

Northern Wyoming Community  
College District

# Disability Services

Gillette College & Sheridan College

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## New Student Welcome Packet





**Disability Services - Gillette College**  
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Dear New Student,

Welcome to Northern Wyoming Community College District. We are excited you have chosen NWCCD and hope your experiences here are positive and rewarding!

The information in this packet is for those students interested in receiving accommodations while attending NWCCD. It is our hope that these handouts and forms will help students and their families understand and better navigate the accommodations process at any one of our college locations.

What is in the packet? The packet includes a handout called *Reasonable Accommodations* that lists several examples of accommodations provided at a post-secondary level. The process for requesting accommodations is summarized and explained in more detail in the handout called *Process for Requesting Accommodations*. For your convenience, we have included a handout that describes the differences between receiving accommodations at a high school versus a college level. We have also enclosed an *Initial Intake Form* should you want to start the process for requesting accommodations. This form needs to be completed and returned to our office along with appropriate documentation that supports the need for accommodations. Documentation requirements are found in the *Process for Requesting Accommodations* handout under step two. Please note that although an Individual Educational Plan (IEP) from a high school can provide helpful information, it is rarely sufficient documentation at a post-secondary level.

We encourage you to allow plenty of time to start the disability services accommodations process. Depending on the types of accommodations being requested, the process could take up to several weeks. Feel free to call, email, or stop by should you have any additional questions. Please also let us know if you need this packet in an alternative format.

We look forward to working with you!  
NWCCD Disability Services



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**Disability Services:**

NWCCD is committed to responding to the appropriate needs of students with documented disabilities as outlined in both Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (Amendments Act) of 2008. Through the provision of auxiliary aids and services, students with disabilities are able to equally access and participate in the programs, services and activities at NWCCD. Students with disabilities may be eligible for one or more of services below from NWCCD. Services and accommodations are determined on a case-by-case basis between Disability Services and the student. Services for which students are eligible depend on the type of disability, documentation provided by a qualified health care provider, the student’s needs, and the specific courses the student is taking.

Examples of Possible Accommodations (please note this is not a complete list):

<ul style="list-style-type: none"> <li><input type="checkbox"/> Extended test time</li> <li><input type="checkbox"/> Quiet/distraction-reduced testing environment</li> <li><input type="checkbox"/> Breaks as needed</li> <li><input type="checkbox"/> Exam reader</li> <li><input type="checkbox"/> Use of computer with spell check and/or grammar check during essay exams</li> <li><input type="checkbox"/> Use of a calculator during testing of students with math calculation or math reasoning disabilities</li> <li><input type="checkbox"/> Alternative testing format</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Extended time for in-class assignments to correct spelling, punctuation, grammar</li> <li><input type="checkbox"/> No penalty for spelling on assignments written in-class without dictionary/spell check</li> <li><input type="checkbox"/> Priority/special seating arrangements</li> <li><input type="checkbox"/> Sign language interpreter or remote interpreting services when a sign language interpreter is not available</li> <li><input type="checkbox"/> Duplication/copy of instructor notes or power points</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Digital recorder in the classroom</li> <li><input type="checkbox"/> Digital textbooks</li> <li><input type="checkbox"/> Textbooks in Braille</li> <li><input type="checkbox"/> Enlarged font textbooks</li> <li><input type="checkbox"/> Scribe</li> <li><input type="checkbox"/> Written materials provided in an alternative format</li> <li><input type="checkbox"/> Assistive technology or assistive listening devices</li> </ul> <p><b>**Tutoring services are free and available to ALL students**</b></p>
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**Course Substitutions and Other Important Information:**

Although NWCCD is an open enrollment institution, all students must be qualified\* to participate in any program of academic study. Therefore, students with disabilities are not excused from course prerequisites, GPA requirements, or degree requirements. However, in some limited circumstances it may be appropriate for a substitution of a peripheral academic requirement. Such accommodations are made only when it is clear that the student’s disability makes completion of the requirement impossible; such accommodations must not alter the integrity of the academic program. If the need arises, DS will refer the student to Enrollment Services to pursue the course substitution process.

\*A qualified student with a disability is a student who has provided appropriate documentation that meets the NWCCD guidelines for reasonable accommodations. A qualified student is a person who meets the course and degree program requirements, placement scores, course prerequisites, and GPA requirements for good academic standing.

For any questions regarding the accommodations process, contact Disability Services at one of the numbers



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Welcome to NWCCD. We hope your experiences here are positive and rewarding.

The Disability Services Office assists students with providing reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and Section 504, the Rehabilitation Act of 1973, and its amendments. All accommodations at NWCCD are based upon appropriate documentation, the initial paperwork, an initial meeting with the Disability Services office, the student's needs, and recommendations from a qualified health care provider. The process is a unique and tailored to each individual student's needs.

The following process outlines steps to help make the accommodation process a little easier to understand. Please feel free to ask questions in order to clarify anything that may not make sense. Also, it is important to allow adequate time for the accommodation process. Although some accommodations may take less than a week, others may take as long as three to six weeks.

### **Step 1. Self-Identification**

It is the student's responsibility to notify the Disability Services office of any disability that may require accommodations and/or classroom modifications.

1. Students start the process by picking up a Disability Services Initial Intake Form and making an appointment to meet with Disability Services staff member. (Please note, the Disability Services Initial Intake Form can also be emailed to students or retrieved from our website). This form must be completed and returned to our office with appropriate documentation of the disability before any services can be provided. Please note that we are not obligated to provide requested accommodations if students do not meet disability requirements.
2. Please bring this completed form to the initial appointment. To make an appointment, please contact the Disability Services office by phone or email.

## **Step 2. Appropriate Documentation**

Appropriate documentation is important in the disability accommodation process. Appropriate documentation from a qualified health care provider (such as a physician, psychiatrist, psychologist, audiologist, speech language pathologist, physical therapist, occupational therapist, ophthalmologist, etc.) is important for the following reasons:

1. To establish a disability subject to Section 504 and/or ADA; and
2. To guide the planning process regarding needed services and accommodations.

Providing documentation concerning the disability includes a formal diagnosis that identifies specific functional limitations created by the diagnosed disability, recommendations concerning needed services, and/or accommodations. Appropriate documentation depends on the specific disability but generally includes the following written documentation:

- a) What the disability diagnosis is;
- b) Date of diagnosis and how it was reached;
- c) How the diagnosed disability impacts major life functioning as well as functioning in an educational/academic environment; and
- d) Specific recommendations for accommodations in the classroom/campus environment. Recommendations may or may not be honored, depending on reasonability, academic integrity, and in accordance with ADA.

We recommend that documentation be current within three years; however, there are a few situations in which we need documentation that is more current (for example, temporary disabilities such as hand injuries, surgery that affects mobility and a few other psychological or other impairments). There are a few situations where we can accept documentation that is more than three years old (for example, diabetes, learning disabilities, blindness and a few other impairments). Inquire with the Disability Services office to determine how current the diagnosis needs to be and what documentation is required.

Please bring documentation to the initial appointment. If students do not have appropriate documentation, they will need to obtain it as quickly as possible, so that accommodations will not be delayed due to lack of appropriate documentation. Please note that not all IEPs will work for accommodations in a college setting and will need to be reviewed on a case-by-case basis. Documentation can also be mailed to us. For the Gillette Campus please send documentation to: Gillette College Disability Services, Attn: Susan Serge, 300 West Sinclair Street, Gillette, WY 82718 and for the Sheridan and/or Johnson County Extension Office, please send documentation to: Sheridan College Disability Services, Attn: Shelby Garstad, 1 Whitney Way, Sheridan, WY 82801.

## **Step 3. Determination of Disability Eligibility and Exploration of Appropriate Academic Accommodations/Adjustments**

According to the Americans with Disabilities Act, "no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any public entity." A disability means there is "a physical or mental impairment that substantially limits one or more major life activities" for an individual. Major life activities include but are not limited to "caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working." This may also include "the operation of a major bodily function." Accommodations are designed to allow students with disabilities equal access to meeting

course and faculty standards. However, accommodations should not change or alter the standards or requirements of a course. (Retrieved on Dec. 12, 2012 from <http://www.ada.gov/pubs/adastatute08.htm>). Please note that students are responsible for seeking accommodations in the classroom. Students can come to the Disability Services office at any time during the semester to inquire about accommodations for that semester. Disability Services encourages students to come early in the semester to make the most of the services provided. Students need to allow sufficient time for the disability eligibility and accommodations process. In order to receive accommodations in a college class of activity, students must follow procedures as established by the Disability Services office. According to Section 504 and ADA Compliance Guide, “A student who waits until the last minute to make a request for an accommodation is responsible for any negative consequences which might come from the untimely request.”

Documentation will be reviewed (along with information received in the initial appointment) to help determine disability eligibility. Bring appropriate documentation to the initial appointment.

#### **Step 4. Accommodations Planning**

After receiving documentation, we will sit down together and discuss the documentation, the initial paperwork, and classes for the semester. During this visit, we will explore (and discuss in more depth) personal academic challenges. Together (as long as students qualify for services) we will figure out the appropriate accommodations to help equalize learning opportunities.\* to best help with accommodations, students should bring their upcoming course schedule with them to their initial Disability Services appointment.

\*Please note that there are times when students do not qualify for services or when disability services may not be able to grant what your doctor recommends. Since this is done on a case-by-case basis, there is no way to list all the examples here. Please see the Disability Services Office if there are questions regarding this matter.

#### **Step 5. Notification/Accommodation Letter**

Once reasonable accommodations have been determined, accommodation letters are completed by Disability Services and provided to the student. These letters will not state what the disability is, but it will clearly state which accommodations are to be implemented in the classroom. Students will pick up their letters, and if needed, any equipment to be checked out from DS, before the start of the semester. The accommodation process is an interactive process. Students, Disability Services, and faculty members are responsible for fully participating in the process. After students receive their letters, they are advised to meet with their professors as soon as possible to discuss their accommodations. Instructors will be asked to sign the acknowledgement slip in the letter and return it to the Disability Services to indicate it was received and acknowledged. Instructors are encouraged to contact our office if they have concerns or challenges, or if they are unsure of how to implement accommodations.

Students are to come to the Disability Services office each semester to repeat step 4 and step 5 as required. New accommodation letters will be written for their new instructors. If students do not return to the Disability Services office, we assume students are not requesting accommodations. Call or email us at the numbers/emails below if we can be of further assistance. Enjoy NWCCD!





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The laws, policies, and procedures in college are different than those in high school. Read below for more information on these differences.

**Applicable Laws**

High School	College
<ul style="list-style-type: none"> <li>• I.D.E.A. (Individuals with Disabilities Education Act)</li> <li>• Section 504, Rehabilitation Act of 1973.</li> <li>• I.D.E.A is about success.</li> </ul>	<ul style="list-style-type: none"> <li>• A.D.A. (Americans with Disabilities Act of 1990, Title II) and ADA Amendments Act of 2008.</li> <li>• Section 504, Rehabilitation Act of 1973.</li> <li>• A.D.A is about access</li> </ul>

**Required Documentation**

High School	College
<ul style="list-style-type: none"> <li>• School provides evaluation at no cost</li> <li>• I.D.E.A is about success.</li> <li>• Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A.</li> </ul>	<ul style="list-style-type: none"> <li>• Students must get evaluations at their own cost.</li> <li>• A.D.A is about access</li> <li>• Section 504, Rehabilitation Act of 1973.</li> <li>• Documentation guidelines specify information needed for each category of disability.</li> <li>• Eligibility for services is driven by “impact on a major life activity” – students must be able to demonstrate the need for specific accommodations with current documentation.</li> </ul>

## Self-Advocacy

<b>High School</b>	<b>College</b>
<ul style="list-style-type: none"><li>• Student is identified by the school and is supported by parents and instructors.</li><li>• The school is primarily responsible for arranging accommodations.</li><li>• Instructors approach students if they believe assistance is needed.</li></ul>	<ul style="list-style-type: none"><li>• Student must self-identify to Disability Services</li><li>• Student is primarily responsible for self-advocacy and arranging accommodations.</li><li>• Most instructors expect students to reach out for help. Students are expected to approach instructors if they need assistance. Most instructors are willing to help.</li></ul>

## Grades and Tests

<b>High School</b>	<b>College</b>
<ul style="list-style-type: none"><li>• IEP or 504 plans may include modifications to test format and/or grading.</li><li>• Testing is frequent and covers small amounts of material.</li><li>• Makeup tests are often available.</li><li>• Instructors often take time to remind students of assignments and due dates.</li></ul>	<ul style="list-style-type: none"><li>• Grading and test format changes (i.e. multiple choice vs. essay are generally not available. Grading Accommodations to HOW test are given (extended time, test proctors) are available when supported by disability documentation.</li><li>• Instructors expect students to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.</li><li>• Makeup tests are seldom an option; if they are, students are responsible for requesting them.</li><li>• Testing is usually infrequent and may be cumulative, covering large amounts of material.</li></ul>



## Instruction

High School	College
<ul style="list-style-type: none"> <li>• Instructors may modify curriculum and/alter curriculum pace of assignments.</li> <li>• Students are expected to read short assignments that are then discussed and often re-taught in class.</li> <li>• Students seldom need to read anything more than once; sometimes listening in class is enough.</li> <li>• Classes meet daily.</li> <li>• Attendance is legally mandated. School, community and the family accept the consequences of non-attendance.</li> <li>• Most work is done in class.</li> <li>• Classroom ratios limit the number of students/instructors, allowing a more personal connection. Students see the same instructors every day.</li> <li>• Aides and personal attendants are provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructors are not required to modify, design or alter assignment deadlines.</li> <li>• Students are assigned substantial amounts of reading and writing which may not be directly addressed in class.</li> <li>• Students need to review class notes and text material regularly.</li> <li>• Classes meet once, twice or three times per week.</li> <li>• Attendance is the student's responsibility. Student accepts the consequences of non-attendance.</li> <li>• Most work is done outside of the class.</li> <li>• Classes can range from 25 to 200 students per instructor, depending on the college and the class. Students see faculty less often.</li> <li>• Aides and personal attendants are not provided.</li> </ul>

## Study Responsibilities

High School	College
<ul style="list-style-type: none"> <li>• Tutoring and study support may be a service provided as part of an IEP or 504 plan.</li> <li>• Students' time and assignments are structured by others.</li> <li>• Students may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.</li> <li>• Transportation is provided to and from school.</li> </ul>	<ul style="list-style-type: none"> <li>• Tutoring does not fall under Disability Service' accommodation requirements. Free tutoring is available to students. Students with disabilities must seek out tutoring resources available to all students.</li> <li>• Students are expected to manage their own time and complete assignments independently.</li> <li>• Students usually need to study at least 2 to 3 hours outside of class for each hour in class.</li> <li>• Transportation must be determined by the student and factored into the class schedule.</li> </ul>

## Parental Role

High School	College
<ul style="list-style-type: none"> <li>• Parents have access to student records and can participate in the accommodation process.</li> <li>• Parents advocate for students and their needs</li> </ul>	<ul style="list-style-type: none"> <li>• The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of student records and limits access to only those with a legitimate educational interest. Parents do not have access to student records without written consent from the student.</li> <li>• Student advocates for themselves.</li> </ul>



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**Going to College** – A resource for teens with disabilities: <http://www.going-to-college.org>

**National Clearinghouse on Postsecondary Education for Individuals with Disabilities:** <http://www.heath.gwu.edu/>

**Think College - College Options for People with Intellectual Disabilities:** <http://www.thinkcollege.net/>

**National Center for Learning Disabilities:** <http://www.ncld.org/> or <http://www.ncld.org/adults-learning-disabilities>

**Learning Disabilities Association of America:** <http://www.lidaamerica.org/aboutld/adults/index.asp>

**International Dyslexia Association:** <http://www.interdys.org/>

**An Open Letter to Parents of Students with Disabilities about to Enter College:** <http://arkahead.org/letterfromjane.htm>

**US Department of Veterans Affairs [National Center for PTSD]** <http://www.ptsd.va.gov/>

**Center for Universal Design in Education:** [http://www.washington.edu/doi/CUDE/app\\_postsec.html](http://www.washington.edu/doi/CUDE/app_postsec.html)

**Autism Society of America:** <http://www.autism-society.org/>

**Working with Students who have Autism - Suggestions for Instructors:**

<http://www.parkland.edu/Media/Website%20Resources/PDF/disability-services/QuickGuide.pdf>

**National Alliance of Mental Illness:** <http://www.nami.org/>

**Registry of Interpreters for the Deaf:** <http://www.rid.org/>

**National Consortium for Deaf-Blind:** [www.nationaldb.org/documents/products/CollegeStudents.pdf](http://www.nationaldb.org/documents/products/CollegeStudents.pdf)

**National Institute of Neurological Disorders and Stroke:** [http://www.ninds.nih.gov/disorders/dyslexia/org\\_dyslexia.htm](http://www.ninds.nih.gov/disorders/dyslexia/org_dyslexia.htm)

**Disaboom:** <http://www.disaboom.com/college-for-students-with-disabilities>

**Brain Injury Association of America:** <http://www.disaboom.com/organizations/4309>

**WIND – A Force Fighting for People with Disabilities:** <http://www.uwyo.edu/wind/>

**University of Wyoming Disability Support Services:** <http://www.uwyo.edu/udss>

**Office of Civil Rights:** <http://www2.ed.gov/about/offices/list/ocr/transition.html>

**Association on Higher Education and Disability:** <http://ahead.org/>

**Vocational Rehabilitation:** <http://www.wyomingworkforce.org>



## **Student Responsibilities and Accommodation Letter Instructions**

Disability Services is excited to have you as a student at Sheridan College and hopes your experiences here are positive and memorable.

### **In order to receive your accommodations:**

- Provide a printed copy of the accommodations letter to each instructor for this semester (Disability Services will provide you letters for each instructor in a sealed envelope with a disability services staff member’s signature on the seal).
- Although you are not required to submit this form to your instructor(s) immediately, we encourage you to share this letter with your instructor within the next ten days of receipt of this letter.
- Meet with your instructor to see how the accommodations will be provided, to answer questions, or clear up any confusion about accommodations. Make sure the agreement is clear to both of you. Please note that instructors are not obligated to offer any accommodations prior to receipt of this letter and accommodations are not retroactive. Your instructors will be asked to notify Disability Services to let us know they have received this letter and understand the accommodations listed above.
- Be proactive in communicating with your instructors about your accommodation needs in order to help them better understand how to assist you in a classroom setting.
- There is no need to tell your instructors about your specific disability unless you would like to share that information with them. If you change your mind about wanting accommodations in the classroom, please let us know, so we will know not to expect a response from your instructor.
- Give instructors enough notice to implement accommodations (i.e. the day before an exam is not enough time).
- Visit Disability Services each semester accommodations are requested. You will be issued a similar letter every semester following an advising appointment with a Disabilities Service Representative to update accommodations.

**I have read this form and all previously discussed forms, discussed these forms with my Disability Service Provider and fully understand my rights and responsibilities in the Disability Service process. Additionally, I understand that misusing, misrepresenting or abusing accommodations is a violation of the student code of conduct, and I will be held liable to the judicial process if I am found responsible.**

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Let us know if we can be of further assistance.  
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Please complete this form and bring it to your first meeting with Disability Services.

Please note that accommodations may not be provided without appropriate documentation. Some accommodations can be granted relatively quickly once all the appropriate documentation is received (and the intake paperwork and interview have been completed). Depending on the accommodation needs, it can take 3-6 weeks before accommodations can be implemented. All accommodations provided must be appropriate for your documented disability.

**Contact Information**

Name (First, Middle Initial, Last): \_\_\_\_\_

Student ID #: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

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

Permanent Address (if different) \_\_\_\_\_

Cell or Home Phone Number(s): \_\_\_\_\_

Work Phone Number: \_\_\_\_\_

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

May we use email or phone to communicate with you regarding details or information pertaining to the disability accommodations' process (such as documentation needed, concerns either of us may have if any, or any other related matters)? **Please initial your response:**

Phone: Yes \_\_\_\_\_ No \_\_\_\_\_ Email: Yes \_\_\_\_\_ No \_\_\_\_\_

Who referred you to our office? \_\_\_\_\_

**Vocational Rehabilitation**

Are you a Division of Vocational Rehabilitation (DVR) client? Please check: Yes \_\_\_\_ No \_\_\_\_

If yes:

DVR Counselor Name: \_\_\_\_\_

DVR Counselor Phone Number: \_\_\_\_\_

May we contact and collaborate with DVR? Please initial response: Yes \_\_\_\_\_ No \_\_\_\_\_

**Disability, Educational History, and Documentation**

When were you diagnosed with a disability and who diagnosed you?

\_\_\_\_\_  
 \_\_\_\_\_

Do you have documentation for your disability/disabilities\* Check: \_\_\_\_ Yes \_\_\_\_ No

**\*Please note that if you do not currently have appropriate disability documentation, you may need to obtain and provide our office with appropriate documentation before accommodations can be provided.**

**Functional Limitations:** Please check any of the major life activities listed below that you believe are affected as a result of your diagnosed condition(s). Please indicate level of limitation you experience as a result of your condition(s).

Life Activity	Substantial Impact	Moderate Impact	No Impact	Don't Know
Attending Class				
Attention/Concentration				
Breathing				
Calculating				
Caring for Oneself				
Comprehending Concepts				
Coordination				
Eating				
Emotional/Psychological				
Interacting with Others				
Hearing				
Learning				
Lifting/Carrying				
Making/Keeping Appointments				
Managing Distractions				
Meeting Deadlines				
Memorizing/Retaining Information				
Motivation				
Organization				
Performing Tasks with Hands/Fingers				
Reaching				
Reading/Reading Rate				
Seeing/Vision				
Sitting				
Sleeping				
Spelling				
Stress Management				
Taking Exams				
Talking				
Thinking				
Typing/Keyboarding				
Walking/Standing				
Working an 8 Hour Shift				
Writing				
What are your hobbies, interests, life goals, and/or classes you excel in?	<hr/> <hr/> <hr/>			

Check all disabilities that apply:

- |  |   |
|--|---|
| <input type="checkbox"/> Traumatic/Acquired Brain Injury | <input type="checkbox"/> Speech Impairment                    |
| <input type="checkbox"/> Episodic Condition (Epilepsy)   | <input type="checkbox"/> Learning Disability                  |
| <input type="checkbox"/> Psychiatric (ADHD, Anxiety)     | <input type="checkbox"/> Visual Impairment/Blindness          |
| <input type="checkbox"/> Deaf/Hard of Hearing            | <input type="checkbox"/> Chronic Physical Illness (RA, Lupus) |
| <input type="checkbox"/> Physical Disability             | <input type="checkbox"/> Other                                |

Describe your primary disability and how it impacts and affects your present functioning – in both academic and non-academic environments:

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What type of accommodations or support services (if any) has been helpful for you in the past?

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### **Educational Goals**

Major/Program of Study: \_\_\_\_\_

Current Educational Goals:

- |  |   |
|--|---|
| <input type="checkbox"/> Certificate of completion | <input type="checkbox"/> Job training or professional development |
| <input type="checkbox"/> Associates degree         | <input type="checkbox"/> Personal interest                        |
| <input type="checkbox"/> Bachelor's degree         | <input type="checkbox"/> Other: _____                             |
| <input type="checkbox"/> Masters or PhD            | _____   |

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

\_\_\_\_\_  
Date



## Authorization to Release Information

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

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

**Share    Receive**

- |                                     |                                     |   |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | NWCCD faculty/staff   |
| <input type="checkbox"/>            | <input type="checkbox"/>            | Parents: (Please print names) _____                         |
| <input type="checkbox"/>            | <input type="checkbox"/>            | Faculty of High School: (Please print names) _____          |
| <input type="checkbox"/>            | <input type="checkbox"/>            | Administration of High School: (Please print name(s): _____ |
| <input type="checkbox"/>            | <input type="checkbox"/>            | Social Service Agencies: _____                              |
| <input type="checkbox"/>            | <input type="checkbox"/>            | Health Care Providers: _____                                |
| <input type="checkbox"/>            | <input type="checkbox"/>            | Self: _____   |
| <input type="checkbox"/>            | <input type="checkbox"/>            | Other: _____  |

Information to be released and/or shared:

- Diagnostic information – what the diagnosis is, date of the diagnosis, how the diagnosis was reached
- Credentials of health care provider authorized to diagnose the medical or psychological conditions
- How the diagnosed disability impacts major life functioning as well as functioning in an educational/academic environment
- Supporting documentation of testing results, medical or psychological records, or a summary of the records
- Recommendations for accommodations in an educational environment
- Other relevant information pertaining to the physical and mental condition of the student

The purpose of this information is to assist with determining eligibility of disability services and reasonable accommodations at Northern Wyoming Community College District.

This information will be handled confidentially as appropriate in compliance with applicable federal and state laws. **This document can be updated at the request of the student and will expire in one calendar year from the signature date below or until \_\_\_\_\_.** I understand that I can revoke this authorization at any time except to the extent that action based on this consent has already been taken. I understand that to revoke this authorization I must write a letter of revocation to the appropriate NWCCD Disability Services office. I certify that this form has been fully explained to me and that I understand its contents. I understand that I may ask for a copy of this signed document at any time.

\_\_\_\_\_  
Signature of Student Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of Parent or Legal Guardian (if under 18) Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of NWCCD Disability Services Representative Date: \_\_\_\_\_

**Please send records to the NWCCD Disability Services office below (please check):**

\_\_\_\_ Susan Serge, M.A., LPC, NCC – Gillette  
**Director of Student Affairs, Counseling & ADA Services**  
300 West Sinclair, GCMN 206D, Gillette, WY 82718  
[sserge@sheridan.edu](mailto:sserge@sheridan.edu) (307) 681-6082  
Fax: (307)-681-6599 Attn: Susan Serge

\_\_\_\_ Haylee Fleming, MSW, LCSW - Sheridan  
**Coordinator of Counseling & ADA**  
1 Whitney Way, W156E, Sheridan, WY, 82801  
[hffleming@sheridan.edu](mailto:hffleming@sheridan.edu) (307) 675-0122  
Fax: 888-467-3068 Attn: Haylee Fleming