residence hall. If an animal is discovered to be pregnant, it must be removed from campus prior to birth. All animals must have veterinarian-recommended vaccinations, spay, neuter, and proof of absence of communicable diseases, fleas, and parasites before entering the residence halls. Residential Life reserves the right to ask that an in-residence animal receive veterinary attention or request updated verification, clean bill of health, and spay/neuter procedure at any time during the animal's residency.
3. The owner is required to clean up after the emotional support animal or service animal and properly dispose of the animal's waste in a safe and sanitary manner and, when provided, must use animal relief areas designated by LCCC. The Owner agrees to weekly cleaning in addition to as needed cleaning of their residence to minimize the buildup of fur or dander. The animal will not be bathed – or its cage/crate/bedding cleaned – using student housing or college facilities. Waste must be placed in an impermeable container and disposed of in an outside garbage dumpster on a regular basis. No waste may be disposed of indoors, in Eagle's Village lavatories, or in common areas. If an animal vomits or becomes incontinent, it is the responsibility of the Owner to clean the contaminated area immediately with appropriate disinfectant.
4. The owner is required to ensure the animal is well cared for at all times. Any evidence of mistreatment or abuse may result in an immediate removal of the Emotional Support Animal/Service Animal or discipline for the individual.
5. An individual with a disability may be charged for any damage caused by his or her Emotional Support animal or service animal beyond reasonable wear and tear to the same extent that it charges other individuals for damages beyond reasonable wear and tear. The owner's living accommodation may also be inspected for fleas, ticks or other pests, as necessary. If fleas, ticks, or other pests are detected through inspection, the residence will be treated using approved fumigation methods by a

college approved pest control service. The owner will be billed for the expense of any pest treatment beyond standard pest management in the residence halls. The College shall have the right to bill the owner's account for unmet obligations under this provision.

6. The owner must fully cooperate with college personnel regarding meeting the terms of this Policy and developing procedures for care of the animal (e.g., cleaning the animal, feeding/watering the animal, designating an outdoor relief area, disposing of feces, etc.). All animal food will be kept in a closed container in the owner's room.
7. Emotional Support animals may not be left overnight in college housing to be cared for by any individual other than the owner. If the owner is to be absent from their residence hall overnight or longer, the animal must accompany the owner. When the owner is not present during the day while attending classes or other activities, the owner is responsible for ensuring that the Emotional Support Animal is contained (caged or crated) as appropriate. The college reserves the right to inspect the enclosure to be used to contain the animal.
8. The owner agrees to abide by all equally applicable residential policies that are unrelated to the individual's disability such as assuring that the animal does not unduly interfere with the routine activities of the residence or cause difficulties for individuals who reside there.
9. An Emotional Support animal is allowed in college housing only if it is necessary because of the owner's disability. The owner must notify the Department of Residential Living and Learning and Disability Support Services in writing if the Emotional Support Animal is no longer needed or is no longer in residence. To replace an Emotional Support animal, the new animal must be necessary because of the owner's disability and the owner must follow the procedures in this policy and when requesting a different animal.
10. Laramie County Community College personnel shall not be required to provide care or food for any Emotional Support Animal or Service Animal including, but not limited to, removing the animal during emergency evacuation for events such as a fire alarm. Emergency personnel will determine whether to remove the animal and may not be held responsible for the care, damage to, or loss of the animal. Fire Drills are conducted on a routine basis, and all Emotional Support Animals and Service Animals may be exposed to continuous fire alarms during these drills without any forewarning. Owners are encouraged to consider how this might impact an Animal left alone in the Owner's living space.
11. The individual must provide written consent for Disability Services to disclose information regarding the request for and presence of the Emotional Support Animal to those individuals who may be impacted by the presence of the animal including, but not limited to, Residence Life personnel and potential and/or actual roommate(s)/neighbor(s). Such information shall be limited to information related to the animal and shall not include information related to the individual's disability.
12. Any student with an animal in housing must designate an adult who lives off campus who can pick up and care for the animal in the event of a personal emergency or medical quarantine, until the time that the emergency or quarantine has fully resolved. The animal must be picked up within twelve hours (for animal welfare) of the medical event or quarantine, or Laramie County Community College Staff will call local Animal Control to collect the animal. The animal will be kept in his or her kennel/cage until the time that the designated responsible individual or Animal Control has collected the animal.

Once the medical emergency or quarantine has resolved, the animal can return to campus with the Student. Both Disability Support Services and Residential Living and Learning will keep the name of this designated emergency contact individual on file. This information will be updated by the Student at least annually.

### **Removal of Emotional Support Animals and Service Animals from Housing**

Laramie County Community College may require the individual to remove the animal from LCCC housing if:

1. The animal poses a direct threat to the health or safety of others or causes substantial property damage to the property of others.
2. The animal's presence results in a fundamental alteration of a college program.
3. The owner does not comply with the owner's responsibilities set forth above; or
4. The animal or its presence creates an unmanageable disturbance or interference with the College community.

Decisions to remove an approved Emotional Support Animal and Service Animals will be based on the actual behaviors of the animal and owner – not speculation of fear about any harm and/or damage an animal may cause. Any removal of an Emotional Support Animal will be done in collaboration between the Department of Residential Living and Learning and the Disability Services Office. Decisions to remove an animal may be appealed to the Coordinator of Disability Services who will then assemble a team of qualified professionals from the College and Dean of Students office to review the appeal. Appeals should be provided in written format within five (5) days of the initial date of the decision communication. The appeal must state a specific reason for reconsideration of the decision. Appeals may only be based on:

1. Current information that was not available at the time of the removal.
2. A procedural error that occurred that unfairly affected the removal.
3. A specific condition that provides just cause to reconsider the decision, such as a demonstrated bias against the student or the animal identified in the appeal.

If served notice of animal eviction, individual will have five (5) days to remove and relocate the animal. In the case that an animal has caused significant harm to another individual within the residential community, the animal is subject to immediate removal from campus. If the animal must be removed from the residence hall and the owner does not comply with the stated period, the College may have the animal removed to the nearest proper animal shelter. In the event the animal is not removed, the owner must meet with Dean of Students and face potential conduct sanctions. Should the Emotional Support Animal be removed from the premises for any reason, the owner is expected to fulfil their housing obligations for the entirety of the housing contract.

### **Service Animals on Campus, outside Housing**

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 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)

- 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 always under the control of this individual. 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 will be asked to leave. The student with the disability will still be welcome.
- Disability Services will maintain vaccination records and county license information for service dogs of all students on campus. This ensures the health and welfare of all service animals and students on campus. Students are responsible for updating this information with the Disability Support Office annually.

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.

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 reasonable accommodation. These areas may include laboratories, animal research areas, medical facilities, and food preparation areas. An individualized assessment is required before the Service 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 a lab coat 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. The use of Other Power-Driven Mobility Devices (OPDMD) may also be allowable under certain conditions. LCCC does not provide personal devices for student use.

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

Individuals with mobility disabilities are also permitted to use power-driven mobility devices 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 other power- driven mobility device questions about the nature and extent of the individual’s disability. They may ask a person using a power-driven mobility device (OPDMD) to provide a credible assurance that the mobility device is required because of the person’s disability.

If use of the other power-driven mobility device 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 other power- driven mobility device 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 (with appropriate documentation). While on campus, students requiring support getting to various buildings, toileting, dispensing of medications, etc., must plan to have their own personal attendant. Requesting such services from non-trained individuals on campus poses a threat to those

aiding and the individual with the disability and, therefore, those types of requests will not 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.). The Office for Students with Disabilities, 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.

A 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 any medical emergency occurs at LCCC, it is protocol to call 911 and alert campus security. In the event a student is prone to having seizures, diabetic emergency, or allergic reactions, DSS encourages students to alert faculty and staff they are frequently in contact with of a specific condition. DSS can help with this conversation and help faculty and staff know what happens in the event a student has a medical related emergency.

## 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 diagnosis. A summary from a physician who has been treating the student for ADHD is also acceptable.
- Medications prescribed and potential side effects that may affect academic performance.
- 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 accommodation that may support effective access to the student’s academic program.

#### Autism Spectrum Disorder

- Summary of assessment procedures and evaluation instruments used to in diagnosis. A summary from a professional practitioner who has been treating the student is also acceptable.
- Medications prescribed and potential side effects that may affect academic performance.
- 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 may support effective access to the student’s academic program.

#### Blind or Low Vision

- Letter or report from an ophthalmologist or optometrist, with diagnosis. A visual impairment is defined by DSS 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.
- Letter or documentation from an agency specializing is working with and assisting individual who are blind or have low vision, i.e. Division of Blind Services.
- 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 accommodation that will support effective access to the student’s academic program.

## **Deaf or Hard of Hearing**

- Letter or report from an audiologist or otolaryngologist. A hearing loss is defined by Disability Support Services 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, high or low tone hearing loss or deafness, and acoustic trauma hearing loss or deafness.
- 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 accommodation that will support effective access to the student's academic program.

## **Orthopedic**

- Letter from a physician qualified to diagnose and treat the condition, with specific diagnostics.
- Medications prescribed and potential side effects that may affect academic performance.
- Functional limitations or barriers connected to the student's disability in the academic environment is crucial, i.e. "How does the disability impair the student's ability to learn?"
- Recommended reasonable accommodation that will support effective access to the student's academic program.

## **Other Health Disabilities**

- Letter from a physician qualified to diagnose and treat the condition, with specific diagnostics.
- Medications prescribed and potential side effects that may affect academic performance.
- Functional limitations or barriers connected to the student's disability in the academic environment is crucial, i.e. "How does the disability impair the student's ability to learn?"
- Recommended reasonable accommodation that will support 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, with specific identifying diagnostics.
- Medications prescribed and potential academic side effects.
- 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 accommodation that will support effective access to the student's academic program.

## Specific Learning Disability

- Psycho-educational evaluation or neuro-psychological evaluation, with specific identifying diagnostics.
- 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 supporting reasonable accommodations.
- Academic Achievement evaluation narrative, scores, and sub-test scores are required in determining reasonable accommodations.
- Cognitive Processing narrative, scores, and sub-test scores are helpful in supporting reasonable accommodation.
- Functional limitations or barriers connected to the student
- **Brief screening measurements are not sufficient.**

## Speech/Language

- Letter from a physician or practitioner qualified to diagnose specific learning disabilities with specific identifying diagnostics.
- 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 accommodation that will support effective access to the student's academic program.

## Traumatic Brain Injury

- Psycho-educational evaluation or neuro-psychological evaluation with specific diagnostics.
- To support accommodation: IQ evaluation narrative, scores, and sub-tests are helpful. Academic Achievement evaluation narrative, scores, and sub-test scores are helpful. Cognitive Processing narrative, scores, and sub-test scores are helpful.
- 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, with specific diagnostics.
- 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 accommodation that will support effective access to the student's academic program.

Reasonable accommodations are determined by examining (Interactive Process):

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

The DSS Office at LCCC realizes that reasonable accommodation is individualized and flexible, based on the nature of the documented disability and the environment. Accommodation will be continued only if it is shown to be effective in supplying equal access and/or the student receiving accommodation uses them responsibly. The student should make an appointment prior to the start of each semester to discuss ongoing or new accommodations or anytime the student has changed needs.

**Documentation Form**

**Appendix B**

## 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:  
Phone Number:  
Address:

Student ID Number:

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:



LARAMIE COUNTY  
COMMUNITY COLLEGE

## 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@lcc.wy.edu](mailto:dss@lcc.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. 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 the program coordinator work together to determine reasonable accommodations for each class. 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  
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