



Ocean City Police Department

General Order

Subject: Dealing with Individuals with Disabilities and ADA Requirements		No. G.O. 400 D-2	
Rescinds:	Amends: G.O. 400 D-2 (Dated 05/26/2009)	Related Directive:	
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References: AELE Monthly Journal (March 2009), PERF Police and Mental Health, Title II of the Americans with Disabilities Act, The Potential for Government Liability and Possible Ways to Avoid it by Martha S. Stonebrook, Model Policy for Law Enforcement for communication with people who are deaf or hard of hearing (U.S.D.O.J.), Police Response to People with Disabilities, Eight-Part Series, WebMD, 28 C.F.R. Part 35, U.S. Dept. of Justice, ADA Homepage - http://www.ada.gov/			

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I. Purpose

This Policy is a means to ensure the Department provides a consistently high level of service to all community members, including those affected by a disability. There are approximately 50 million Americans currently affected by a disability. These people are entitled to a level of service equivalent to that provided to other persons.

II. Definitions

- A. **American with Disabilities Act (A.D.A.):** A Civil rights law that prohibits discrimination against people with disabilities by employers, businesses, and state and local governments. As part of state or local government, law enforcement agencies must make their programs accessible, make new facilities accessible, take steps to communicate effectively, and make reasonable modifications in policies, practices, and procedures to provide people with disabilities the same services and protections as provided to other members of the public with certain limitations.
- B. **Mobility Impairment:** A condition limiting physical ability; generally considered to include lack of a limb or loss of limb use due to disease, amputation, paralysis, injury, or developmental condition; or limitation of movement due to cardiovascular or other disease.
- C. **Mental Illness:** A psychological or behavioral pattern that occurs in an individual and is thought to cause distress or disability that is not expected as part of normal development or culture.
- D. **Mental Retardation:** A generalized, triarchic disorder, characterized by subaverage cognitive functioning and deficits in two or more adaptive behaviors with onset before the age of 18. Once focused almost entirely on cognition, the definition now includes both a component relating to mental functioning and one relating to the individual's functional skills in their environment.
- E. **Epilepsy:** A common chronic neurological disorder characterized by recurrent unprovoked seizures. These seizures are transient signs and/or symptoms of abnormal, excessive or synchronous neuronal activity in the brain.
- F. **Speech Disorder:** A type of communication disorder where 'normal' speech is disrupted. This can mean stuttering, lisps, etc. Someone who is totally unable to speak due to a speech disorder is considered mute. Sometimes referred to as Speech Impediments.
- G. **Blindness:** The condition of lacking visual perception due to physiological or neurological factors.
- H. **Vision Impairment:** Vision loss (of a person) having reduced vision as to constitute a handicap that constitutes a significant limitation of visual capability resulting from disease, trauma, or a congenital or degenerative condition that cannot be corrected by conventional means, including refractive correction, medication, or surgery. Also referred to as Visual Impairment.

- I. **Hearing Impairment:** A full or partial decrease in the ability to detect or understand sounds. Caused by a wide range of biological and environmental factors, loss of hearing can happen to any organism that perceives sound. "Hearing impaired" is often used to refer to those who are deaf, although the term "hearing impaired" is no longer politically correct. In Deaf culture, generally the terms Deaf and Hard of Hearing are preferred.
- J. **Auxiliary Aids or Services:** Used to communicate with people who are deaf or hard of hearing. These can include use of gestures or visual aids to supplement oral communication. Auxiliary Aids or Services can also include the use of a notepad and pen or pencil to exchange written notes; use of an assistive listening system or device to amplify sound for persons who are hard of hearing; or use of a qualified oral or sign language interpreter.
- K. **Service Animal:** Any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability.

In addition, a public entity is required to make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability.

III. Policy

It is the Policy of the Department to assure its personnel are aware of and follow the guidelines and regulations set forth under Title II of the Americans with Disabilities Act in an effort to provide meaningful services to individuals inflicted with disabilities. This Policy shall not restrict officers from responding appropriately to real threats to health or safety, even if an individual's actions are a result of his/ her disability.

IV. American With Disabilities Act (ADA)

A. General

Title II of the Americans with Disabilities Act (ADA) provides that "no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefit of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity." A "public agency" is defined as "any department, agency, special purpose district, or other instrumentality of a State or States or local government. Similarly, section 504 of the Rehabilitation Act states that "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..." It has been determined that claims brought under these statutes will be analyzed together and the case law interpreting each statute is applicable to both.

Title II makes all activities of state and local governments subject to the same prohibitions against discrimination established by the Rehabilitation Act.

Title II of the ADA applies to law enforcement agencies regardless of whether they receive federal grants or other federal funds because law enforcement agencies are deemed to be programs of state or local governments. The ADA affects the core activities of law enforcement departments including, but not limited to: receiving citizen complaints; interrogating witnesses; arresting, booking, and holding suspects; operating telephone (911) emergency centers; providing emergency medical services; and enforcing laws. Nothing in Title II, its regulations, or legislative history suggests that any police activities are excluded from Title II coverage.

B. Title II Violation Claim

In order to state a claim for violation of Title II of the ADA, an individual must prove all of the following:

1. The person is a qualified individual with a disability.
2. The person has been excluded from participation in or denied the benefits of services, programs, or activities provided by a public entity or was otherwise discriminated against by the public entity.
3. The person's such exclusion, denial or discrimination was because of the person's disability.

A person is considered to have a disability if the person has any of the following:

1. A physical or mental impairment that substantially limits one or more major life activities;
2. Has a record of such impairment; or
3. Is regarded as having such impairment.

C. Potential Liability for Title II Violations

Not all complaints are initially filed by plaintiffs in federal court. An aggrieved individual can seek redress by filing a complaint with the United States Department of Justice (DOJ). The DOJ is authorized under 28 C.F.R. Part 35, Subpart F and 28 C.F.R. § 35.104 to conduct compliance reviews and to determine an entity's compliance with Title II of the ADA. The DOJ is authorized to issue findings, and, where appropriate, negotiate and secure voluntary compliance agreements.

Additionally, the Attorney General of the United States is authorized pursuant to 42 U.S.C. § 12133 to bring a civil action to enforce Title II of the ADA if the DOJ is unable to secure voluntary compliance. The mandates given by the DOJ to offending law enforcement agencies through settlement agreements and consent decrees are strict and leave the agency subject to DOJ oversight and compliance

reviews at any time. Failure to conform with the requirements of the settlement agreement or consent decree exposes the agency to the potential for a civil action in federal court brought by the DOJ to demand specific compliance with the provisions and terms of the settlement agreement or consent decrees.

D. Examples of Title II Violations - As a result of arrests by law enforcement :

1. Wrongful Arrest:

The wrongful arrest theory arises when police have wrongfully arrested someone with a disability because they misperceived the effects of that disability as criminal activity. An example of this type of discrimination is when the police mistake the symptoms of an individual's stroke for operating under the influence and arrest him. Congress specifically addressed this type of "wrongful arrest" discrimination when the House Judiciary Committee stated that people with disabilities such as epilepsy "are frequently inappropriately arrested and jailed because police officers have not received proper training in the recognition of and aid of seizures."

The DOJ recognizes some of the common problems that people with disabilities have when dealing with law enforcement personnel. These problems can form the basis for claims of "wrongful arrest" if the law enforcement personnel misperceive an individual's conduct based upon a disability as unlawful or suspicious conduct.

- a. Unexpected actions taken by some individuals with disabilities may be misconstrued by officers as suspicious or illegal activity or uncooperative behavior.
- b. Individuals who are deaf or hearing impaired or who have speech disabilities or mental retardation, or who are blind or visually impaired may not recognize or be able to respond to police directions. These individuals may erroneously be perceived as uncooperative.
- c. Some people with disabilities may have a staggering gait or slurred speech as a result of their disabilities or the medications they take. These characteristics, which can be associated with neurological disabilities, mental or emotional disturbances or conditions, or medical conditions such as hypoglycemia, may be misperceived as intoxication.

The "wrongful arrest" theory, however, is not applicable when the plaintiff's actions were unlawful at the time of the arrest.

2. Reasonable Accommodation During Arrest:

The reasonable-accommodation-during-arrest theory is based upon the contention that the law enforcement officer "failed to reasonably accommodate the person's disability in the course of investigation or

arrest, causing the person to suffer greater injury or indignity in that process than other arrestees.” Unlike the “wrongful arrest” theory, this theory is based upon a proper investigation or arrest of a person with a disability for unlawful conduct unrelated to that disability. Although courts have recognized the reasonable-accommodation-during-arrest theory as viable, they have essentially foreclosed the application of that theory to on-the-street responses to exigent circumstances. The courts accept the position that Title II of the ADA does not apply when the suspect the police are attempting to arrest creates an exigent and dangerous circumstance by threatening officers or civilians.

3. Failure to Train:

Another theory of liability is based upon a failure to train officers on Title II of the ADA and on how to deal and interact with individuals with disabilities. Plaintiffs have successfully alleged that the failure of the city or county to properly train its law enforcement officers for peaceful encounters with individuals with disabilities resulted in Title II ADA discrimination.

The Regulations interpreting Title II of the ADA state that a public entity (such as a law enforcement agency) shall make reasonable modifications in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of a disability, unless the public entity can demonstrate that making the modifications would fundamentally alter the nature of the service, program or activity. A public entity must also take the appropriate steps to ensure that its communications with individuals with disabilities are as effective as communications with others. In order to comply with the non-discrimination mandate, public employees must be trained.

The DOJ puts great emphasis on training, making it a key provision of settlement agreements it reaches with law enforcement agencies. The DOJ also closely monitors policies to make certain that law enforcement agencies, and other governmental entities, follow the mandates of Title II.

V. General Guidelines When Interacting with Disabled Persons

- A. Personnel shall avoid patronizing and condescending attitudes towards individuals with disabilities. It is also important to keep an open mind and not to dismiss someone as a witness or a suspect simply because they have a disability.
- B. Personnel shall be patient when interacting with individuals with disabilities. It may take extra time for someone with a disability to say, do, or show something.

- C. Personnel should speak directly to the disabled person, rather than rely on a third party for communication. Conversations should be in a normal tone of voice unless the person is hard of hearing. In that case, one should speak calmly and distinctly. If necessary, notes should be written or the use of an auxiliary aid or service.
- D. Personnel shall remember people with disabilities typically have normal intelligence. Some disorders impair more than one function, but usually the ability to think is not affected.
- E. Personnel should not automatically give assistance to an individual with a disability without first talking to the person. Help should be offered if the need seems obvious, but it should not be insisted upon or forced upon the individual. If assistance is requested follow the person's instructions.

VI. Specific Guidelines for Interacting with Americans with Disabilities – Mobility Impairments

A. General

10 % of Americans are affected by mobility issues. General issues that can arise out of limited mobility include access to facilities and the use of stairs. Personnel are encouraged to remember not to compromise safety due to someone's limited mobility.

B. Specific Guidelines

1. Communicate with the person to assist in any mobility transfer.
2. Maintain good eye contact - sit to be at the same eye level.
3. Don't assume the disabled person automatically needs assistance. If assistance is requested, follow the disabled person's instructions.
4. Don't automatically push a disabled person in a wheel chair unless asked to do so.
5. Don't hold or lean onto a wheel chair, this is may be an invasion of personal space for the disabled person.
6. Don't disable the chair without the disabled person's knowledge
7. Don't speak in a patronizing tone.
8. If an arrest is necessary, sworn personnel shall place handcuffs in front of the disabled person.

VII. Specific Guidelines for Interacting with Americans with Disabilities -- Mental Illness

A. General

10 million people are affected by a form of mental illness. Mental Illness can exhibit numerous different forms including the following:

1. Acute Anxiety – exaggerated fears
2. Obsessive compulsive disorder (OCD) – irrational or repetitive behavior
3. Post-traumatic stress disorder (PTSD) – extreme fear due to specific trauma
4. Manic Behavior – overly active and disruptive
5. Depression – indifferent attitude or suicidal behavior
6. Schizophrenia – social withdrawal, hearing voices or having hallucinations
7. Psychosis – disoriented or delusional behavior

B. Specific Guidelines

1. Try to remain calm and non-threatening. The person affected may be extremely sensitive to the attitude displayed by police personnel.
2. Be honest but tactful. If the officer loses the disabled person's trust, the officer may not be able to regain it.
3. Ask about medication. Information about what medication(s) the disabled person is prescribed and when the disabled person last took it will help in assessing the situation.
4. Remain alert, the disabled person's behavior may be unpredictable
5. Most people with mental illness are not a threat. The affected disabled person is more often a greater threat to themselves than to others.

C. Signs or Symptoms of Mental Illness

1. Loss of memory/disorientation: Temporary or permanent memory losses may be symptoms of a disturbance. This is not the common forgetting of everyday things, but rather the failure to remember the day, year, where one is, or other obvious personal information.

2. Delusions: These are false beliefs that are not based in reality. They can cause a person to view the world from a unique or peculiar perspective. The individual will often focus on persecution (e.g., believes others are trying to harm him or her) or grandeur (person believes he or she is God, very wealthy, a famous person, or possesses a special talent or beauty).
3. Depression: Depression involves deep feelings of sadness, hopelessness, or uselessness.
4. Hallucinations: It is not unusual for some people with mental illness to hear voices, or to see, smell, taste, or feel imaginary things. The person experiences events that have no objective source, but that are nonetheless real to him or her. The most common hallucinations involve seeing or hearing things but can involve any of the senses (e.g., a person may feel bugs crawling on his or her body; smell gas that is being used to kill him or her; taste poison in his or her food; hear voices telling him or her to do something; or see visions of God, the dead, or horrible things).
5. Manic behavior: Mania involves accelerated thinking and speaking or hyperactivity with no apparent need for sleep and sometimes accompanied by delusions of grandeur.
6. Anxiety: Feelings of anxiety that are intense and seemingly unfounded. The person is in a state of panic or fright; may have trembling hands, dry mouth, or sweaty palms; or may be “frozen” with fear.
7. Incoherence: A person may have difficulty expressing him- or herself clearly and exhibit disconnected ideas or thought patterns.
8. Response: People with mental illness may process information more slowly than expected.

VIII. Specific Guidelines for Interacting with Americans with Disabilities –Mental Retardation

A. General

1. Mental Retardation is considered the most misunderstood disability. Approximately 3% of the population is affected by Mental Retardation and there are 250 known causes of Mental Retardation.
2. People with moderate retardation have an impaired ability to learn. They can learn to take care of their own needs but may be subjected to exploitation by others.
3. People with severe retardation have a substantially impaired ability to learn. They may be largely dependent on others for their care but usually can provide basic self-care.

4. People with mental retardation or people that are developmentally delayed:
 - a. May be unable to organize their thoughts or understand abstract concepts. May also be easily confused or even distracted.
 - b. Often possesses a very strong desire to please and may pretend to understand when they do not.
 - c. May have difficulty describing what happened and may give repetitive responses to questions.
 - d. Differ primarily in the rate at which they learn. This condition may not be immediately obvious to police personnel interacting with a person having mental retardation.

B. Specific Guidelines

1. Explain fully – inform the disabled person who the investigating officer is and what the investigating officer expects of the disabled person.
2. Use simple language - avoid complicated and yes/no questions. The disabled person may simply tell the officer what the disabled person thinks the officer wants to hear.
3. Address one issue at a time – the officer should make sure that the disabled person understands before moving to the next issue/question.
4. Develop a rapport with the disabled person. Taking the time to do this will often help the officer get better information.
5. Be calm and patient – generally, interviewing a person with mental retardation will require more time.

IX. Specific Guidelines for Interacting with Americans with Disabilities –Epilepsy or Seizure Disorders

A. General

Chronic neurological disorder is caused by brief malfunctions in the brain when an overload of electrical energy passes through the cells. Mild seizures resemble alcohol and/or drug intoxication. Personnel should void physical contact with the disabled person but attempt to direct them in an attempt to avoid physical injury to the disabled person. Persons affected by seizures are usually non-responsive during an episode.

B. Specific Guidelines

1. Personnel should be alert for seizure symptoms. Some of these symptoms can include the following:

Black out, confusion, deafness/ sounds, electric shock feeling, loss of consciousness, smell, spacing out, out of body experience, visual loss or blurring, fear/ pain, chewing movements, convulsion, difficulty talking, drooling, eyelid fluttering, eyes rolling up, falling down, foot stomping, hand waving, inability to move, incontinence, lip smacking, making sounds, shaking, staring, stiffening, swallowing, sweating, teeth clenching/ grinding, tongue biting, tremors, twitching movements, breathing movements, breathing difficulty, heart racing.
2. Protect the person from injury during the episode by guiding them toward “safe” areas but don’t restrain them.
3. Place nothing in their mouth.
4. Offer assistance during recovery period after the episode subsides.
5. If they are in police custody make sure they get their medications on time.
6. If a person is arrested and they have a seizure medicine – it is important that they be allowed to take the medication.

X. Specific Guidelines for Interacting with Americans with Disabilities – Speech Impairment**A. General**

A speech impairment refers to an impaired ability to produce speech sounds and may range from mild to severe. It may include an articulation disorder, characterized by omissions or distortions of speech sounds; a fluency disorder, characterized by atypical flow, rhythm, and/or repetitions of sounds; or a voice disorder, characterized by abnormal pitch, volume, resonance, vocal quality, or duration.

B. Specific Guidelines

1. Don’t assume the disabled person’s speech is directly related to their intellect. There may not be any association with one another.
2. Personnel should attempt to calm the disabled person before asking the disabled person questions.
3. Personnel should be patient, listen carefully, and repeat back to the disabled person what was heard said by him/her.

4. Personnel should not interrupt or try to finish the disabled person's sentence.
5. Ask the disabled person to repeat or rephrase their response, if that doesn't help use pencil and paper to gather their responses.
6. Personnel should not pretend to understand the disabled person's answer if in fact the answer was not understood.
7. Personnel should use their normal voice volume and should not speak in a louder than normal voice.

XI. Specific Guidelines for Interacting with Americans with Disabilities – Blindness and Vision Impairments

A. General

There are three types of vision impairments:

1. Visual Malfunctions: can be corrected with eyeglasses
2. Vision Impairments: Adversely affects sight even with eyeglasses
3. Severe Vision Impairments: Affects sight to such an extent that alternative methods must be used to read or travel

B. Specific Guidelines

1. Personnel should identify themselves to the disabled person immediately and ensure that the disabled person knows that he/she is being addressed.
2. Personnel should tell the disabled person what he/she intends to do before taking action.
3. If it should become necessary to lead a blind person, allow the blind person to grasp the arm just above the elbow. Personnel should walk just slightly in front of the blind person. Never grab a blind person by the arm and propel the blind person along.
4. Personnel should stop completely before going up or down stairs or curbs to serve as a warning to the blind person that the terrain is about to change.
5. When entering a doorway, explain to the disabled person which direction the door opens.
6. Personnel should not pet or interact with a service animal unless being guided to do so by the disabled person who is in control of the animal.

XII. Specific Guidelines for Interacting with Americans with Disabilities –Hearing Impairment

A. General

Police frequently encounter persons with moderate to profound hearing loss while carrying out their law enforcement duties. It has been estimated that 2 to 4 out of every 1,000 people in the U.S. are "functionally deaf." If people with a severe hearing impairment are included with those who are deaf, anywhere from 9 to 22 out of every 1,000 people are included. If everyone with some sort of "trouble" with hearing is included, this includes from 37 to 140 out of every 1,000 people. Plainly, this includes a significant portion of the community, and hearing difficulties are especially prevalent among the elderly, already a particularly vulnerable segment of the community.

Effective communication with a person who is deaf or hard of hearing involved in an incident – whether as a victim, witness, suspect, or arrestee – is essential in ascertaining what actually occurred, the urgency of the matter, and the type of situation.

In some situations, the use of auxiliary aids or services will be required. To serve each individual effectively, primary consideration should be given to providing the type of communication aid or service requested by the individual. Personnel should find out from the person who is deaf or hard of hearing what type of auxiliary aid or service he or she needs.

In situations when a non-disabled person would have access to a telephone, personnel must provide persons who are deaf or hard of hearing the opportunity to place calls using a teletypewriter (TTY, also known as a telecommunications device for deaf people, or TDD). Personnel must also accept telephone calls placed by persons who are deaf or hard of hearing through Telecommunications Relay Service.

The Department will maintain a list of sign language and oral interpreting services that are available (on-call 24 hours per day) and willing to provide qualified interpreters as needed. Each of these services will be chosen after having been screened for the quality and skill of its interpreters, its reliability, and other factors such as cost. The Department will update this list annually.

B. Specific Guidelines

1. Before speaking with the disabled person, personnel should gently get the disabled person's attention.
2. Personnel should face the disabled person and shouldn't turn away while speaking.
3. If an interpreter is used, personnel should speak directly to the deaf person, not the interpreter

4. Personnel should speak at a normal rate and assure only one person speaks at a given time.
5. Personnel should attempt to use short sentences and simple words.
6. If the disabled person is using a hearing aid, personnel shouldn't assume the disabled person's hearing is normal.
7. Personnel should attempt to minimize background noise and distractions whenever possible.
8. Personnel should try to converse with the disabled person in a well – lit area. Personnel should be aware not to cover their mouth or chew gum while speaking with the disabled person.
9. Family members or children should not be used as interpreters.

XIII. Specific Guidelines for Interacting with Americans with Disabilities – Those Using Service Animals

A. General Guideline

1. Service animals perform some of the functions and tasks that an individual with a disability cannot perform for him or herself, or may provide emotional comfort to those suffering from emotional disabilities. Most people are familiar with guide dogs that assist the visually impaired, but there are service animals that provide other kinds of assistance, including:
 - a. Alerting person with hearing impairment to sounds;
 - b. Pulling wheelchairs or carrying and picking up items for person with mobility impairment;
 - c. Assisting persons with mobility impairments with balance
2. Service animals are not pets, and often they wear special harnesses or collars. Some, but not all, are licensed or certified as service animals. Because not all are certified, it is improper to deny service to a person who has a service animal for lack of certification. You may ask the person if the animal is a pet or a service animal, but proof of disability is not required, and accommodations should not be denied for lack of medical certification.
3. Persons with service animals must be permitted to have the animal accompany them to all areas of a facility to which the public is normally admitted, even into facilities that have a “no pets” policy.

- B. Specific Guidelines – Police Care and Custody at Public Safety Building
1. The care and custody of the service animal is solely the responsibility of his or her owner. The Department is not required to provide care or food or a special location for the animal.
 2. The Department may exclude any service animal whose behavior poses a direct threat to the health and safety of others. You may exclude an animal who demonstrates ill behavior, but you may not assume how a particular animal will behave. Each situation must be considered individually.
 3. If the service animal is a miniature horse, in determining whether reasonable modifications in policies, practices, or procedures can be made to allow a miniature horse into a specific facility, personnel shall consider:
 - a. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
 - b. Whether the handler has sufficient control of the miniature horse;
 - c. Whether the miniature horse is housebroken; and
 - d. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.
 4. If it is determined that admitting a service animal would fundamentally alter the way in which the Department does business, the animal may be excluded.
 5. Reasonable efforts must be made to accommodate the service animal, acknowledging the fact that a disabled person who is in police custody is under stress, perhaps beyond that experienced by fully capable persons.

XIV. Reporting

A. General

When personnel come in contact with disabled persons as outlined within this Policy, he/she shall contact his/her supervisor during the time of the call and report the nature of service and/or incident being investigated. It is not necessary for the disabled person to report their condition nor request a reasonable accommodation for personnel to contact their supervisor.

B. Reportable Offense

If the offense in which the officer comes in contact with the disabled person is a reportable offense then the officer shall document the incident in the police report.

C. Non-Reportable Offense

If the offense in which the officer comes in contact with the disabled person is a non-reportable offense then the officer shall document the incident in the call notes section of the officer's MCT.

XV. Additional Information

The Department of Justice has the following Contact Information if personnel require further assistance:

A. **Phone Numbers:**

(800) 514-0301 (Phone) and/or (800) 514-0383 (TTY)

B. **Website:**

www.ada.gov