

Scenarios.docx

by

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Scenario One

A

The fact that the DS office agreed to provide student A with class materials in an accessible format proves that the school successfully assessed the disability of the learner and established that her suspected disability was visual impairment. Thus, she was eligible to use a screen reader to facilitate her computer access while the school under its DS office was obligated to provide her with alternative format accommodations which is a requirement by the Americans with Disability Act and independent schools. Nonetheless, it is not reasonable under the law for the DS office to provide the accessible alternative format information for the entire semester in the first two weeks and opt to provide the rest later. This is because the legal standard stipulates that all instructional materials ought to be availed by the DS office in a format accessible to the disabled student at the same time. Moreover, the format should offer similar ease of utilization as those provided to other apprentices without disabilities. Hence, since the DS office agreed to support the blind student with an alternative format accommodation, it should see to it that the scholar's needs are met.

B

The DS office should not turn down the request from student A to adopt the specified screen reading software to issue her with the software formats they do offer currently. Regardless of the cost of acquiring the software besides the need to pay for a license for each student who adopts it, student A has been approved for accessible alternative formats, and the college should accommodate her by ensuring her needs are addressed. Although the college has accepted to meet the latter need, it should be acquainted with the fact that providing all semester materials in a format that permits the learner to read or access the materials should equally be met. By

ensuring the student can access specific screen reader software or other assistive technologies based on her specific needs. Correspondingly, suppose the new software requires additional training, the college is obligated to train the learner. According to Individual with Disability Educational Act (IDEA), it is the college's responsibility to provide such an assistive technological device; in this case, the requested screen reader, without her parents incurring any cost such as training.

C

The university disability services office should inaugurate some studies concerning the accessibility of the e-platform. Also, the DS office should introduce an e-platform specifically designed for the visually impaired students, like in the case of student A to allow accessibility. The platform should allow sharing the syllabus, facilitate assignment submission, and post discussions outside the regular classes. Moreover, the school should consider redesigning its traditional pedagogical methods by incorporating information and communication technologies into various courses. Lastly, the school's failure to make its courses accessible to students who require them could prompt a successful legal action according to ² the Education for All Handicapped Children Act. The latter Act could see the school sued for failing to provide the blind student with the same opportunities for learning and participation as her counterparts without disabilities.

Scenario Two

A

The 1990 American Disabilities Act (ADA) and subsequent amendments in 2008 prevent the school from barring student B's return to school. Regardless of his psychiatric disabilities, posing a suicidal threat to his life, the student is eligible for reasonable academic

accommodations under the ADA provisions. Therefore, the school cannot refuse his return. Affirmatively, the school can require the students to provide clearance from a medical expert to allow his return. Since this student had attempted suicide while in school, this was a traumatic event that could have adverse effects on his routine life in school, leading to anger, anxiety, or even insomnia. Thus, it is legally permissible for the student to provide medical clearance from a health provider and not a pediatrician to ascertain that the child is not a threat to himself and others—failure to which the school reserve a right to suspend him pending psychiatric clearance.

B

Although the student exhibits disruptive character, he reserves the right to be readmitted to class. Since with effective strategies put in place, both teachers and students could recognize and teach the imperative coping skills to the mentally ill student. This is because the school is the most frequent provider and gateway to complementary mental health services. Thus, when the approach mentioned above is taken, it determines the subsequent care trajectory besides consequent psychiatric and academic results. The university's disability services office should handle the student's request by seeking to establish positive, proactive, and effective means through which students and teachers would coordinate to support student B.

C

The specialist should inform the student's parents of his classroom performance and concerns to ascertain the school measures their student's progress towards yearly goals and whether it would be sufficient to realize the set goals. This is the essential legal requirement and guidance for ¹special education and rehabilitation services of the United States department of education. Likewise, parents' request to seek the resident assistant's help and have their son frequently meet with health services is part of the school's obligation to modify its procedures to

accommodate every student's needs. This is equally a provision of the mental health care law that allows everyone to access primary mental health care.

D

Since student B does not specify the dog's specific task in managing panic attacks, it does not qualify it as a service animal. However, the dog alleviates panic attacks due to its presence; thus, it is an emotional support animal (ESA). The college is obligated to inquire why the student is requesting an exception to the no animal policy. They should broadly interpret the student's request. Also, they need not turn down his request in case of lack of specification as a pet, ESA, or service animal. It is not a must that the college allows the student to have a dog if his accommodation request is not reasonable. That is, the dog poses a threat to other students' wellbeing and safety, or it causes considerable physical damage to other people's property, both of which cannot be reduced or eliminated by another reasonable accommodation. Since the dog seems to be an ESA to the student from the outset of the request, the college is obligated through its DS office to request two letters as approval documentation. One should come from the student explaining the need for the animal, while the other being a mental health care provider's approval of the relationship between the dog and the student's disability. Despite the city restrictions on the dog's breed, the student is legally allowed to own the dog if it is determined it is an ESA and not a service animal since the limitations of weight, size, and breed do not apply to emotional support animals.

E

Regardless of whether the roommate approves, the college cannot require the student to live alone since, according to the federal Fair Housing Act, if student B will be deemed qualified to own an ESA on campus, he should be provided with housing as well.

Scenario Three

A

The 2013 revolutionary settlement of the Department of justice with a Cambridge based Lesley University in Massachusetts proved that the Americans with Disabilities Act (ADA) apply to the campus dining halls. Under title three of the Act, both private and public universities are regulated primarily as public accommodations. Hence, through the terms of the settlement, not only does ADA provides the necessary roadmap to all universities to follow to adhere to its terms, but also convincing guidance concerning the university's obligation toward its students with celiac illnesses allergies. Therefore, stemming from student C's grievances that the college meal plan does not have a gluten-free option and how the private college treats her celiac condition, it is certain from the settlement mentioned above that federal authorities will find her institution standing in violation of the ADA provisions. This necessitates that the private college implement new policies to provide learners with meals dependably free of gluten.

Suppose the student maintains that the college dining hall should meet her dietary needs. In that case, ADA, according to Lesley University's 2013 scenario specifies that the college should cooperatively work with the student requesting modifications to come up with an individualized meal plan. Also, to prevent the risk of cross-contamination, the college should allow student C to preorder her meals, which the college dining hall shall designate specific zones for preparation, and delivered to the dining hall as necessary.

B

Student C cannot be denied access to the program due to immobility challenges. However, the college should adhere to the disability rights laws by protecting the student from direct discrimination stemming from a refusal to admission. This does not mean the institution to

make physical changes such as adding elevators or ramps to improve the historical building accessibility. Instead, since the college is under no obligation to make instantaneous alterations to improve accessibility for the students using a wheelchair, the college should accommodate her by publishing a plan to improve accessibility for students with a similar disability. The plan should outline the necessary steps it will take to implement the changes.

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