

Student Accommodation Handbook



**LARAMIE COUNTY
COMMUNITY COLLEGE**

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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 who require accommodation.
2. To support the institution's academic standards
3. To achieve high levels of competence and integrity in all areas of assistance to students who require accommodation. 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 health and needs.
4. To continually participate in professional activities and educational opportunities designed to strengthen the personal, educational, and vocational quality of life for students who require accommodation. This includes the on- going development of strategies, skills, research, and knowledge pertinent to the highest quality of accessible 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 who require accommodation.

Confidentiality

All documentation provided to the accommodation office will be kept strictly confidential. Student health 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. Accommodation information will be shared with both faculty and the student via encrypted email. Accommodation information will not include any diagnostic, health, or protected information.

Nondiscrimination Statement

Laramie County Community College (LCCC) is committed to providing a safe and nondiscriminatory educational and employment environment. LCCC does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, political affiliation, pregnancy, sexual orientation, gender identity, or other status protected by law in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations. LCCC Career and Technical Education (CTE) department does not discriminate in enrollment or access to any of the programs available. The lack of English language skills shall not be a barrier to admission or participation in the activities and programs.

LCCC also does not discriminate in its hiring or employment practices. This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the designated compliance coordinator(s).

The College has a designated person to monitor compliance and to answer any questions regarding the college's nondiscrimination policies: Please contact: Dr. Melissa Stutz, Title IX and ADA Coordinator, Suite 205, Clay Pathfinder Building, Cheyenne, WY 82007, 307-778-1144, NDS@lccc.wy.edu.

Contact information for the regional Office for Civil Rights is: OCR, Denver Office, U.S. Department of Education, Cesar E. Chavez Memorial Building, 1244 Speer Boulevard, Suite 310, Denver, CO 80204-3582, 303.844.5695, OCR.Denver@ed.gov. LCCC offers CTE programs ranging from health careers to trades and technical fields. LCCC is an open-admissions institution. More information is also available at lccc.wy.edu/nds.

Who is Eligible?

LCCC provides services to all qualified students who require accommodation 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." This can include but is not limited to blindness, visual impairment, cerebral palsy, deafness, hearing impairment, epilepsy, seizure disorders, orthopedic impairment, mobility limitations, specific learning disabilities, speech and language disorders, tourette's syndrome, Attention Deficit Disorder, spinal cord injuries, psychiatric conditions, anxiety, depression, trauma conditions, eating disorders, significant allergies, muscular dystrophy, multiple sclerosis, arthritis, cancer, traumatic brain injury, long covid, acute injury, and acute illness/hospitalization.

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive federal financial assistance. Title IX states: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. A qualified student who "meets the academic and technical standards for admission and participation in the educational program or activity," and who may require Title IX is a student who is pregnant, breastfeeding, experiencing pregnancy complications or loss, menstrual or menopausal conditions, other reproductive conditions, sexual assault or abuse, and other sex-based conditions protected by Title IX law.

Responsibilities

Students who require accommodation have the responsibility to:

- Meet qualifications and maintain essential institutional standards for courses, programs, services, activities, and facilities.
- Identify as an individual who requires accommodation when an accommodation is needed and seek information, counsel, and assistance as necessary.
- Provide appropriate documentation of the condition and how it limits participation in courses, programs, services, activities, and facilities.
- Follow established procedures for obtaining accommodations, academic adjustments, and/or auxiliary aids and services, pay for personal devices
- Check student assigned email for updates on accommodation process, protocol, policy, accommodation.
- Meet and abide by LCCC's academic, conduct, and technical standards.
- Students are also responsible for contacting the Office of Student Accommodation if reasonable academic adjustments or accommodations are not implemented in an effective or timely way.
- Contact accommodation staff for accommodation each term.

LCCC has the responsibility to:

- Provide information to faculty, staff, students and guests who require accommodation 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 needs.
- Provide or arrange reasonable accommodations, academic adjustments, and/or auxiliary aids and services for students who require accommodation 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 needs benefit equally from similar or identical auxiliary aids, 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 Accommodation Office.

LCCC Campus/Online

Andrea Clubb

Coordinator

307.778.1359

aclubb@lccc.wy.edu

2 - Disability Documentation Guidelines

In order to provide reasonable, effective, and appropriate academic accommodations to students at LCCC who require accommodation, this office requires students to provide recent, relevant, and comprehensive medical documentation of the condition and the 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.

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 condition 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.
- A letter from a physician or midwife with an estimated date of delivery
- Documentation must be dated and signed by the physician or evaluator.

[Click here](#) for documentation form.

Incomplete or Insufficient Documentation

- 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 condition ([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 Accommodation Staff.

The Accommodation Letter lists the student's approved accommodation as agreed upon interactive process. All accommodation letters are shared via Faculty and Student email with encryption. Students can request a copy of their accommodation be sent to a personal email as well, but due to FERPA privacy, student email is always the best choice.

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

Accommodation listed in the Accommodation Letter may change during a student's enrollment due to changes in health and need status, documentation, or program standards and requirements. Students must request accommodation changes by notifying the Office by phone, email, virtual visit or in person. Changes will be reflected with an updated Accommodation Letter sent via encrypted email.

OSA can make accommodation for mental health needs, including anxiety, depression, post-traumatic stress disorder, and other physical health needs that require time for appointments or absence. Accommodation can include preferential seating, exam accommodation, recording of lecture, and the ability to step briefly from a classroom.

OSA encourages students to consider the best environment for personal learning when registering for classes. Instructors have the right to require attendance for in person instruction and to have set times during business hours to respond to emails, calls, and scheduling for in person support. As a result, flexible or remote attendance for in person classes is not guaranteed.

Under provision of the ADA and Title IX, students are guaranteed equal opportunity with no guarantee of specific outcome. LCCC reserves the right to define essential skills for academic programs and certificates; to refuse services to students who are not qualified for accommodation by not meeting ADA or Title IV eligibility guidelines; and to students who do not produce acceptable documentation or who do not follow procedures in accessing accommodation.

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, 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. 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. The office 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, 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, or in some cases may be emailed files of the alternate text materials.

Cell Phone and Laptop Technology – OSA recognizes that assistive technology that is beneficial to a student in a classroom may already be in a student's possession. This may include technology, applications, and accessibility features or programs provided by the College for every student or built in the operating system of a student's personal device, such as a phone or laptop. There may be times OSA directs the use

of a student device in the classroom as a result. Some applications may include a recording device, a blood sugar monitoring device, a magnifier, the use of photography for board notes, and as a speech to text device.

Flexibility Accommodation – It does not benefit students to miss class nor to turn in assignments late. OSA encourages students to register for classes that best fit their learning styles and accessibility needs whenever possible, recognizing that all classes are not available in all formats. There are times when students must miss class or request an assignment extension for a disability or health related reason. Such reasons may include a medical or therapy appointment, a treatment appointment, a need to remain in home for a flare based or mobility condition due to weather, worsening condition, treatment side effects, surgery recovery, and other disability specific factors. This does not allow a student to miss every class, nor does it allow students to turn in every assignment late. Students who wish to access flexibility accommodation must turn in a copy of their syllabus to the Office of Student Accommodation so that interactive process may determine the number of qualified absences and type and number of qualified assignment extensions may be made. This is an individualized process for each class, each semester. There are assignments that may not or will not qualify for disability related extensions, such as in-class discussions, discussion boards, final exams, peer review assignments, other interactive assignments, assignments with in the moment interaction required, for academic integrity reasons, for academic or class specific outcomes. Additionally, things such as child care emergencies, work, family member illness, and other life circumstances do not qualify for access to flexible accommodation.

Note Taking Assistance – Only qualified students with disabilities may request note takers. Students should speak with their accommodation staff 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 will not receive notes for classes not attended)
2. To arrange a method of receiving notes
3. To let the office know if notes are inadequate
4. To provide the note taker with carbonless paper or email for sharing notes.

Preferential Seating – Accommodation 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 the office 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. **Due to the unpredictability of Wyoming weather and roads, Virtual Interpreting will be the preferred interpreting service for all classes.**

This ensures complete service for Students. 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 accommodation 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 staff to set up a training session to make sure all equipment is working. Students are responsible for letting the transcriber and OSA staff know when they will not be attending classes. After three no-shows, no-call, services may be suspended until the student meets with OSA staff. Within 24 hours of the class, students will receive a roughly edited transcript of the lecture. OSA staff will provide necessary equipment for transcribing services. OSA 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 office. Assistive technologies are also available for students to utilize during tests or exams (per documentation). **Students need to contact The Office of Student Accommodation 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 OSA 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, OSA Office, and the exam lab, services will not be guaranteed.**

Students are responsible for scheduling private rooms as needed.

Tutoring Services – OSA is happy to directly refer students who require tutoring services to the Learning Commons. However, it is the responsibility of the student to make and keep their appointments with the Learning Commons.

Assistive Technology – The Office of Student Accommodation offers a variety of assistive technology. These devices may be loaned to students 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. The Office of Student Accommodation 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 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. All recordings are to be destroyed at the end of term. They will not be shared with other students.

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

Residence Hall Accommodations

Students requesting accommodation in the Residence Halls need to fill out the 'Verification for Housing' form (found [here](#)). To provide reasonable, effective, and appropriate housing accommodations to students at LCCC who require them, the office requires students to provide recent, relevant, and comprehensive medical documentation of the condition and 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 will not meet eligibility criteria for single room based on accommodation law.

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 office prior to consideration. Please note that providing 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.

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 with mental health needs 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.

DEADLINES FOR ESA REQUESTS:

1. FALL DEADLINE: ALL PAPERWORK DUE JULY 14
2. SPRING DEADLINE: ALL PAPERWORK DUE: NOVEMBER 14
3. SUMMER DEADLINE: ALL PAPERWORK DUE: APRIL 14

Any requests made after these deadlines will be held until the following term.

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 Accommodation Coordinator and provide the following information as part of the interactive process:
2. Student will provide a current prescription from a licensed provider for the emotional support animal. The prescriber information must verify a treatment relationship with the student over a duration of time, and cannot be a prescription or "verification" that was purchased via one time session. Additionally, 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. That the animal is necessary for the student to access the residential living and learning environment
 - d. Duration of the therapeutic or treatment relationship between the prescribing individual and the student, including the date of the last visit with the provider, next appointment, treatment goals,
 - e. If the student has cared for animals previously
 - f. Prescriber licensing information
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. OSA 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, the Office 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, this Office 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. This includes violation of the right to others' rights to peace and quiet and enjoyment.

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 individuals' 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. 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 College 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 needs 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 OSA 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 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 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 Accommodation Staff 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 Accommodation Office. Decisions to remove an animal may be appealed to the Coordinator 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 fulfill 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 or miniature horse has been trained to provide must be related to the person's disability. Dogs whose sole function is to provide comfort, protection, 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

- 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.
- Accommodation 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 Accommodation 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 OSA, 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 OSA 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 Office is required if an attendant will need to accompany a student to class. This will enable the 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, the Office encourages students to alert faculty and staff they are frequently in contact with of a specific condition. Accommodation Staff can help with this conversation and help faculty and staff know what happens in the event a student has a medical related emergency.

LCCC acknowledges that all disabilities and conditions may change. We encourage students to communicate with OSA as needed to address changes and concerns throughout the semester.

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 OSA 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 in 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 Office of Student Accommodation 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.

LCCC realizes that reasonable accommodation is individualized and flexible, based on the nature of the documented disability, Title IX condition, 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. This appointment can be completed via email, in person, virtual appointment, or via phone, so long as communication is clear and effective.

Appendix B

Documentation Form

Appendix C



Office of Student Accommodation

LARAMIE COUNTY COMMUNITY COLLEGE

1400 East College Drive

Cheyenne, Wyoming 82007

(307)778-1359, 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 OSA 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:



Office of Student Accommodation

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

Dietary Accommodation Request (Qualified Health Professional)

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 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
Accommodation Office
1400 E College Dr , Pathfinder 207
Cheyenne WY 82007
Tel: (307) 778-1359
Fax: (307) 778-1262
TTY: (307) 778-1266*

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 Office so the service provider can be informed.

Students who use interpreters or transcribers (service providers) are responsible to inform the 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. All interpreters and transcribers are provided in class on a remote basis to ensure consistent, complete services for Students.

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 the office 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 the office 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. These are delivered via encrypted email to the student and faculty. Please let the office know as soon as possible if accommodations are not being provided.

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 office as soon as possible before the event.

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. 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 office. Service providers are not to speak to faculty about student need or changes in accommodation. This is student responsibility.

Resolving Conflict

If you have a conflict with your service provider

- Please notify the Office as soon as possible
- The Office 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 accommodation services and your service provider you are still not satisfied and wish to have a new service provider placed in your class:

- Tell the Coordinator that you are not satisfied
- The 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 Office will assign a new service provider for your class if available
- If you are still not satisfied, please contact the Coordinator or the Dean of Students.

Appendix E

Americans with Disabilities Act (ADA) Student Grievance Procedure	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 Office of Student Accommodation 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 Office of Student Accommodation (OSA) Coordinator. The OSA Coordinator has ten (10) working days from the date of notification to resolve the complaint. A written record will be filed in the OSA 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.

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